3790

Edithvale PS

2016

Based on Strategic Plan 2014-2017

Endorsements

Endorsement by School Principal	Name: James Whitla Date: March 2016
Endorsement by School Council	Name: Steve Smith Date: March 2016
Endorsement by Senior Advisor	Name: Simon Hamilton Date: 21 March 2016

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools)*:

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Building practice excellence

High-performing schools are learning organisations that recognise the importance of working together to achieve their collective purpose of learning for all. To do this, schools develop a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation.

Research has shown that collaborative approaches to teacher development, including peer-to-peer observation, shared teaching and learning program development, and team teaching are most effective in improving student and school outcomes.

Our 2015 School Staff Survey (SSS) indicated that Staff Trust in Colleagues (85.16), Teacher Collaboration (82.75) and Collective Responsibility (90.78) were all highly rated and combined with a low Feedback rating in the Professional Learning module (77.00) is an indication that we can introduce and start to embed a cycle of observation and feedback of classroom teaching. Having had maths specialists observe teachers work in their rooms over the last 2 years, we feel that staff have had enough exposure to observation in their rooms.

Building leadership teams

Promoting teacher learning and development is the leadership activity most associated with achieving student learning outcomes. Strong leaders create a safe environment for teachers to develop their practice with others. Great leaders also develop a culture of communication and collaboration with a focus on distributed leadership.

We have a young and experienced staff – 15 out of 25 with 7 or less years teaching experience and we need to plan ahead with imminent retirements in the next 2 years.

Key Improvement Strategies (KIS)
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building practice excellence	• Provide all staff with professional learning on giving and receiving feedback- AITSL classroom observation • Develop protocols for observation, feedback and discussion that includes appropriate questioning techniques • Utilise APT and specialist staff creatively to ensure that observations can take place regularly- twice per term as groups of three • Equity funding to be used for release time and feedback sessions can be held after school on Tuesdays as part of our meeting schedule • Continuing to work closely with Wayne Craig on different theories of action that can be observed-starting with Learning Intent, Narrative and Pace and moving on to questioning
Building leadership teams	• Bastow leadership courses equity funding allocated for 4 leaders to attend "Creating a High Performance Learning Culture" • Expand leadership opportunities for staff to be part of Leadership team, in charge of Professional Learning Teams (PLTs) • Create Roles and Responsibilities document that outlines expectations of all staff and leaders of teams

ACHIEVEMENT			
Goals	[insert from SSP] To improve overall student achievement and learning growth in Literacy and Numeracy with a focused and structured whole school approach.	Targets	There will have been an annual increase in the % of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN over the course of the Strategic Plan By 2017, there will be a 15% increase in the number of students demonstrating high relative growth in NAPLAN. • From Year 1 to Year 6 in each dimension of Mathematics & English 20% of each year level will grow more than one AusVELS level per year. • At least 20% of students will be assessed at 12 months or more ahead of the expected AusVELS level in Mathematics & English.
		12 month targets	There will be growth in the number of students who in 2014 and in Year 3, in Reading and Writing, were in bands 5 and 6- to their Year 5 NAPLAN test score in Reading and Writing in bands 7 and 8 The % of Foundation students achieving at least D (Fountas and Pinnell) will be 100. The % of Year 1 students achieving at least I (Fountas and Pinnell) will be 100. The % of Year 2 students achieving at least L (Fountas and Pinnell) will be 100. The % of students achieving more than 12 months growth in Reading and Writing across all year levels will exceed 20. The % of students achieving more than 12 months growth in Number and Algebra across all year levels will exceed 20 Mean Student AUSVels results in each year level will be above state means in Reading, Writing and Number and Algebra in June AND December There will have been an increase i of 10% of students achieving at Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) in NAPLAN results in Reading, Writing and Numeracy.

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop and enhance staff capacity to collaboratively analyse and interpret data to inform teaching.	▪ Full implementation of SPA program ▪ Improve quality control measures to data entry and analysis ▪ Implement the agreed school assessment and reporting schedule	Selected staff to learn how to input data into SPA, leadership team and other PLT leaders. Staff receive Professional Development understanding data planning and undertaking whole-school professional learning to address identified areas for strengthening data literacy, while building the capacity of individual teachers requiring further support English and Maths PLTs monitor and examine data sets to identify trends, individual student needs- data agendered at each PLT meeting All staff to follow agreed assessment schedule	Principal and Leadership team Nikki, JM, AS, JW Principal and Leadership team PLT leaders- JR/CG, SC and JM	Ongoing during Terms 2 and 4 Term 1 Ongoing at PLT and Staff meetings- at least 2 times per term Ongoing	▪ Staff use SPA program to track student achievement and growth. ▪ All teachers to be data literate with a greater understanding of data sets. This means that they can explain how data is used to inform targeted teaching- and the ability to understand, interpret and analyse a range of data, including NAPLAN, ODT and qualitative data. During PDP conversations staff display that they are data literate by using evidence of data and being able to explain student growth. ▪ All teachers will engage in regular conversations, peer observations and co-teaching opportunities ▪ Improvement in student outcomes across all levels and in all dimensions of Mathematics and English (with a specific focus on writing) ▪ All staff participate in regular collaborative writing and mathematics moderation across year levels and schools at least twice a year.
Build teacher pedagogical knowledge and practice through a deep understanding of our agreed instructional model and the AusVELS curriculum framework.	• to observe and reflect on exemplary practice in the teaching documenting the teaching practices and techniques to be adopted school-wide • Observe one another's practice to provide (and act on) feedback relative to evidence-based teaching models based on developed and agreed observation and feedback tools	exploring opportunities through networks for staff to observe the implementation of effective learning improvement strategies in other school settings support teachers to undertake classroom observation and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches. Develop observation and feedback protocols for observing teaching and learning in all classrooms linked in with Theories of Practice- starting with Narrative, Pace and Learning Intent	All teaching staff Principal and Leadership team Principal and Leadership team	Early term 1 18 sessions scheduled. 3 in terms 1 and 4 and 6 in each of terms 2 and 3	▪ All teachers will engage in regular conversations, peer observations and co-teaching opportunities ▪ The school promotes regular feedback and appraisal processes to ensure all teachers are actively evaluating their practice. It encourages open classrooms and transparent practice through regular, timetabled classroom observation and peer feedback sessions. ▪ Performance and development approaches ensure all teachers are supported towards achieving high quality teaching practices.

		Staff PD on Theories of Practice – give staff more of an understanding on Narrative, Pace and Learning Intent and Powerful Questioning	Paul Shelton/Wayne Craig	Early term1	▪ All staff have participated in Powerful Learning PD sessions
	▪ Document and implement a whole school program in explicit teaching of reading, writing and spelling years Foundation to 6	Embed the 7 Steps to Success Writing Program through timetabled PD sessions with whole staff Introduce and monitor the CAFÉ program English PLT to define Non-Negotiables and common planning documents	English PLT	Pre planning week meetings-each term as well as one staff meeting per term dedicated to Writing and CAFÉ PD Term 1	▪ staff using common language for writing e.g 7 steps wording, sizzling starts, story graph etc. ▪ evidence of whole school approach to teaching reading – e.g CAFÉ and conferencing with students being done across whole school. ▪ Evidence of whole school approach to spelling in Curriculum planners and in classroom displays ▪ Documents to point out whole school approaches to reading and spelling. ▪ PLT leaders to observe and discuss the implementation of effective learning improvement strategies in other school settings

ENGAGEMENT

Goals	[insert from SSP] To deepen the extent to which students feel connected to and engaged with their learning.	Targets	[insert from SSP] By 2017, all Year 5 & 6 students will indicate student satisfaction levels on the students' attitude to schools survey to be at or beyond the 75th percentile in the domain of Teaching and Learning. By 2017, there will be continuous growth shown in the levels of satisfaction in the parent opinion survey related to the domains of: Stimulating Learning and Student Motivation
		12 month targets	Student Attitude to School survey will show an increase in Mean scores in Stimulating learning (4.39 to 4.50), Teacher effectiveness (4.56 to 4.70) and School Connectedness (4.52 to 4.65) • Parent Opinion Survey data will show an increase in Stimulating learning mean score from 5.69 to 5.95 (school type mean) • Parent Opinion Survey data will show an increase in Student Motivation mean score from 5.88 to 5.95

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop and implement a stimulating, motivating and engaging curriculum and learning environment to meet the needs of all students.	▪ Provide focused Professional Learning in effective use of ICT for teaching ▪ Develop, refine and embed an eLearning plan with ICT team ▪ To develop an ICT strategy to expand fleet equipment such as iPads and netbooks. ▪ Improve teaching of ICT skills ▪ Review and refine communication strategy with key stakeholders.	funding, extra release and PD for ICT Leader Work with school ICT technicians Scheduled meeting time for the ICT team to examine DET resources- edustar.com.au Staff use the ICT checklist/ sequence to plan and assess students in their classes. Update the school website Calendar of events published in newsletters and on Google Calendars/Tiqbiz. Communication apps purchased, promoted and utilised	Principal and ICT leader- JM ICT leader and team- JM All staff Principal, Business manager and ICT leader	Termly Term 4 2015 and ongoing throughout 2016 Weekly Ongoing	▪ ICT team meet regularly and feedback to staff at whole school meetings. ▪ Improvement in Student Attitudes to Schools survey data in the Teaching and Learning variables. ▪ ▪ All Professional Development Plans will include at least one ICT. ▪ Staff access DET resources- edustar/FUSE/ABC Splash etc ▪ Updated website ▪ Improvement in Parent survey data in Stimulating learning and student motivation. ▪ Improvement in effective communication with parents through the continuous use of Tizbiq and Qkr. ▪ Develop and administer survey for key stakeholders that seeks feedback on communication strategies
	• Creation of Creative Thinking and Curiosity team that focuses on Including critical thinking, problem solving and curiosity skills in the Wellbeing curriculum ▪ Increase opportunities for students to participate in extra curricula programs to cater for their special interests	Revise Wellbeing curriculum program to incorporate specific teaching of thinking skills and problem solving strategies. Creative thinking and curiosity team to PD staff on teaching of thinking skills- to work with across the levels prior to planning weeks. Engage parents from our school community to help with extra curricula activities	Principal and Wellbeing team leader Critical thinking leader- LM	Term 1 Term 2 or 3	▪ specific teaching of thinking skills and problem solving strategies included in planners • Students experience learning in an environment that is responsive to their needs- indicated through student surveys/self-evaluations ▪ Parent members have been involved in delivering learning opportunities for our students in their field of expertise/passion
	▪ Increase opportunities for students to participate in challenging programs to extend their thinking skills ▪ ▪ Focus on high achieving students- Maths Olympiads, GATEWAYS, BP Challenge etc-	▪ Purchase of Lego technics ▪ Incursions on programming/creativity	ICT team leader- JM/LM PLT leaders- CG/JR and LM	Term 1 or 2 Ongoing	▪ Coordination of and participation in, academic challenge program ie Tournament of the Minds; Maths Olympiad; Public Speaking etc and displayed and promoted at school open evenings/afternoons
	Strengthen partnerships with local secondary partnerships and pre-schools. ▪ Review and analyse transition programs	Update current transition documentation Provide transition coordinators time to liaise with other schools/kinders Create a timetable of kinder visits at the start of the year. One activity with each pre-school each term. Invite pre-schools to school events such as the Art show, Edi's got talent or cheerleading performances Send a copy of our newsletter to the pre-schools and high schools	Year 5/6 team and Foundation transition coordinators Foundation transition coordinator- CG/PH, Publicity Officer and ES Staff	Terms 1 and 4 Term 1	• Updated transition documents- including timelines- developed and published • Updated advertising and promotional materials

WELLBEING				
Goals	[insert from SSP] To provide an inclusive, safe and stimulating environment for learning.	Targets	[insert from SSP] By 2017 Year 5 Student Attitudes to School data in the Student Relationship and Wellbeing variables will be at or beyond the 75th percentile. By 2017 the Parent Opinion Survey data will show sustained growth in the variables relating to Student Safety, Connectedness and Transition	
		12 month targets	Student attitudes to school survey results will show an increase in mean scores in: Connectedness to Peers from (4.29 to 4.35), Student Safety (4.26 to 4.35) and Student Distress (5.89 to 5.95) Parent Opinion Survey data will show an increase in mean scores in: Transitions from 5.78 to 5.88 (school type mean)	

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strengthen the whole school wellbeing program. Enhance and implement policies, practices and programs which focus on global awareness, cyber safety and social media responsibility.	▪ Monitor behaviour management processes ▪ Staff P.D. about all aspects of school student management. ▪ Continue to work closely with DET Support Services to identify and support students at risk ▪ Creation of an annual Wellbeing planner- including 24 Strong Characteristics Trait and High Expectations documentation ▪ Build resilience in students ▪ ensure there is a shared vision and values that reflect the aspirations and expectations of the whole community ▪ Educate staff, students and parents on appropriate and safe use of technologies	To review, evaluate and update SEWP policy and program. Wellbeing team meetings scheduled regularly. Provide open evenings/mornings for parents on anxiety etc in kids Wellbeing team to collaborate on what to include in the planner during PLT meetings. Time allocated each term to monitor and refine content and delivery Delivered as part of school values program each week Accessing and promoting the DET 'Building resilience' material to plan and deliver activities Use of postcards- sent home for students displaying the characteristics traits or values Communication of vision and values via newsletters and assemblies with awards detailing each value/characteristic of the week Cyber safety- continue to follow the eSmart cyber Safety scope and sequence and educate students how to be safe on line Continue to educate parents on how to monitor student's use of technology at home.	Assistant Principal and wellbeing team- AMc and CG Assistant principal AMc and CG Wellbeing Team –AS, AM, CG AM and CG AM CG Wellbeing Team –AS, AM, CG	First days of school year Ongoing Initially term 1 and regularly throughout the year Introduction in Term 2 and referred to at Monday morning briefings Weekly certificates and Monthly newsletters Timetabled twice per term and as needed as part of Wellbeing hour	▪ Consistent implementation of behaviour management processes with a focus on Restorative Practices and school rules ▪ School partnerships with community-based organisations create a network of support for student wellbeing and student learning ▪ DET support services personnel and external agencies to provide professional learning for staff in the SAFEminds program ▪ Commitment of all staff to the updated Student Engagement and Wellbeing policy and Program ▪ Annual Action Plan for student Wellbeing developed and distributed at the beginning of the year- ▪ Implementation of revised and documented Wellbeing programs ▪ Vision is communicated by staff, students and parents and displayed throughout the school ▪ Weekly planners to include esmart/Building Resilience activities and resources

PRODUCTIVITY			
Goals	To ensure the allocation of resources maximises student learning and wellbeing outcomes	Targets	By 2017 the Staff Survey will demonstrate continuous improvement in order to be consistently above the state mean in the Professional Learning variables of: • School Level support • Renewal of knowledge and skills • Feedback By 2017 the Parent Opinion Survey will show sustained improvement in General Satisfaction
		12 month targets	There will be an Improvement in Staff Survey – Professional Learning module so that: • School Level support Mean score will move from 77.03 to above 80 • Renewal of Knowledge and Skills Mean score will move from 85.7 to 88 and • Feedback Mean score will move from 73.17 to above 80 There will be an Improvement in Parent Opinion Survey data so that it will show an increase in: • Stimulating learning mean score from 5.69 to 5.95 (school type mean) • General satisfaction mean score from 5.74 to 5.96 (school type mean)

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Develop a rigorous and targeted professional learning program which meets the goals set in the Strategic Plan and AIP	▪ Provide adequate resources to establish an exemplary Professional learning program. ▪ Develop staff skills, knowledge and understanding of a range of data sets ▪ Joint participation with Universities on the Myer project- Powerful Learning	Curriculum Day assigned to develop staff knowledge and understanding of the Powerful Learning work Provide exemplary PD on Data Literacy- including Staff/Parent/Student surveys and SPA PD Work closely with Paul Shelton- appointed coordinator of Myer project- to run workshops/support to implement Theories of Action	Principal and Leadership team Principal and Leadership team Principal and Leadership team	Term 2 Term 1 Ongoing	▪ All teachers have further identified growth in their instructional practice through Peer Observations ▪ All teachers have attended professional development to build their data literacy skills including NAPLAN, ODT, PAT and moderated samples ▪ Staff have been observed and received feedback on their teaching at least 2 theories of action
Provide appropriate structures and resource allocations to enable the successful development, implementation and continuance of the school's curriculum programs	▪ develop the capabilities of leading teachers and instructional leaders to strengthen their expertise proven in coaching and feedback methods ▪ All staff participate in Peer Observation sessions ▪ strengthen succession planning to guarantee a pipeline of next generation leaders ▪ build knowledge and capability to lead change to enhance school climate and professional learning culture	Observation and feedback protocols developed Observation and Feedback sessions timetabled throughout the year- including use of Assistant Principal time to release staff Bastow Courses- creating a High performance Learning Culture- enrolment of 4 key personnel in the course build knowledge and capability, share lessons about evidence-based improvement strategies, and use school data to measure impact and forensically identify areas for improvement and monitoring performance	Principal and Leadership team James, Andrew, Luke, Jaime	Term s 1-4 Ongoing	• The whole-school community knows the priorities and actions being pursued with intensity and persistence for improved outcomes, and understands the progress being made against these actions. • The school leadership team relentlessly nurtures staff development and empowers emerging leaders to contribute their full potential to school improvement efforts. • Teachers work in professional learning teams to achieve strategic professional goals- peer observation etc
	▪ Develop a Whole School Professional Learning Plan ▪ Development and Monitoring of Performance and Development Plans for 2016	▪ Scheduled leadership meetings ▪ Staff and Level meetings ▪ Meeting timetables to reflect priorities of the school	▪ Prin class and Consultative Committee ▪ Leadership team ▪ All staff members supported by their team leaders- LM, CG, SC ▪ Leadership team	Term 1 Ongoing	All staff Performance and Development Plans are linked to the Strategic Plan and the Annual Implementation Plan and show growth in their instructional practice All teachers provide evidence through their PDP of their commitment to coaching and feedback sessions Establish data teams, implement structured meetings times and develop action
	▪ Create a plan and budget for promoting the school in the wider community ▪ Monitor and enhance the promotion of EPS in the wider community	Create the role of publicity officer and fill position Funding provided for development of promotional material	Leadership team; Transition co-ordinators;- JR and CG (K-F) and DB School Council and student representatives		Promotional material developed and disseminated

ACHIEVEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Full implementation of SPA program		Selected staff to learn how to input data into SPA, leadership team and other PLT leaders. Staff receive Professional Development understanding data planning and undertaking whole-school professional learning to address identified areas for strengthening data literacy, while building the capacity of individual teachers requiring further support English and Maths PLTs monitor and examine data sets to identify trends, individual student needs- data agendered at each PLT meeting			$1000 for PD $500 for CRT release of data leader
Observe one another's practice to provide (and act on) feedback relative to evidence-based teaching models based on developed and agreed observation and feedback tools		support teachers to undertake classroom observation and provide critical feedback to each other to inform improvements in teacher practice in line with agreed teaching approaches. Develop observation and feedback protocols for observing teaching and learning in all classrooms linked in with Theories of Practice- starting with Narrative, Pace and Learning Intent			

ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Provide focused Professional Learning in effective use of ICT for teaching Develop, refine and embed an eLearning plan with ICT team		funding, extra release and PD for ICT Leader Work with school ICT technicians Scheduled meeting time for the ICT team to examine DET resources- edustar.com.au Staff use the ICT checklist/ sequence to plan and assess students in their classes.			$ 3 x CRT = $1000 $6000 for tech support
Creation of Creative Thinking and Curiosity team that focuses on Including critical thinking, problem solving and curiosity skills in the Wellbeing curriculum Increase opportunities for students to participate in extra curricula programs to cater for their special interest		Creative thinking and curiosity team to PD staff on teaching of thinking skills- to work with across the levels prior to planning weeks. Engage parents from our school community to help with extra curricula activities			$650 for Gifted and Talented PD and 1 x CRT = $350

WELLBEING						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets			Budget Spending to date
	Status		Evidence	Status		Evidence	
Creation of an annual Wellbeing planner- including 24 Strong Characteristics Trait and High Expectations documentation			To review, evaluate and update SEWP policy and program. Wellbeing team meetings scheduled regularly. Provide open evenings/mornings for parents on anxiety etc in kid Wellbeing team to collaborate on what to include in the planner during PLT meetings. Time allocated each term to monitor and refine content and delivery Delivered as part of school values program each week				
Build resilience in students			Accessing and promoting the DET 'Building resilience' material to plan and deliver activities				
ensure there is a shared vision and values that reflect the aspirations and expectations of the whole community			Communication of vision and values via newsletters and assemblies with awards detailing each value/characteristic of the week				

PRODUCTIVITY						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets			Budget Spending to date
	Status		Evidence	Status		Evidence	
Joint participation with Universities on the Myer project- Powerful Learning			Work closely with Paul Shelton- appointed coordinator of Myer project- to run workshops/support to implement Theories of Action				Costs covered through $5000 annual fee to be part of Myer project
develop the capabilities of leading teachers and instructional leaders to strengthen their expertise proven in coaching and feedback methods All staff participate in Peer Observation sessions			Observation and feedback protocols developed Observation and Feedback sessions timetabled throughout the year- including use of Assistant Principal time to release staff				
strengthen succession planning to guarantee a pipeline of next generation leaders			Bastow Courses- creating a High performance Learning Culture- enrolment of 4 key personnel in the course				$5 x $600 for the course plus Crt cover = $2000
Create a plan and budget for promoting the school in the wider community			Create the role of publicity officer and fill position Funding provided for development of promotional material				$3000 spent on website upgrade $500 for adevertising/promotion