

Annual Implementation Plan 2014-2015

Berwick Fields Primary School

5305

Based on Strategic Plan developed for 2014-2017



Endorsement by School Principal	Signed..... (Principal's signature) Name: Stephen Wigney Date: 27 th April 2015
Endorsement by School Council	Signed..... (School Council President's signature) Name: Luke Ognibene Date: 27 th April 2015

Strategic Intent

	Key Improvement Strategy (Significant Projects for 2014-2015)	Targets (By the of End of 2017)	One to Two Year Targets (Achievement Milestones – Changes in practice or behaviour)
<p>Achievement Goal <i>Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual and cohort growth.</i></p>	<ul style="list-style-type: none"> • Develop a common understanding and shared commitment around the school's pedagogical approach in line with our Philosophy of Learning. • Ensure consistent approaches to the teaching of exemplary literacy and numeracy practices through formal English and Maths Specialist Mentoring opportunities. • Enhance the integrated planning process by developing a stronger connection to the Philosophy of Learning to inspire our students to learn. • Build staff capacity to 	<ul style="list-style-type: none"> • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number. • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above state mean in reading, writing and number by 2017. • Staff survey, on the effectiveness of the integrated planning process, has demonstrated an increase in satisfaction levels each year. • Grade 3 and 5 NAPLAN Reading, 	<ul style="list-style-type: none"> • Individual and team planning documents show evidence of exemplary learning and teaching practices being implemented consistently across the school, with reference to the Australian Curriculum. • Staff are utilizing the framework that has been developed to demonstrate the links between exemplary practices and the Philosophy. • The consistent implementation of exemplary learning and teaching practices in English and Maths are evident in the 'Teaching and Learning' policy, planning processes, and program documentation. • Whole Staff Survey indicates high satisfaction with the English and Maths Mentor Program in improving their pedagogical practice. • Student Achievement data shows growth in the number of students at or above the expected level. • Individual and team planning documents show evidence of exemplary learning and teaching practices being implemented across the school, with reference to the Australian Curriculum, Philosophy of Learning and an inquiry approach. • Whole school Assessment Policy and program is reviewed and

	<p>use formative and summative data to effectively inform learning and teaching, as well as enabling their students to take responsibility for their learning through the use of feedback to set and monitor goals.</p> <ul style="list-style-type: none"> • Work in partnership with families to better understand exemplary teaching practices in order to support students with their development through targeted information sessions. 	<p>Writing and Number indicates cohort bi-annual growth.</p> <ul style="list-style-type: none"> • The DEECD Year 5/6 Attitudes to School Survey shows improvement in the area of 'learning confidence'. <ul style="list-style-type: none"> • Berwick Fields Parent Survey feedback demonstrates that families have increased their capacity to support the learning of their child/ren by engaging in activities such as Getting Acquainted Discussions, Student Led Conferences, report strategies and parent forums. • The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the areas of "Learning Focus'. 	<p>updated, to outline expectations of the use of formative and summative assessment.</p> <ul style="list-style-type: none"> • An increase in the use of both formative and summative assessment is evident in teacher planning documents to ensure they are using assessment as, of and for learning. • All Student Portfolios reflect evidence of teacher and student feedback and the setting of meaningful goals. • PLT Moderation Meetings include a more regular focus on the triangulation of data to develop consistency and rigor of judgments that influence teaching practice and future planning. • A common understanding of what students taking responsibility for their learning looks like at Berwick Fields has been documented, with students and teachers understanding their role in developing a sense of responsibility. • Evidence of learning intentions and success criteria is apparent in the classroom and planning documentation. • The Student Led Conference allows students to articulate in greater depth how they take responsibility for their learning using the Student Portfolio. <ul style="list-style-type: none"> • Feedback from parents indicates that activities, like Student Led Conferences and parent forums, designed to develop their understanding of learning and teaching, have built their capacity to support the learning of their child/ren.
	<p>Key Improvement Strategy (Significant Projects for</p>	<p>Targets (By the of End of 2017)</p>	<p>One to Two Year Targets (Achievement Milestones – Changes in practice or behaviour)</p>

	2014-2015)		
<p>Engagement Goal</p> <p><i>To provide engaging opportunities that foster personal best for all.</i></p>	<ul style="list-style-type: none"> • Develop a common understanding and shared commitment to the implementation of the pedagogical elements of our Philosophy of Learning. • Connect students to our Philosophy of Learning and what that could look like by giving them a voice in their own learning and leadership development through regular student forums. • Collaborate with our school community to develop their understanding of our Philosophy of Learning by providing targeted information sessions. 	<ul style="list-style-type: none"> • Berwick Fields Staff 'School Based' survey demonstrates an annual improvement in satisfaction about the positive influence that performance plans have had in developing a common understanding and commitment to the Philosophy of Learning. • The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'stimulating learning' and 'teaching effectiveness' demonstrates annual improvement. • The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the area of 'Parent Input'. 	<ul style="list-style-type: none"> • Staff are using the evidence collected through the self-assessment tool to reflect on their current practice and develop their understanding of each of the pedagogical element of our Philosophy of Learning. • Evidence collected through the staff performance planning process shows the link between the theoretical elements of our Philosophy of Learning and what is actually happening in the classroom. • Staff and students are using the evidence collected through the self-assessment tool to reflect on how each element of the Philosophy of Learning is improving their learning environment. • The Setting Up For Success Program' and student's Portfolio demonstrates strong and ongoing links to the Philosophy of Learning. • Evidence shows that a greater number of families are participating in engagement strategies because they are meeting their needs. • Staff are enacting the school wide communication process.
<p>Wellbeing Goal</p> <p><i>To develop the consistency of wellbeing practices across the school.</i></p>	<ul style="list-style-type: none"> • Develop a common understanding and shared commitment to the implementation of exemplary wellbeing approaches in line with our Philosophy of Learning that will make 	<ul style="list-style-type: none"> • The Berwick Fields' Discipline Database shows an annual decrease in the number of behavioral incidents occurring in classrooms. 	<ul style="list-style-type: none"> • Staff have learnt about alternative wellbeing approaches and are experimenting with them in their classroom to determine which ones they regard as exemplary. • Enhancements have been made to the wellbeing approaches, in line with our Philosophy of Learning. • Staff are committed to the consistent implementation of the enhanced wellbeing approaches. • Staff are consistently implementing the School Council endorsed,

	<p>the greatest difference to students.</p> <ul style="list-style-type: none"> • Improve the effectiveness and consistency of the current approaches to behaviour management. • Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management. • Use the DEECD 'New Student Engagement and Inclusion Guidance' to build the capacity of the community to effectively contribute to a positive school environment. 	<ul style="list-style-type: none"> • Berwick Fields Staff 'School Based' survey demonstrates an annual improvement in their commitment to the enhanced wellbeing approaches. • The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'classroom behaviour' and 'student safety' demonstrates annual improvement. • The DEECD Parent Opinion Survey, in the areas of 'behaviour management' and 'student safety' demonstrates annual improvement. • Berwick Fields' 'School Based' Parent Opinion Survey demonstrates an annual improvement in families' understanding of how they can contribute to a positive school environment. 	<p>'Classroom and Playground Management' policy and processes.</p> <ul style="list-style-type: none"> • Feedback from families about the level of satisfaction with the behavior management process has been sought. • Evidence of students reflecting on their own personal and social capabilities is included in each student's portfolio. • Students are actively involved in positively influencing their environment. • Evidence shows that a greater number of families are actively involved in creating a positive school environment
	<p>Key Improvement Strategy (Significant Projects for 2014-2015)</p>	<p>Targets (By the of End of 2017)</p>	<p>One to Two Year Targets (Achievement Milestones – Changes in practice or behaviour)</p>
<p>Productivity Goal <i>To understand and use strategies that lead to sustained improvement.</i></p>	<ul style="list-style-type: none"> • Build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes. 	<ul style="list-style-type: none"> • Prep – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number. • Prep – 6 student achievement data 	<ul style="list-style-type: none"> • A professional learning plan has been developed and enacted for our teacher leaders that supports them to: <ul style="list-style-type: none"> ➢ Understand what an effective teacher leader does ➢ Provide opportunities to share their knowledge and skills ➢ Engages them in conversations around collecting, analyzing and using data.

	<ul style="list-style-type: none"> • Enhance accountability practices that result in sustained improvement and foster personal and professional growth. • Build on the current approach to resource management to benefit all members of our learning community. 	<p>demonstrates growth each year in the number of students working at or above state mean in reading, writing and number by 2017.</p> <ul style="list-style-type: none"> • Grade 3 and 5 NAPLAN Reading, Writing and Number indicates cohort bi-annual growth. • The DEECD Staff Opinion Survey, in the area of 'supportive leadership' demonstrates annual improvement. • The DEECD Staff Opinion Survey, in the areas of 'appraisal and 'professional growth' demonstrates annual improvement. • The annual confirmed School Global budget shows that funding priority has been given to the significant projects, as documented in the 2014-2017 School Strategic Plan. 	<ul style="list-style-type: none"> • When determining their professional goals staff have a stronger alignment with the DEECD and school priorities. • Staff are enacting the amended PPDP process. • Staff's' capacity to set SMART goals has been enhanced through professional development. • Staff show greater responsibility for the provision of evidence, including the use of colleagues to provide feedback when demonstrating their success in achieving their personal/professional goals. • The budget review process is consultative, in terms of providing opportunities for all staff with responsibility to determine the priority for the allocation of funds. • Additional resources have been successfully obtained to enhance student learning.
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Implementation

Achievement Goal:

- **Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual and cohort growth.**

Key Improvement Strategies (Significant Projects for	Who (Those leading the implementation).	Actions (The activities and programs required to progress the key improvement strategies).	Timeline	Achievement Milestones (The changes in practice or behaviours).
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2014-2015)				
1.1 Develop a common understanding and shared commitment around the school's pedagogical approach in line with our Philosophy of Learning.	Essential Learnings Leader	<ul style="list-style-type: none"> • Build teacher understanding of the way the Blueprint framework, incorporating the Philosophy of Learning, is used to plan a considered and viable curriculum. • Understand the way that the Blueprint framework is used to provide guidance for term, weekly and daily planners. • Explore the ways the General Capabilities of the Australian Curriculum align with the competencies and values outlined in our pedagogical approach. • Improve teacher understanding of the way the General Capabilities are developed sequentially over a student's learning journey. 	Throughout 2015	<ul style="list-style-type: none"> • Individual and team planning documents show evidence of exemplary learning and teaching practices being implemented consistently across the school, with reference to the Australian Curriculum. • Staff are utilizing the framework that has been developed to demonstrate the links between a set of practices developed and the Philosophy of Learning.
1.2 Ensure consistent approaches to the teaching of exemplary literacy and numeracy practices through formal English and Mathematics Specialist Mentoring opportunities.	Essential Learnings Leader English and Mathematics Mentors,	<ul style="list-style-type: none"> • Using information collected in 2014 about teacher needs, understandings and confidence, deliver professional development to build teacher capacity, focused on the domains of Writing and Number • Focus on the development of term planners that contain links to the Australian Curriculum and the Blueprint framework. • Develop a shared understanding of 'consistent approaches' at Berwick Fields. • Support the development and work of Mentors to enable consistent approaches in working with colleagues across the school. • Share PPDP and mentoring goals amongst staff across the schools to benefit from our shared knowledge and experiences. 	Term 2 2015	<ul style="list-style-type: none"> • The consistent implementation of exemplary learning and teaching practices in English and Mathematics are evident in the 'Teaching and Learning' policy, planning processes, and program documentation. • Whole Staff Survey indicates high satisfaction with the English and Mathematics Mentor Program in improving their pedagogical practice. • Student Achievement data shows growth in the number of students at or above the expected level.
1.3 Enhance the integrated planning process by developing a stronger connection to the Philosophy of Learning to inspire our students to	Essential Learnings Leader Engagement Leader.	<ul style="list-style-type: none"> • Explore the way the yearly overview has been used to inform team planning throughout 2015 in preparation for 2016. • Explore the General Capabilities in the Australian Curriculum and their relationship to the Philosophy of Learning, including the way student understanding is developed across the years. • Explore the current state of staff knowledge and confidence with 	Throughout 2015	<ul style="list-style-type: none"> • Individual and team planning documents show evidence of exemplary learning and teaching practices being implemented consistently across the school, with reference to the Australian Curriculum.

<p>learn.</p> <p>1.4 Build staff capacity to use formative and summative data to effectively inform learning and teaching, as well as enabling their students to take responsibility for their learning through the use of feedback to set and monitor goals.</p>	<p>Essential Learnings Leader. and Domain</p> <p>Lead Learners (Portfolios)</p> <p>Mentors (Data)</p>	<p>regards to inquiry learning approaches.</p> <ul style="list-style-type: none"> • Consider the way inquiry learning approaches can be incorporated in to planners to develop and build the capacities we value in the Philosophy of Learning. • Work to support the use of the Blueprint framework to develop overarching ideas for inquiry units planned by Professional Learning Teams. • Provide professional learning on understanding the purpose of each item with respect to assessing 'as', 'of' and 'for' learning • Include learning intentions and success criteria as a means for students to monitor their progress. • Further develop the use of student portfolios to record and document ongoing student progress by including feedback from teachers, students and parents. • Develop a shared understanding of what makes good evidence of learning progress. • Enable staff and students to use a variety of tools to provide meaningful feedback about the learning process to themselves and others. • Ensure the quality and validity of information being collected and passed on between teachers. • Make use of data to inform discussions about student learning in meetings and planning across the school. 	<p>By Term 3 2015</p> <ul style="list-style-type: none"> • Individual (and team) planning documents show evidence of exemplary learning and teaching practices being implemented across the school, with reference to the Australian Curriculum, Philosophy of Learning and an inquiry approach. • Whole school Assessment Policy and program is reviewed and updated, to outline expectations of the use of formative and summative assessment. • An increase in the use of both formative and summative assessment is evident in teacher planning documents to ensure they are using assessment as, of and for learning. • All Student Portfolios reflect evidence of teacher and student feedback and the setting of meaningful goals. • PLT Moderation Meetings include a more regular focus on the triangulation of data to develop consistency and rigor of judgments that influence teaching practice and future planning. • Evidence of learning intentions and success criteria is apparent in the classroom and planning documentation • The Student Led Conference allows students to articulate in greater depth how they take responsibility for their
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				learning using the Student Portfolio.
1.5 Work in partnership with families to better understand exemplary teaching practices in order to support students with their development through targeted information sessions.	Community Development Leader	<ul style="list-style-type: none"> Survey new families to ascertain their educational needs when delivering targeted information sessions to explore alternative opportunities for parents to understand exemplary teaching practices that support their children. Continue to provide targeted workshops in accordance with the needs identified above. Complete the development of the 'Communication Policy'. 	Term 2 2015 Throughout 2015 Term 3, 2015	<ul style="list-style-type: none"> The 'Communication Policy' has been endorsed by School Council. Feedback from parents indicates that activities, like Student Led Conferences and parent forums, designed to develop their understanding of learning and teaching, have been effective in building their capacity to support the learning of their child/ren.

Engagement Goal:

➤ **To provide engaging opportunities that foster personal best for all.**

Key Improvement Strategies (What) (Significant Projects for 2014-2015)	Who (Those leading the implementation).	Actions (The activities and programs required to progress the key improvement strategies).	Timeline	Achievement Milestones (The changes in practice or behaviours).
2.1 Develop a common understanding and shared commitment to the implementation of the pedagogical elements of our Philosophy of Learning.	Essential Learnings Team School Improvement Team	<ul style="list-style-type: none"> Collate information collected from our students about the way 'learners learn around here' to develop staff and student self assessment tools to identify and target the pedagogical elements of the Philosophy that we need to focus upon into the future. Develop staff and student understanding of those self assessment tools through professional development opportunities. Build on the potential of our student portfolios to provide evidence of student achievement in line with our Philosophy. 	Term 2 2015 Term 2 2015	<ul style="list-style-type: none"> Staff are using the evidence collected through the self-assessment tool to reflect on their current practice and develop their understanding of each of the pedagogical element of our Philosophy of Learning. Evidence collected through the staff performance planning process shows the link between the theoretical elements of our Philosophy of Learning and what is actually happening in the classroom.
2.2 Connect students to our Philosophy of Learning and what that	Community Development Team.	<ul style="list-style-type: none"> Collect information from the staff performance and development process to ascertain the extent by which staff are linking our Philosophy of Learning to their classroom program. Continue to use the 'Setting Up for Success' program to foster strong 	Term 4, 2015 Term 1	

<p>could look like by giving them a voice in their own learning and leadership development through regular student forums.</p>	<p>Student Leadership Groups e.g. JSC, Student Leaders.</p>	<p>links to the Philosophy. Encourage student forums such as student leadership development program, Junior School Council and class meetings to have the Philosophy of Learning as a focus for discussions, where relevant.</p>	<p>2015 Throughout 2015</p>	<ul style="list-style-type: none"> • Staff and students are using the evidence collected through the self-assessment tool to reflect on how each element of the Philosophy of Learning is improving their learning environment. • The 'Setting Up For Success Program' and student portfolios demonstrates strong and ongoing links to the Philosophy of Learning.
<p>2.3 Collaborate with our school community to develop their understanding of our Philosophy of Learning by providing targeted information sessions.</p>	<p>Community Development Team Family Engagement Team. School Council</p>	<ul style="list-style-type: none"> • Continue to meet with interested families as part of the Family Engagement Strategy to disseminate information regarding the Philosophy and provide opportunities for them to actively demonstrate each of the philosophy components to support school community learning. • Provide opportunities for the community to make suggestions as to what they see as our strengths and opportunities for improvement with regards to the Philosophy of Learning. • Establish practical and engaging ways in which the Philosophy can be displayed around the school to nurture greater understanding. • Explore opportunities to meet with new families and/or Prep parents regarding the Philosophy and document examples of where they 'see' the Philosophy imbedded in their children's learning. • Complete the 'Communication Policy' and monitor its implementation by staff. 	<p>Throughout 2015 Term 2 2015 Term 3 2015 Throughout 2015 Term 3, 2015</p>	<ul style="list-style-type: none"> • Evidence shows that a greater number of families are participating in Family Engagement strategies because they are meeting their needs. • A variety of forums have been organized to assist the development of school community understandings about our Philosophy, • Staff are enacting the school wide communication process.

Wellbeing Goal:

➤ **To develop the consistency of wellbeing practices across the school.**

<p>Key Improvement Strategies (What) (Significant Projects for</p>	<p>Who (Those leading the</p>	<p>Actions (The activities and programs required to progress the key improvement strategies).</p>	<p>Timeline</p>	<p>Achievement Milestones (The changes in practice or behaviours).</p>
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2014-2015)	implementation).			
3.1 Develop a common understanding and shared commitment to the implementation of exemplary wellbeing approaches in line with our Philosophy of Learning that will make the greatest difference to students.	Health and Wellbeing Team	<ul style="list-style-type: none"> • Provide staff with a whole day Restorative Practices PD with Kristy Elliott to build on their learning from our staff meeting session in 2014. • Hold additional PD sessions and Professional Learning Team focus sessions on Restorative Practice. • Utilise the expertise of our three 'Restorative Practice' Lead Learners to support Professional Learning Teams. • Review and enhance our current Wellbeing policies in line with each of the elements of our Philosophy of Learning. • Update information included in our staff manual and on website informing our community of the shared language and wellbeing approaches across the school. 	<p>Term 1 2015</p> <p>Term 2 & 3 2015</p> <p>Throughout 2015</p> <p>Term 2 2015</p>	<ul style="list-style-type: none"> • Staff have learnt about alternative wellbeing approaches and are experimenting with them in their classroom to determine which ones they regard as exemplary. • Enhancements have been made to the wellbeing approaches, in line with our Philosophy of Learning. • Staff are committed to the consistent implementation of the enhanced wellbeing approaches.
3.2 Improve the effectiveness and consistency of the current approaches to behaviour management.	Health and Wellbeing Team	<ul style="list-style-type: none"> • Compare our School Council 'Classroom and Playground Management' policy and processes, with our Restorative Practice learning, and bring into alignment where necessary. • Analyse the 2014 Staff Surveys to determine the commitment and consistency of staff implementing enhanced wellbeing approaches. • Look at classroom code of conducts across the school and identify what links exist to restorative practices. • Clarify with staff, students and parents the Rethink process, the philosophy behind Rethinks; steps involved; when consultation with parents takes place; how decisions are made. • Analyse rethink data after consistent use of restorative practice to ascertain effectiveness and see if there is a decrease in rethinks. Is it affecting student choices? Through student surveys we can measure student's opinions in regard to ownership of behaviours, students having more control over choosing appropriate consequences. 	<p>Term 2 & 3 2015</p> <p>Terms 2 & 3 2015</p> <p>Term 2 2015</p> <p>Term 3 2015</p>	<ul style="list-style-type: none"> • Staff are consistently implementing the School Council endorsed, 'Classroom and Playground Management' policy and processes. • Feedback from families about the level of satisfaction with the behavior management process has been sought. • DEECD Parent Opinion survey on behavior management and student safety has improved.
3.3 Enable each	Health and Wellbeing Leader	<ul style="list-style-type: none"> • Provide formal professional development to new staff around the 	Term 1 & 2	<ul style="list-style-type: none"> • Evidence of students reflecting on their own personal and social capabilities

<p>student to influence their environment in a positive way by using proactive approaches to behaviour management</p>	<p>and Team</p>	<p>current proactive wellbeing approaches in place at Berwick Fields.</p> <ul style="list-style-type: none"> • Continue to monitor the effectiveness of current well being approaches, including Restorative Practice', in order to measure their impact on enabling students to positively influence their environment. • Familiarise staff with the Australian Curriculum in terms of pin pointing its connection with social and emotional literacies and how best to assess and report on student development in those areas. • Monitor term and weekly planning documents to ensure time is being allocated to the modelling of proactive behaviour management strategies. 	<p>2015</p> <p>Ongoing from Term 2, 2015</p> <p>Term 2 & 3, 2015</p> <p>Throughout 2015</p>	<p>is included in each student's portfolio.</p> <ul style="list-style-type: none"> • Staff are more confident in implementing the key principles of 'Restorative Practice' and assessing and reporting on the personal social and emotional competencies of their students. • Students are actively involved in positively influencing their environment.
<p>3.4 Use the DEECD 'New Student Engagement and Inclusion Guidance' to build the capacity of the community to effectively contribute to a positive school environment.</p>	<p>Health and Wellbeing Leader and Team Community Development Team</p>	<ul style="list-style-type: none"> • Strategically use the DEECD 'New Student Engagement and Inclusion Guidance' to help create a positive school environment, where relevant. • Develop the community's understanding of key elements of the 'guidance', and their role in developing a positive school environment, by authentically linking it to the school program. • Upload the DEECD 'New Student Engagement and Inclusion Guidance' link onto the school's website to provide easy access to the extended information, after the school community has been given contextual information about its purpose. • Utilise meetings with the Family Engagement Team and Community Development Learning Community to develop their awareness of the of the school's Student Engagement Policy and how it can best be used to contribute to a positive school environment. • Continue to provide opportunities school wide, in the classroom, garden, kitchen and beyond, for volunteers to engage positively with our school community. • Continue to provide opportunities that encourage parents to engage with targeted information which fosters positive 	<p>Ongoing</p> <p>Throughout 2015</p> <p>Term 3 2015</p> <p>Throughout 2015</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Parent and staff opinion confirms that they have a better understanding of the 'New Student Engagement and Inclusion Guidance' and how they can help to create a positive school environment. • Evidence shows that a greater number of families are actively involved in creating a positive school environment. • Parent and staff forums have provided the opportunity for people to be better informed about the new 'guidance' and its aim to assist schools to create a positive learning environment.

relationships.

Productivity Goal

➤ **To understand and use strategies that lead to sustained improvement.**

Key Improvement Strategies (Significant Projects for 2014-2015)	Who (Those leading the implementation).	Actions (The activities and programs required to progress the key improvement strategies).	Timeline	Achievement Milestones (The changes in practice or behaviours).
4.1 Build the capacity of leaders so they can strategically lead learning effectively and improve learning outcomes.	Learning Community Leaders	<ul style="list-style-type: none"> • Build Lead Learners' capacity so they can enable and support the teachers in their Professional Learning Team to progress their students' learning. • Build mentors' capacity to support and enable the teachers they work to progress students' English or Mathematics learning in light of our Philosophy of Learning. 	Throughout 2015 Throughout 2015	<ul style="list-style-type: none"> • A professional learning plan has been developed and enacted for our teacher leaders that supports them to: <ul style="list-style-type: none"> - Understand what an effective teacher leader does - Provide opportunities to share their knowledge and skills - Engages them in conversations around collecting, analyzing and using data. • The focus of the Professional Learning Teams is strongly centred around strategies to improve student learning.
4.2 Enhance accountability practices that result in sustained improvement and foster personal and professional growth.	School Improvement Team	<ul style="list-style-type: none"> • Gain greater consistency amongst the leadership team in their endeavours to support staff with the setting of SMART goals. • Build staff's capacity to provide evidence of growth in both their students and themselves. • Build staff's capacity to annotate the evidence so that they can communicate the learning as a result of their inquiry. 	Term 2 2015 Term 2 & 3 2015 Term 2 & 3 2015	<ul style="list-style-type: none"> • Staff's capacity to set SMART goals has been enhanced through professional development • Staff shows greater responsibility for the provision of evidence, including the use of colleagues to provide feedback when demonstrating their success in achieving their personal / professional goals.

<p>4.3 Build on the current approach to resource management to benefit all members of our learning community.</p>	<p>School Improvement Team</p>	<ul style="list-style-type: none"> • Improve our knowledge and understanding of how to access additional resources e.g. grants, building co operative, partnerships etc. • Prepare a proforma whereby budget leaders are required to prioritise their intended budget spending in line with the school's priorities. • Require Budget leaders to report on their spending to School Council, including justifications for priorities not purchased as per the proforma.. • Determine a timeline for spending, in line with the school's income revenue 	<p>Throughout 2015</p> <p>Term 3, 2015</p> <p>Term 4, 2015</p> <p>Term 4, 2015</p>	<ul style="list-style-type: none"> • Staff are more confident in documenting their learning, with a focus on the growth of themselves and their students. • The budget review process is consultative, in terms of providing opportunities for all staff with budget responsibility to determine the priority for the allocation of funds. • The budget process is clearly understood by staff. • Additional resources have been successfully obtained to enhance student learning.
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