

# School Strategic Plan for Hawthorn West Primary

0293

2015-2018



## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Mrs Glenys Williamson</p> <p>Date: 25.03.2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Mr Richard Bryant</p> <p>Date: 25.03.2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name Mr Robert Stevens</p> <p>Date: 2.4.15</p>

## School Profile

<p><b>Purpose</b></p>	<p>Hawthorn West Primary School is a vibrant learning community.</p> <p>Teachers work collaboratively to develop a love of learning in their students and improve student learning outcomes through the provision of a stimulating and challenging learning environment</p> <p>Teachers plan open ended, differentiated and engaging learning programs to meet the individual needs of students. There is a focus on high expectations for staff and students and the provision of a rich, rigorous and relevant curriculum.</p> <p>Hawthorn West Primary School aims to develop curious, creative, collaborative and confident students who are connected and engaged within and beyond their own learning community.</p>
<p><b>Values</b></p>	<p>At Hawthorn West we care:</p> <p>We are:</p> <ul style="list-style-type: none"> <li>❖ Safe</li> <li>❖ Responsible</li> <li>❖ Honest</li> <li>❖ Respectful</li> <li>❖ Ready to Learn</li> </ul>
<p><b>Environmental Context</b></p>	<p>Hawthorn West Primary School is located in Melbourne’s inner east and serves the educational needs of families in the local area.</p> <p>The staff work collaboratively and are committed to the provision of a vibrant learning culture marked by high expectations for learning and consistent teacher practice and where students thrive and achieve strong learning gains.</p> <p>A strong emphasis is placed on building strong professional learning communities where teachers use data to plan differentiated instruction. The development and provision of targeted and engaging learning programs with a strong focus on building Literacy, Numeracy and critical thinking skills as well as building personal and interpersonal learning skills is a priority. Information and Communication Technology is an increasing feature of our learning programs, and we place significant emphasis on providing access to ICT tools to enhance student learning. Special programs are conducted in Japanese (Language Program), Music, Physical Education and Visual Arts. The school has a Sister School</p>

	<p>partnership with Kamariya Elementary School in Japan.</p> <p>Hawthorn West is a friendly and welcoming school and has a strong commitment to building positive home / school partnerships. School Council and its sub-committees ensure that parents' views are regularly represented. Parents are actively encouraged to be involved in many aspects of school life and school operations including: membership of School Council and sub-committees, coordinating fundraising and community events, assisting and supporting classroom programs, camps, sporting programs, excursions and working bees.</p> <p>Over the term of the School Strategic Plan the school will develop an agreed school vision and values with input from all stakeholders, (students, staff and parents). There will be a focus on strengthening parent partnerships and supporting parents to engage with their child's learning. While our school facilities and infrastructure has many strengths, the development of a Facilities Master Plan to address areas of concern is vital to ensure the provision of flexible and engaging learning spaces. Hawthorn West Primary School is proud to be a ResourceSmart AuSSI Vic Sustainable school and is working toward achieving Five Star Sustainability Certification.</p>
<p><b>Service Standards</b></p>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>• <i>The school commits to creating a culture of high expectations and high achievement</i></li> <li>• <i>The school commits to the provision of a whole school challenging and engaging learning program</i></li> <li>• <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i></li> <li>• <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i></li> <li>• <i>All students will receive instruction that is adapted to their individual needs. The learning of all students is supported through in through a differentiated learning program.</i></li> <li>• <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i></li> <li>• <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i></li> <li>• <i>The school will support families to engage in their child's learning.</i></li> </ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies																												
<p><b>Achievement</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To increase individual student learning growth in Literacy and Numeracy.</p>	<p><b>AUSVELS</b> (95% of students F-6 will achieve at or above Aus VELS standards in Literacy and Numeracy With 35% achieving an A in Reading, Writing and Number.</p> <p><b>NAPLAN</b> Increase the proportion of students in the top two NAPLAN bands</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>YEAR</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>81%</td> <td>82%</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>62%</td> <td>65%</td> </tr> <tr> <td>Numeracy</td> <td>3</td> <td>55%</td> <td>60%</td> </tr> <tr> <td>Reading</td> <td>5</td> <td>55%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>5</td> <td>26%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>5</td> <td>36%</td> <td>45%</td> </tr> </tbody> </table> <p>Increase the proportion of students achieving high growth on NAPLAN</p>	Domain	YEAR	2014	2018	Reading	3	81%	82%	Writing	3	62%	65%	Numeracy	3	55%	60%	Reading	5	55%	62%	Writing	5	26%	35%	Numeracy	5	36%	45%	<p>To develop and embed a whole school instructional approach to the teaching of Literacy and Numeracy based on best practice.</p> <p>To build teacher capacity in the rigorous use of student performance data to plan, deliver and assess a differentiated learning program in Literacy and Numeracy.</p>
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<p><b>Engagement</b></p>	<p>To increase the active engagement of each student in their learning.</p>	<p>To improve the mean score in the following 'Attitudes to School' Survey factors</p> <table border="1"> <thead> <tr> <th>FACTORS</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Teacher Effectiveness</td> <td>15.1%</td> <td>50%</td> </tr> <tr> <td>Stimulating Learning</td> <td>20.0%</td> <td>50%</td> </tr> <tr> <td>School Connectedness</td> <td>8.7%</td> <td>50%</td> </tr> <tr> <td>Student Motivation</td> <td>10.1%</td> <td>50%</td> </tr> <tr> <td>Learning Confidence</td> <td>21.6%</td> <td>50%</td> </tr> </tbody> </table>	FACTORS	2014	2018	Teacher Effectiveness	15.1%	50%	Stimulating Learning	20.0%	50%	School Connectedness	8.7%	50%	Student Motivation	10.1%	50%	Learning Confidence	21.6%	50%	<p>To provide a stimulating learning environment with high expectations and the students collaborate, explore and connect with the school and the wider community.</p>														
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<p><b>Wellbeing</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To enhance the well-being of all students in the school</p>	<p>To improve the mean scores in the Attitudes to School Survey</p> <table border="1"> <thead> <tr> <th>FACTORS</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Connectedness to peers</td> <td>6.1%</td> <td>50%</td> </tr> <tr> <td>Student Morale</td> <td>12.4%</td> <td>50%</td> </tr> <tr> <td>Student Safety</td> <td>38.4%</td> <td>50%</td> </tr> </tbody> </table>	FACTORS	2014	2018	Connectedness to peers	6.1%	50%	Student Morale	12.4%	50%	Student Safety	38.4%	50%	<p>To develop a whole school approach to student wellbeing that develops resilient and socially responsible students within a supportive school community.</p>
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<p><b>Productivity</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each</p>	<p>To increase the capacity of the school to function as a strategic organisation.</p>	<p>Increase Staff Opinion variable in the following components to above state mean</p>	<p>To develop a distributive and instructional leadership structure based upon the Du Four Professional Learning Community model.</p>												

school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

FACTORS	2014	State Mean	2018
Collective Efficacy	77%	77%	85%
Feedback	38%	65%	70%
Collective Responsibility	71%	89%	90%
Shielding and buffering	49%	64%	70%
Active Participation	71%	70%	80%
Collective Participation	48%	80%	90%
Renewal of Knowledge and Skills	80%	85%	90%
School Level Support	55%	74%	80%

Increase Parent Opinion scores in the following components to at or above 50%

FACTORS	2014	2018
General Satisfaction	1 <sup>st</sup> Quartile	3 <sup>rd</sup> Quartile >50%
Approachability	1 <sup>st</sup> Quartile	3 <sup>rd</sup> Quartile >50%
School Improvement	1 <sup>st</sup> Quartile	3 <sup>rd</sup> Quartile >50%
Learning Focus	1 <sup>st</sup> Quartile	3 <sup>rd</sup> Quartile >50%

To improve the effective and efficient use of school resources to maximise the learning outcomes for students



School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement:</b></p> <p><b>Goal:</b> To increase individual student learning growth in Literacy and Numeracy.</p> <p><b>KIS:</b> Build a whole school approach to the teaching of Numeracy and Literacy that embeds best practice.</p>	Year 1	<ul style="list-style-type: none"> <li>• Develop an agreed vision and values</li> <li>• Build consistent research based instructional practice in Reading and Writing</li> <li>• Build school expectations for explicit teaching in Reading and Writing</li> <li>• Build understanding of AusVELS</li> <li>• Build understanding of data analysis, monitoring and tracking of student learning growth and planning for differentiation through the PLC process</li> <li>• Develop understandings of formative assessment.</li> <li>• Timetable weekly PLC meetings to analyses data and plan for differentiation.</li> <li>• Develop a strategic approach to peer observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed vision and values statements</li> <li>• Document consistent research based instructional practice in Reading and Writing</li> <li>• Document school expectations for explicit teaching in Reading and Writing.</li> <li>• Regular moderation meetings scheduled</li> <li>• All teachers are using student performance data to plan differentiated sequences of learning</li> <li>• Tracking of student data on HWPS data tracker.</li> <li>• PLC development of formative assessments in Reading and Writing</li> <li>• Leading teacher to attend weekly PLC meetings and facilitate data discussions.</li> <li>• Document school approach to peer observation and feedback.</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>• Vision and Values reflected in whole school practices</li> <li>• Implement consistent research based instructional practice in Numeracy.</li> <li>• Implement whole school approach to the teaching of Reading and Writing</li> <li>• ILP's developed for students working 18+ months above or below 6+ months their AusVELS Level.</li> <li>• Evidence based peer / collegiate feedback on instructional practice in Reading and Writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of school vision and values in classrooms / school documentation.</li> <li>• Document outlining consistent research based instructional practice in Numeracy - agreed to by staff.</li> <li>• Document outlining school expectations for the explicit teaching in Numeracy – agreed to by staff.</li> <li>• Weekly planners demonstrate differentiation in Reading and Writing.</li> <li>• Consistent formative and summative assessment practices in Reading and Writing</li> <li>• Revised Reading and Writing assessment schedule</li> <li>• Increased proportion of students making medium to high growth in Reading and Writing</li> <li>• All teachers use peer /collegiate and student feedback to improve student engagement in learning and teacher instructional practice.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Implement whole school approach to the teaching of Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly planners demonstrate differentiation in Reading, Writing and Numeracy.</li> <li>• Planners demonstrate the whole school approach to teaching and learning in Reading, Writing and Numeracy.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop consistent formative and summative assessment practices in Numeracy.</li> <li>• Peer observation and feedback is embedded across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Numeracy assessment schedule</li> <li>• All staff participate in regular, organised peer observation and feedback sessions.</li> <li>• Documented whole school approach to peer observation and feedback</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Review whole school connectedness to the vision and values</li> <li>• Review peer coaching across the school.</li> <li>• Review the delivery and assessment of a differentiated curriculum in Reading, Writing and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate whole school connectedness to the vision and values</li> <li>• All staff to include peer observation as a strategy and form of evidence in PDPs</li> <li>• All staff participating in regular and organised peer observation and feedback sessions</li> <li>• Evaluate the whole school curriculum in Reading, Writing and Numeracy</li> </ul>
<p><b>Engagement</b></p> <p><b>GOAL:</b> To increase the active engagement of each student in their learning.</p> <p><b>KIS:</b> To provide a stimulating learning environment with high expectations and the students collaborate, explore and connect with the school and the wider community.</p>	Year 1	<ul style="list-style-type: none"> <li>• Investigate a whole school framework for Inquiry Learning that connects students to the world around them</li> <li>• Develop a whole school ICT Framework</li> <li>• Create opportunities for student voice in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation of a whole schools approach to Inquiry.</li> <li>• Audit ICT in the school</li> <li>• Documented whole school e-learning plan.</li> <li>• Current opportunities for student voice in the school audited with recommendations for change</li> </ul>

		<ul style="list-style-type: none"> <li>• Review current transition programs</li> </ul>	<ul style="list-style-type: none"> <li>• Current student leadership opportunities and skills audited with recommendations for change.</li> <li>• Determine approaches to seeking student feedback about their learning.</li> <li>• Document goals for transition program</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Trial the recommendation for a whole school approach to Inquiry learning.</li> <li>• Investigate opportunities to build student connections</li> <li>• Incorporate ICT into planning and teaching sequences</li> <li>• Continue to develop teacher capacity with ICT</li> <li>• Investigate opportunities for increased student voice across the school</li> <li>• Develop a whole school plan for seeking student feedback</li> <li>• Differentiated instruction in learning programs</li> <li>• Develop an engaging whole school transition program.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation and review of the Inquiry trial</li> <li>• Document a plan for connecting students with their peers across the school</li> <li>• Weekly planners reflect the use of ICT in the classroom</li> <li>• ICT Professional Learning Plan</li> <li>• Document an action plan for increasing student voice across the school</li> <li>• Document a plan for seeking student feedback.</li> <li>• Evidence of data driving student learning Planners / PLC minutes indicate differentiated planning and teaching</li> <li>• Documented transition plan</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>• Implement whole school approach to Inquiry Learning</li> <li>• Implement plan to build student connections</li> <li>• Continue to embed and extend e-learning in learning programs</li> <li>• Implement the whole school student leadership plan</li> <li>• Implement the whole school plan for increasing student voice</li> <li>• Implement the whole school plan for seeking student feedback</li> <li>• Implement whole school transition program</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly / term planners reflect the implementation of the Inquiry Learning approach</li> <li>• Documented evidence of the ICT embedded in learning programs and teaching sequences</li> <li>• Documented evidence of whole school student leadership program</li> <li>• Documented evidence of whole school plan for increasing student voice</li> <li>• Documented evidence of whole school plan for seeking student feedback</li> <li>• Documented evidence of whole school transition program</li> </ul>
	Year 4	<p>Evaluate and modify the effectiveness of:</p> <ul style="list-style-type: none"> <li>• E-learning across the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in the mean scores in the Attitudes to School Survey</li> <li>▪ Improvement in the mean scores in the Staff Survey</li> <li>• Documented evidence of e-learning across the school</li> <li>• Documented evidence of the success of the e-learning plan</li> <li>• Documented evidence of the success of</li> </ul>

		<ul style="list-style-type: none"> <li>increasing student voice plan</li> <li>transition programs and processes plan</li> </ul>	<p>the increasing student voice plan</p> <ul style="list-style-type: none"> <li>Documented evidence of the success of the transition programs and processes</li> </ul>
<p><b>Wellbeing</b></p> <p><i>Goal: To enhance the well-being of all students in the school</i></p> <p><i>KIS: To develop a whole school approach to student wellbeing that develops resilient and socially responsible students within a supportive school community.</i></p>	Year 1	<ul style="list-style-type: none"> <li>Establish a student wellbeing PLC</li> </ul>	<ul style="list-style-type: none"> <li>Student wellbeing PLC established with role description</li> <li>Documented review of current wellbeing data and programs including circle time and restorative practices</li> <li>Documented review of parent partnerships plan</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop a whole school approach to student wellbeing including circle time and restorative practices</li> <li>Build teacher knowledge and understandings of wellbeing</li> <li>Develop parent partnerships plan</li> </ul>	<ul style="list-style-type: none"> <li>Document wellbeing scope and sequence</li> <li>Documented Professional Learning Plan</li> <li>Documented Parent Partnerships plan</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Implement wellbeing scope and sequence</li> <li>Implement parent partnerships plan</li> <li>Embed the school values through all school activities to build resilience and optimism in all students</li> </ul>	<ul style="list-style-type: none"> <li>Planning documents reflect wellbeing initiatives</li> <li>Incremental improvement in the mean scores in the Attitudes to School Survey</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Evaluate the success of the whole school wellbeing plan</li> </ul>	<ul style="list-style-type: none"> <li>Documented evidence of the success of the wellbeing plan</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Evaluate parent partnerships program</li> <li>▪ Evaluate the school values</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documented evidence of the success of the parent partnerships plan</li> <li>▪ Improvement in the mean scores in the Attitudes to School Survey</li> </ul>
<p><b>Productivity</b></p> <p><b>Goal:</b> To increase the capacity of the school to function as a strategic organisation.</p> <p><b>KIS:</b> To develop a distributive and instructional leadership structure based upon the Du Four Professional Learning Community model.</p> <p>To improve the effective and efficient use of school resources to maximise the learning outcomes for students</p>	Year 1	<ul style="list-style-type: none"> <li>• Develop a distributed and instructional leadership model</li> <li>• Provide PLC leaders and Leading teachers with additional non contact time to support their role</li> <li>• Introduction of the PLC model</li> <li>• Maintain a whole school Professional Learning Program</li> <li>• Ensure the school timetable supports PLC planning time and professional learning</li> <li>• A surplus continues to be retained in the SRP to support the implementation of the School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of the distributed and instructional leadership model.</li> <li>▪ Leaders in the Making program offered to PLC leaders</li> <li>▪ Documented evidence of PLC protocols and meeting agendas indicating data focus</li> <li>• Professional Learning plan</li> <li>• Documented evidence</li> <li>• Regular reflection on AIP at School Council and staff meetings</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• Implement distributed and instructional leadership model</li> <li>• Implement the PLC model</li> <li>• Clearly communicate and celebrate</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching opportunities to be offered to PLC leaders</li> <li>• Documented evidence of PLC implementation process</li> <li>• Members of School Council articulate</li> </ul>

		<p>student and school achievements</p> <ul style="list-style-type: none"> <li>• A surplus continues to retained in the SRP to support the implementation of the School Strategic Plan</li> </ul>	<p>the school vision and values to the community and beyond.</p> <ul style="list-style-type: none"> <li>• Regular reflection on AIP at School Council and staff meetings</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• Implement distributed and instructional leadership model</li> <li>• Implement the PLC model</li> <li>• Regularly promote student and school achievements</li> <li>• A surplus continues to retained in the SRP to support the implementation of the School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching opportunities continue to be offered to PLC leaders</li> <li>• PLC Leaders deliver targeted and explicit mentoring</li> <li>• Strong whole school focus on the provision of a consistent teaching and learning model based on best practice</li> <li>• Strong whole school focus on high expectations for staff and students.</li> <li>• Members of School Council articulate the school vision and values to the community and promote school achievements.</li> <li>• Regular reflection on AIP at School Council and staff meetings</li> <li>• Budget review processes monitored by School Council</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>• Evaluate the distributed and instructional leadership model</li> <li>• Evaluate the PLC model</li> <li>▪ Evaluate the school vision and values</li> </ul>	<ul style="list-style-type: none"> <li>• Documented evidence of the success of the leadership model</li> <li>• Documented evidence of the success of the PLC model</li> <li>• Improvement in the mean scores in</li> </ul>



			<p>NAPLAN data, Staff Opinion Survey, Attitudes to School Survey and Parent Opinion Survey</p> <ul style="list-style-type: none"><li>• School Self Evaluation</li></ul>
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