



# Ashburton Drive Primary School

## School Improvement Plan 2017 - 2019



# Our Vision

A dynamic, inclusive learning community striving for excellence.

# Our Mission

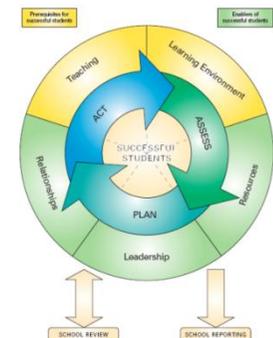
Our mission statements articulate a basic understanding of Ashburton Drive Primary School's Vision in operation. They describe the characteristics and qualities of teaching and learning, the physical environment and social interactions. They provide a framework for decision making as we go about our daily work. Our mission statements describe our school in action.

We are committed to:

- Providing a safe and inclusive environment that actively involves the wider community to support student and staff well-being.
- Fostering a harmonious school community that invests in the students' future growth.
- Creating challenging, supportive and differentiated learning opportunities which motivate and empower students to meet high expectations.
- Developing independent, self-directed learners who aspire to personal excellence.
- Collaborating regularly and are committed and mutually accountable to implementing agreed whole-school practices.

# Prescribed Improvement Strategies

- 1** Raise the standard of student performance at the individual, sub-group and cohort levels. Improve staff understanding of student performance data in order to determine the most effective intervention strategies to target improved achievement.
- 2** Develop staff understandings of, and commitment to, beliefs about how students learn best. Implement agreed school-wide approaches to curriculum intervention within differentiated pathways from Kindergarten to Year 6.
- 3** Create, through genuine collaboration, a unifying purpose to underpin staff commitment to evidence-based strategic, operational and classroom planning and implementation. Establish a reflective self-assessment culture with internal accountability mechanisms at all levels based on the 'plan, act, assess' model.
- 4** Introduce a school-wide culture of improvement. Use Change<sup>2</sup> to develop unanimity of purpose in the key processes for school-wide direction. Build the leadership team's capacity to unite staff in developing and sharing deep understandings of expectations about performance and the coherence of school processes.
- 5** Consolidate the affirmative behaviour culture within the Positive Behaviour Support framework. Ensure that clear expectations for behaviour and associated consequences for transgression are applied consistently to support all students and teachers in a proactive, balanced and timely manner.
- 6** Clarify procedures for the identification, assessment, monitoring, review and communication of progress relating to the most appropriate support for students at educational risk. Increase understanding, consistency and coherence of case management processes for individual students.
- 7** Encourage trusting relationships through inclusive consultation and authentic collaboration. Enhance performance review processes through the provision by the school leaders of regular, high quality, educative feedback. Prepare a whole-school code of conduct (including follow up for breaches) to guide the actions of everyone in the school.
- 8** Devise protocols for communication that monitor the delivery and receipt of feedback. Include avenues for input by all members of the school community to ensure timely, accurate and relevant provision of information.
- 9** Utilise an evidence-based and accountable decision making process to guarantee the transparency of budgetary procedures. Design resource management and deployment practices that address the requirement for improved student outcomes.
- 10** Enhance digital technology access and use through enrichment of the information and communication technology plan. Include attention to the provision and maintenance of digital resources, professional learning of staff and integration with contemporary curriculum to enhance teaching practices and enrich student learning.



## Committee Representation

### Teaching and Learning

*Chair:*

Michelle Harris

*Committee Members:*

Julie Agnew, Bronwyn Cammiade, Lean Chang, Wendy Green, Jenny Hall, Jacqueline McKinlay, Jennifer Lenane, Helen Rule, Wendy Smith, Lisa Williams

### Learning Environment

*Chair:*

Tracey Wood

*Committee Members:*

Stephanie Argyle, Nicole Borbas, Rebecca Brown, Pamela Campbell, Paula Carroll, Elizabeth Davies, Roslyn Gazeley, Natasha Morton, Julie Randall, Laura Walsh

### Leadership

*Chair:*

Karen Hendrix

*Committee Members:*

Nicole Borbas, Angela Di Noto, Heather Fallo, Wendy Green, Michelle Harris, Beverley Jones, Karen Newman, Annette Stagg

## Committee Representation

### Relationships

*Chair:*

Angela Di Noto

*Committee Members:*

Judy Hardingham, Karen Hendrix, Tammie Hill, Beverley Jones, Alison King, Natasha Leggatt, Sharon Saunders, Maria Siciliano, Janice Vincent

### Resources

*Chair:*

Ella Barron

*Committee Members:*

Heather Fallo, Tara French, Toni McMahon, Karen Newman, Deanne Tabone, Karla Whitlock

# Teaching and Learning

## Prescribed Improvement Strategies

1. Raise the standard of student performance at the individual, sub-group and cohort levels. Improve staff understanding of student performance data in order to determine the most effective intervention strategies to target improved achievement.
2. Develop staff understandings of, and commitment to, beliefs about how students learn best. Implement agreed school-wide approaches to curriculum intervention within differentiated pathways from Kindergarten to Year 6.

## Outcomes

- The Ashburton Drive Primary School (**ADPS**) vision and beliefs are central to all facets of school life.
- ADPS Strategic Plan sets long term outcomes and targets for the improvement of student learning.
- Staff work collaboratively in the implementation of whole-school, evidence-based strategies to the teaching of literacy and numeracy.
- Leadership/Peer classroom observations linked to whole-school approaches providing feedback and reflection against the AITSL Standards and Strategic Plans.

## Targets

- Arrest the downward trend in NAPLAN Relative Assessment by NAPLAN 2019.
- Increase student achievement in all NAPLAN assessments to where performance is at or above that of our Like Schools by NAPLAN 2020.
- Decrease the percentage of students achieving in the bottom 2 Bands of all NAPLAN assessments to be equal to, or below, Like-Schools by NAPLAN 2020.
- Overall relative teacher judgement will be within the expected grade allocation, as reported in Schools Online SPM, by 2019.
- All Year 1 students to make minimum 0.6 progression point progress in all areas of On-Entry Literacy between Pre Primary and Year 1 by the end of 2019.

## Monitoring

Annually collect NAPLAN data and student performance data to:

- diagnose the impact of teaching strategies and approaches
- inform teaching and learning
- differentiate curriculum
- identify trends at the whole-school, cohort, subgroup, classroom and individual level
- align resources to target identified needs
- aggregation of teacher judgements of student achievement in Literacy and Numeracy in student summative reports
- We will use the ACER National School Improvement Tool to monitor:
  1. Explicit Improvement agenda
  2. Analysis and discussion of data
  6. Systematic curriculum delivery
  7. Differentiated teaching and learning
  8. Effective pedagogical practices*(Term 1 2018, Term 4 2018, Term 4 2019)*

Objectives	Process	Milestones	PIS Links
<p>To raise the standard of student performance at the individual, sub-group and cohort levels.</p> <p>Develop and implement strategic and operational plans which are reflective of in-depth data analysis with links to evidence-based strategies.</p>	<ul style="list-style-type: none"> <li>• Define priority foci as literacy and numeracy.</li> <li>• Audit whole-school curriculum programmes and implementation strategies to ensure they are evidence based.</li> <li>• Audit staff Professional Learning requirements in literacy and numeracy.</li> <li>• Provide Professional Learning for staff as required.</li> <li>• Develop and implement Strategic and Operational Plans which are reflective of in-depth data analysis with links to evidence-based strategies and targeting resourcing.</li> <li>• Revise, refine and implement the whole-school Literacy Operational Plan, articulating mandated approaches to teaching, learning, assessment and standards with timelines and operational targets aligned to assessment schedule and the WA Curriculum (Literacy Committee).</li> <li>• Develop a whole-school Numeracy Operational Plan, articulating mandated approaches to teaching, learning, assessment and standards with timelines and operational targets aligned to the assessment schedule and aligned to the WA Curriculum (Numeracy Committee).</li> <li>• School Improvement and Accountability Framework informs the school’s self-assessment and review processes. <ul style="list-style-type: none"> <li>- Establish a whole-school review schedule and processes.</li> </ul> </li> </ul>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Development of Vision and Beliefs.</li> <li>- Disseminate Vision and Beliefs to school community.</li> <li>- Curriculum committees develop learning area Operational Plans.</li> <li>- Literacy Scope and Sequence revised and refined.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Visions and Beliefs inform the development of a draft Strategic Plan 2018–2020.</li> <li>- School Strategic Plan developed collaboratively with the school community.</li> <li>- Whole-school curriculum programmes and implementation strategies audited.</li> <li>- Operational Plans have been developed.</li> <li>- Literacy Scope and Sequence; and Operational Plan implemented.</li> <li>- Whole-school Numeracy Operational Plan, articulating mandated approaches to teaching, learning, assessment and standards with timelines and operational targets aligned to assessment schedule and aligned to the WA Curriculum developed (Numeracy Committee).</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- Strategic and Operational Plans which are reflective of in-depth data analysis with links to evidence-based strategies have been implemented and reflected on regularly.</li> <li>- Whole-school approach to numeracy articulating mandated approaches to teaching and learning in line with WA Curriculum, including digital technologies implemented Operational Plan includes timelines for strategic, operational and classroom targets for numeracy (Numeracy Committee) implemented and reviewed. On-going cycle.</li> </ul>	<p>1, 2</p> <p>1, 2, 3</p>

<p>Improve Staff understanding of student performance data.</p> <p>Use student data to inform intervention strategies.</p>	<p>The “<i>Plan, Act, Assess</i>” cycle is central to all curriculum interventions:</p> <ul style="list-style-type: none"> <li>• Development of whole-school Assessment Schedule.</li> <li>• Development of mapping tool to monitor student programmes and at risk students.</li> <li>• Ongoing consolidation and review of assessments to include tools that are; transparent, consistent and aligned to the WA Curriculum.</li> <li>• Whole staff Professional Learning to interrogate NAPLAN and On-Entry data conducted by in-house expert.</li> <li>• Audit school data collection processes to determine what data is purposeful, relevant, measurable, objective and useful.</li> <li>• Find replacements for unsuitable data collection tools and delete redundancies.</li> <li>• Time allocated for interrogation of data by staff.</li> <li>• Learning area committee leaders to interrogate data and analyse strengths/weaknesses and share with whole-school staff. Learning Support Coordinator – Learning Area Committee Leader–Staff (in numeracy and literacy).</li> <li>• Data is used to differentiate teaching and learning programmes.</li> <li>• Initiate in-school, cross-school, network opportunities for the moderation of student work samples using the Judging Standards resource, and supply supporting Professional Learning as required.</li> </ul>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Whole staff Professional Learning to interrogate NAPLAN and On-Entry data conducted by in-house expert.</li> <li>- Audit of school data collection processes completed to determine what data is purposeful, relevant, measurable, objective and useful.</li> <li>- Replacements found for unsuitable data collection tools and redundancies deleted.</li> <li>- Early Childhood Education staff interrogated On-Entry data.</li> <li>- Learning Support Co-ordinator has interrogated data and analysed strengths/weaknesses.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- In-school, cross-school, network opportunities for the moderation of student work samples using the Judging Standards resource has commenced.</li> <li>- Operational targets aligned to data, monitored by teaching staff and informs classroom practice.</li> <li>- Peer observation Professional Learning for all staff.</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- In-school, cross-school, network opportunities for the moderation of student work samples using the Judging Standards resource is embedded.</li> <li>- Peer Observations process embedded.</li> <li>- Analysis of data processes embedded.</li> </ul>	<p>1, 2</p> <p>1, 2</p>
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Develop a shared understanding of how students learn best.

- Staff will participate in Best Practice Observation both in-school and cross-school networks.
- Leaders to provide high quality instructional leadership through Best Practice Observations across K-6 phases of schooling.
- Up-skill staff in Peer Observation by providing Professional Learning.
- Implement ISTAR as common lesson structure across all year levels (Inform, Show, Try, Apply, Review).
- School structures to allow for Phase of Development meetings focussing on teaching and learning Best Practice.
- K-2 staff assess annually against NQS and make adjustments required.

**6 months (May 2018)**

- Extent to which ISTAR is understood/implemented by staff is determined.
- Phase of Development meetings (with clear agenda and minutes) included in 5 x one hour meetings per term referencing Best Practice in teaching and learning and moderation.

**12 months (November 2018)**

- Peer Observation Professional Learning for all staff commenced and on-going.
- Professional Learning provided for staff as required for ISTAR.
- Phase of Development meetings (with clear agenda and minutes) included in 5 x 1 hour meetings per term, embedded.

**24 months (November 2019)**

- Peer Observations process embedded.
- ISTAR embedded as common lesson structure across all year levels.

# Learning Environment

## Prescribed Improvement Strategies

- 5 Consolidate the affirmative behaviour culture within the Positive Behaviour Support (**PBS**) framework. Ensure that clear expectations for behaviour and associated consequences for transgression are applied consistently to support all students and teachers in a proactive, balanced and timely manner.
- 6 Clarify procedures for the identification, assessment, monitoring, review and communication of progress relating to the most appropriate support for students at educational risk. Increase understanding, consistency and coherence of case management processes for individual students.

## Outcomes

- The ADPS vision and beliefs are central to all facets of school life.
- A Behaviour Management Policy is embedded across the school and community communicating clear expectations of all. Promoting a positive learning environment.
- Attendance team set up to support implementation of attendance tool kit.
- Student attendance policy has been developed, communicated and fully implemented across the school.
- Clear and consistent processes exist for the identification, monitoring and case management of students at educational risk and roles are clearly defined.
- Differentiated learning documents (IEP/BSP/GEP) contain clear actionable goals that are regularly revised and communicated to all stakeholders.
- Good Standing chart displayed in all classrooms and in the school environment by the end of Term 1 2018.

## Targets

- Differentiation is a feature of every teacher's practice as measured through teacher's reflection against AITSL Standard 1.5 at the beginning and end of each year.
- There is an upward trend of student achievements for identified SAER students as projected in their documented plans.
- SAER Policy and procedures are clearly articulated to all staff by the end of Term 1 2018.
- SAER Policy completed and fully implemented by all staff by the beginning of the 2019 school year.
- Attendance targets will be set yearly based on available data and will show a constant improvement in regular attendance compared to like schools.
- PBS Dashboard data will show a decrease in the number of negative behaviours compared to 2017.

## Monitoring

- Termly monitor, analyse and act on student attendance data using MSGU (weekly), SARS (semester), SIS (every 5 weeks).
- Termly monitor, analyse and act on student behaviour data using Integris/PBS Dashboard at the end of each semester.
- We will use the ACER National School Improvement Tool to monitor:
  2. Analysis and discussion of data
  3. A culture that promotes learning
  5. An expert teaching team
  7. Differentiated teaching and learning
  8. School-Community partnerships*(Term 1 2018, Term 4 2018, Term 4 2019)*

Objectives	Process	Milestones	PIS Links
<p>Clear behaviour support practises and processes that enable all staff to confidently manage students with complex and difficult behaviours.</p> <p>The whole-school community understands the ADPS Positive Behaviour Curriculum.</p>	<p>PBS Committee, working collaboratively with all staff, school council members and parent body to review and further develop a whole-school Behaviour Support Policy.</p> <p>Teachers outline the School Behaviour Policy during Term 1 Parent meetings.</p> <p>Behaviour Policy provided at time of enrolment.</p> <p>Professional Learning from PBS team on:</p> <ul style="list-style-type: none"> <li>• The PBS Program to all staff as a review of the process.</li> <li>• Creating whole-school processes.</li> <li>• The identification of data to inform planning.</li> <li>• Whole-school approaches to teaching and learning.</li> <li>• Processes and procedures for managing student behaviour.</li> <li>• All processes and procedures are clearly communicated to the community.</li> </ul> <p>Leadership team to review Individual Disability Allowance funding.</p> <p>Audit Social/Emotional programs available to support student development (You Can Do IT, Bounce Back, Paths, Tribes).</p> <p>Develop targeted behaviour programs and practices including tracking and monitoring of students through OSI, PBS Dashboard and SIS for students who are at risk.</p>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Professional Learning from PBS team on whole-school processes (Andrew Higginbottom).</li> <li>- Review current PBS to be aligned to PBS Principles.</li> <li>- PBS Committee will develop Action Plan (based on the PBS TIC template).</li> <li>- All staff members to become familiar with team agreements and Meeting procedures based on consensus model.</li> <li>- Targeted BSP's for students at risk created with parents and student, with level of differentiated strategies required to meet the student's need.</li> <li>- Identify consensus of behaviours (including frequency) constituting intervention.</li> <li>- School Behaviour Policy to be included in school newsletter at beginning of each semester.</li> <li>- Disability allowance funding reviewed and processes communicated to staff.</li> <li>- Carry out audit of Social/Emotional programs available.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Whole-school approaches to PBS continues to be developed and implemented as per PBS Action Plan with opportunities for staff to review.</li> <li>- PBS Action Plan informs classroom processes and practices.</li> <li>- Identified staff to be inducted on school PBS.</li> <li>- Agreed processes and procedures are communicated to parents though School Council, P&amp;C, Flexibuzz, school website and school handbook (annually).</li> <li>- Use PBS Dashboard to monitor the ongoing implementation.</li> <li>- Include questions on parent understanding of PBS as part of the whole-school national community survey.</li> <li>- Team agreements and meeting procedures followed during all formal meetings.</li> <li>- Targeted BSP's reviewed.</li> <li>- Behaviour Support Policy fully implemented.</li> <li>- Social/Emotional program selected and available to staff.</li> </ul>	<p>5, 6</p> <p>5</p>

<p>Staff have a clear understanding of the SAER Policy which communicates expectations for high standards of case management.</p>	<p>Review the SAER Policy ensuring clearly defined procedures for effective case management:</p> <ul style="list-style-type: none"> <li>• Processes for identification of students at risk.</li> <li>• Intervention strategies.</li> <li>• Monitoring and review requirements.</li> <li>• Role of School Psychologist.</li> <li>• A case management approach is used with all identified students.</li> <li>• Flowchart outlining clear processes to be followed.</li> <li>• Management of students on plans - IEP, GEP, BSP EAL/D and SEN.</li> <li>• Support staff work with individuals or groups of students at educational risk.</li> <li>• Communication with parents.</li> </ul> <p>Review Attendance Policy and Procedures to ensure a common approach to the follow up of all absences:</p> <ul style="list-style-type: none"> <li>• Processes for identification of students at risk.</li> <li>• Intervention strategies.</li> <li>• Staff use standardised process by following flowchart.</li> <li>• Monitoring and review requirements.</li> <li>• Establish attendance team.</li> <li>• Role of AIEO.</li> <li>• Role of School Officer.</li> <li>• Role of the School Chaplain.</li> <li>• Management of students on Attendance Plans.</li> </ul>	<p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- Whole-school approaches to PBS are fully embedded in school and classroom practices.</li> <li>- Survey data indicates parents have an understanding of PBS procedures and practices compared to 2018 data.</li> <li>- Use PBS Dashboard to monitor the ongoing implementation.</li> <li>- Team agreements and meeting procedures are common practice for all formal meetings.</li> <li>- Targeted BSP's reviewed, renegotiated with all parties.</li> <li>- Review Disability Allowance funding processes.</li> <li>- Social/Emotional Program implemented across the school.</li> </ul> <p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Establish SAER Committee to review whole-school Approaches to SAER (Policy and Procedures). School Chaplain and School Psychologist.</li> <li>- Whole-school Approaches to SAER presented to all staff (Policy and Procedures).</li> <li>- SAER Committee to review Attendance Policy and Procedures and presented to staff.</li> <li>- Team agreements and meeting procedures based on PBS protocols to be adopted and adhered to during all formal meetings.</li> <li>- Develop flow chart outlining process for staff to implement in response to student absences.</li> <li>- Attendance team monitor and set targets to increase percentage of regular attendance.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- SAER whole-school approaches, informs the identification and planning for SAER, inclusive of all stakeholders.</li> <li>- Case conference processes, articulated in the SAER whole-school approaches are implemented across the school.</li> <li>- Attendance Policy and Procedures have been fully implemented across the school.</li> <li>- Team agreements and meeting procedures followed during all formal meetings.</li> <li>- Identified staff inducted in SAER/Attendance policy and procedures</li> </ul>	<p>6</p>
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	<ul style="list-style-type: none"><li>• Communication with parents.</li><li>• Continue with implementation of Attendance Tool Kit.</li></ul>	<ul style="list-style-type: none"><li>- Standardised processes adhered to for student absences.</li></ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"><li>- SAER processes and practices embedded across the school.</li><li>- Attendance processes and practices embedded across the school.</li><li>- Team agreements and meeting procedures common practice for all formal meetings.</li><li>- Parents' familiar with school communication protocols in regards to policies and procedures.</li><li>- Review absence flow chart.</li></ul>	
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# Leadership

## Prescribed Improvement Strategies

- 3 Create, through genuine collaboration, a unifying purpose to underpin staff commitment to evidence-based strategic, operational and classroom planning and implementation. Establish a reflective self-assessment culture with internal accountability mechanisms at all levels based on the 'plan, act, assess' model.
- 4 Introduce a school-wide culture of improvement. Use Change<sup>2</sup> to develop unanimity of purpose in the key processes for school-wide direction. Build the leadership team's capacity to unite staff in developing and sharing deep understandings of expectations about performance and the coherence of school processes.

## Outcomes

- The ADPS vision and beliefs are central to all facets of school life.
- The Department's Performance Management Policy and Process is evident through performance management practices linked to classroom programs, student progress, peer observation and individualised feedback to all staff.
- The AITSL Standards are integral to the performance cycle.
- The school principal routinely monitors effective communication, as set out within the ADPS Team Norms, to ensure positive, collaborative working relationships are maintained.
- Strategic and Operational Plans created collaboratively by staff and are based on evidence based strategies.

## Targets

- The ADPS Performance Management Schedule ensures all teaching staff participate in an annual performance management cycle based upon the *AITSL Standards*.
- ADPS Strategic and Operational Plans reviewed termly by all staff.
- ADPS Operational plans drive agenda items at Curriculum and Phase of Learning meetings.

## Monitoring

- Effective Communication survey from within the ADPS Team Charter. This will indicate whether the staff are engaging in 'Above the Line' behaviour.
- Meeting minutes.
- Performance Management process completed annually for all staff and written feedback against AITSL Standards to all teachers.
- We will use the ACER National School Improvement Tool to monitor:
  1. Explicit Improvement agenda
  2. Analysis and discussion of data
  3. A culture that promotes learning
  7. Differentiated teaching and learning
  8. Effective pedagogical practices

(Term 1 2018, Term 4 2018, Term 4 2019)

Objectives	Process	Milestones	PIS Links
<p>Staff have a clear understanding of the Australian Professional Standards for teachers and use it as a self-reflective tool.</p> <p>Staff will engage in structured collaboration and performance monitoring across the school.</p> <p>Teacher performance and program consistency across the school will be enhanced through individualised, constructive feedback to staff, based on observation of practice and curriculum content delivery.</p> <p>Clearly articulate statements of the leaders' and staff's roles in implementation of evidence based operational and classroom planning.</p>	<p>Professional Learning from Workforce Development to develop a whole-school understanding of the Australian Professional Standards for Teachers and Department of Education Employee Policy.</p> <p>Teachers will become familiar with AITSL Standards by:</p> <ul style="list-style-type: none"> <li>• Engaging in Professional Learning sessions and ongoing professional dialogue to develop a consistent understanding of the AITSL Standards.</li> <li>• Using the AITSL Standards as a self-reflection tool.</li> <li>• Using the AITSL Standards as part of Performance Management process.</li> </ul> <p>ADPS teachers will implement whole-school improvement, under the guidance of the Leadership Team, through:</p> <ul style="list-style-type: none"> <li>• Established Curriculum Committees that guide the Professional Learning of teachers.</li> <li>• Curriculum committees meeting on a regular basis.</li> <li>• Agreed, transparent performance monitoring using AITSL Standards for teachers.</li> <li>• Agreed, transparent performance monitoring of Education Assistants using the draft school based monitoring tool.</li> <li>• Staff engaging in Growth Coaching Professional Learning.</li> <li>• Engaging in classroom observations based on previously negotiated individual focus, school targets and AITSL Standards.</li> <li>• The provision of formal feedback.</li> </ul> <p>Roles and responsibilities for all members of the school community are established and clearly understood by all. New staff are inducted and supported to understand roles and responsibilities within the school.</p> <ul style="list-style-type: none"> <li>• Establish a committee to audit positives/negatives (staff well-being) within the school and plan for future improvement.</li> <li>• Aspects of Strategic and Operational planning are offered for leadership opportunities for staff.</li> </ul>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Leadership and staff Role Statements are developed and presented to staff articulating distributive leadership opportunities which are available for all staff members.</li> <li>- Define and clarify leadership roles and delineate.</li> <li>- AITSL Standards are used by staff as a reflection tool.</li> <li>- AITSL Standards are used to accompany all planned Professional Learning sessions.</li> <li>- Implement the Performance Management process that has been developed at ADPS in line with Department of Education Policy.</li> <li>- Performance Management Planning Meetings will be conducted with all staff.</li> <li>- Planned observations carried out by Line Managers.</li> <li>- Individualised formal feedback to each staff member, following observation, referencing AITSL Standards.</li> <li>- Professional Learning on AITSL Standards presented by Paul Heenan.</li> <li>- Establish committee to audit positives/negatives (staff well-being).</li> <li>- Utilize the five per term compulsory meetings: <ul style="list-style-type: none"> <li>- Curriculum teams</li> <li>- Phase of Learning</li> <li>- Moderation</li> <li>- Sharing Best Practice</li> <li>- School needs/Professional Learning</li> </ul> </li> <li>- Leadership Action Plan developed</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Distributive leadership opportunities established.</li> <li>- All staff are implementing agreed practices and are held accountable through Performance Management and development, classroom observation cycles referencing the collection and performance of valid student data.</li> <li>- Establishment of Peer Observation Protocol has commenced.</li> <li>- Discussions to facilitate the establishment of Curriculum Committees processes and procedures.</li> </ul>	<p>3, 4</p> <p>3</p> <p>3, 4</p> <p>4</p>

<p>Leaders are more visible and demonstrate greater involvement in school operations.</p>	<ul style="list-style-type: none"> <li>• Through research and professional discussion, staff develop a set of characteristics of effective leadership to be applied at ADPS.</li> </ul> <p>Leaders set high expectations for the school through:</p> <ul style="list-style-type: none"> <li>• Leadership of and participation in collaborative planning; including the whole-school Strategic Plan and Operational Plans which informs classroom planning.</li> <li>• Monitor the implementation of teaching strategies and achievement of targets and milestones.</li> <li>• Six staff members to attend Professional Learning on <i>'Leading School Improvement the Unrelenting Focus on Student Learning'</i>.</li> <li>• A consensus model negotiated by staff.</li> </ul> <p>Distributive Leadership strategies are sustained through the provision of resourcing towards:</p> <ul style="list-style-type: none"> <li>• Aspirant, identification development and support.</li> <li>• Opportunities for Curriculum Leaders.</li> <li>• Coaching and mentoring.</li> <li>• Collaborative teams mentoring and sharing Best Practice.</li> <li>• Participation in peer observation.</li> </ul> <p>Develop a Leadership Action Plan (articulated in PPR and Deputy Principal Performance Management), incorporating the following:</p> <ul style="list-style-type: none"> <li>• Reflections against the Professional Standards for Principals.</li> <li>• Reflections against the 'An Explicit Improvement Agenda' section of the NSIT.</li> <li>• Strategies for collaboratively developing and implementing the Vision and Beliefs of ADPS.</li> <li>• Leader's actions towards school improvement and the implementation of a Strategic Plan.</li> </ul> <ul style="list-style-type: none"> <li>• Leaders engage in regular classroom walk throughs.</li> <li>• Leadership team invited to and attend special classroom events.</li> <li>• Leadership team included in duty roster.</li> <li>• Leaders conduct classroom observations linked to Performance Development and school needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Effectively using the mandated five hours meeting time per term to address whole-school planning, collaboration and building staff capacity in best practice.</li> <li>- Administration develop and issue a survey to assess the effectiveness of distributive leadership practices across the school.</li> <li>- The annual learning area report will reflect upon the teaching strategies and learning outcomes recognising strengths, weaknesses and opportunities for future improvement.</li> <li>- Committee established to investigate staff well-being.</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- Performance Management cycle fully implemented.</li> <li>- Implementation of whole-school practices is linked to Performance Management.</li> <li>- Distributive Leadership is embedded.</li> <li>- Peer Observations are an integral part of practice and curriculum moderation.</li> <li>- Peer Observations are embedded into whole-school practices.</li> <li>- Staff well-being practices implemented under guidance of staff committee.</li> </ul>	<p>4</p>
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# Relationships

## Prescribed Improvement Strategies

7. Encourage trusting relationships through inclusive consultation and authentic collaboration. Enhance performance review processes through the provision by the school leaders of regular, high quality, educative feedback. Prepare a whole-school code of conduct (including follow up for breaches) to guide the actions of everyone in the school.
8. Devise protocols for communication that monitor the delivery and receipt of feedback. Include avenues for input by all members of the school community to ensure timely, accurate and relevant provision of information.

## Outcomes

- The ADPS vision and beliefs are central to all facets of school life.
- The School Council is active in the monitoring of the school planning and provides ongoing guidance to the school leadership.
- Clear protocols and expectations are developed to promote authentic collaboration to promote a professional and collegiate culture.
- A collective responsibility for improving student learning outcomes is established through authentic collaboration.
- A clearly articulated communication strategy is developed to promote the avenues by which parents can access the leadership and staff.

## Targets

- Team Norms developed and implemented by May 2018.
- ADPS *Team Working Agreements* are implemented and common practice by Term 1 2018.
- The Ashburton Drive Primary Communication Policy is implemented by Semester 2 2018.

## Monitoring

- Team Working Agreements post-meeting surveys.
- Survey of School Council effectiveness.
- Minutes of School Council meetings.
- Community Survey indicates increased community satisfaction with communication practices.- National School Opinion Survey
- We will use the ACER National School Improvement Tool to monitor:
  3. A culture that promotes learning
  9. School-community partnerships*(Term 1 2018, Term 4 2018, Term 4 2019)*

Objectives	Process	Milestones	PIS Links
<p>Relationships between all staff are inclusive and respectful which enhances authentic collaboration.</p> <p>All staff members follow an agreed upon code of conduct to help build trusting relationships through feedback and review.</p>	<p>Staff follow Departmental Code of Conduct and School Code of Conduct leading to:</p> <ul style="list-style-type: none"> <li>• Harmonious and productive meetings which follow team working agreements.</li> <li>• Collaboration based on trust and openness to objective feedback.</li> <li>• A productive working environment.</li> <li>• Support and training provided to staff to provide strategies to scaffold uncomfortable interactions between each other.</li> </ul> <p>Staff roles and responsibilities are articulated, clearly defined and understood by all.</p> <ul style="list-style-type: none"> <li>• National School Network norms in use until specific school agreements developed.</li> <li>• Create ADPS Staff Roles and Responsibilities.</li> <li>• Create ADPS Code of Conduct.</li> <li>• Performance Management reinforces staff professional responsibilities and objective feedback.</li> <li>• Develop an agreed staff code of behaviour based on the 'Above and Below the Line' model.</li> <li>• Develop Performance Management processes and structures with support from 'Director of Workforce Policy Coordination' to ensure all staff understand and adhere to expectations.</li> <li>• Administration to choose selected staff members to engage in Support Based Development Project devised in collaboration with Principal Advisor.</li> <li>• Professional Learning provided to all staff on Employee Performance Policy and Processes and relationships to AITSL Standards by Manager of Workforce Policy and Coordination.</li> </ul>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Staff roles and responsibilities are developed.</li> <li>- ADPS develop Code of Conduct for staff.</li> <li>- ADPS Working Agreements are reviewed by all staff.</li> <li>- Performance management processes established, commenced and <i>understood</i> by all staff.</li> <li>- 'Above and Below the Line' behaviours are identified and agreed upon by all staff.</li> <li>- National Schools Network norms have been agreed upon by all staff as an interim measure.</li> <li>- Staff are aware of Employee Performance Policy and relationship to AITSL Standards for teachers.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Staff roles and responsibilities are implemented.</li> <li>- Code of Conduct guides staff interaction</li> <li>- Clear consequences established and followed up if not adhered to.</li> <li>- Team working agreements inform meeting practices.</li> <li>- PBS behaviour expectations are implemented and communicated through class parent information sessions.</li> <li>- Effective Performance Management and development processes in place.</li> <li>- Support based Performance and Development processes trialled and feedback sought.</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- Staff roles and responsibilities are embedded.</li> <li>- Code of Conduct is embedded practice for all staff.</li> <li>- Scaffolding strategies providing support for uncomfortable interactions between staff in place and in use.</li> <li>- Strategies to address ongoing issues by school leadership or staff if appropriate.</li> </ul>	<p>7, 8</p> <p>7</p>

<p>The school stakeholders and the wider community work collaboratively in an atmosphere of trust and mutual respect leading to productive school governance.</p>	<p>PBS behavioural expectations are modelled and reinforced through:</p> <ul style="list-style-type: none"> <li>• All staff.</li> <li>• The wider school community.</li> <li>• Team Working Agreements which inform meeting practices and are reinforced through the agreed School's Code of Conduct.</li> </ul>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Induction process for new members to the School Council outlining their roles and responsibilities.</li> <li>- Develop protocols for school leaders to present information to School Council.</li> <li>- Conduct an audit of existing community partnerships.</li> </ul>	<p>8</p>
<p>There are clear opportunities for parents/stakeholders to engage meaningfully with the school community.</p>	<p>School curriculum and committee leaders work closely with the School Council to gain trust and respect by:</p> <ul style="list-style-type: none"> <li>• School Council committee members and their roles and responsibilities are clearly articulated, defined and communicated to all.</li> <li>• School curriculum and committee leaders present to the School Council information relevant to their area of responsibility.</li> <li>• School Council members are inducted so that policies, procedures, terms of reference and School Council operations are understood and followed by all.</li> <li>• Identify opportunities to build community partnerships.</li> <li>• Develop a plan to build positive and respectful ongoing relationships with cultural sub groups within the community.</li> <li>• Staff meeting time distributed to allow for purposeful collaboration: <ul style="list-style-type: none"> <li>- Curriculum teams</li> <li>- Phase of Learning</li> <li>- Moderation</li> <li>- Sharing Best Practice</li> <li>- School needs/Professional Learning</li> </ul> </li> </ul> <p>Develop a Communication Strategy/Policy incorporating:</p> <ul style="list-style-type: none"> <li>• Clear, open and regular communication amongst staff members.</li> <li>• Reporting to Parents.</li> <li>• Roles of School Council and P&amp;C.</li> <li>• Effective communication through newsletters, websites, class Dojo and SMS.</li> <li>• Protocols for visitors on site.</li> <li>• Parent meetings.</li> <li>• Set communication timetable.</li> </ul>	<p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Review the community partnerships and explore further options, with the view to fill gaps that are available.</li> <li>- Communications Strategy/Policy is developed and ready for presentation to community.</li> <li>- Information regularly presented to School Council by school leaders.</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- Communication strategy embedded.</li> <li>- Effective community partnerships exist in a variety of forms.</li> </ul>	<p>8</p>

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|  | <ul style="list-style-type: none"><li>• Annual Report.</li><li>• Strategic Plan.</li><li>• School Handbook.</li><li>• Staff Handbook.</li><li>• School Community Survey.</li></ul> |  |  |
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# Resources

## Prescribed Improvement Strategies

9. Utilise an evidence-based and accountable decision making process to guarantee the transparency of budgetary procedures. Design resource management and deployment practices that address the requirement for improved student outcomes.
10. Enhance digital technology access and use through enrichment of the information and communication technology plan. Include attention to the provision and maintenance of digital resources, professional learning of staff and integration with contemporary curriculum to enhance teaching practices and enrich student learning.

## Outcomes

- All funding is administered to ensure effectiveness and efficiency, compliance with legislation and policy and alignment to support priority areas in the Strategic Plan.
- Cost Centre managers demonstrate sound financial skills to ensure rigorous budget management.
- A collective responsibility for improving financial planning, assets management, monitoring, reporting, administration and governance is established through collaboration.
- Clear processes around the purchase, maintenance and replacement of digital resources are established.

## Targets

- Monitoring of Cost Centres indicates funds, linked to plans, are expended by the end of Term 3 each year.
- ADPS School's annual self-reflection against the Financial Controls Self-Assessment indicates compliance with Departmental financial requirements.
- ADPS has developed an Information and Communication Technology Plan by Dec 2018.

## Monitoring

- Online Control Self-Assessment.
- Finance Committee minutes taken and shared with staff.
- School Council minutes to be shared with community after endorsement
- Monthly compliance with On-line Budget monitoring.
- We will use the ACER National School Improvement Tool to monitor:
  4. Targeted use of school resources  
(Term 1 2018, Term 4 018, Term 4 2019)

Objectives	Process	Milestones	PIS Links
<p>Budgetary procedures, as set by the finance committee, are transparent and utilise an evidence-based, accountable decision making process.</p> <p>Committee Leaders oversee curriculum budget areas and have a solid working knowledge of cost centre management.</p> <p>Principal and Manager of Corporate Services (MCS) work collaboratively and strategically to administer and manage the student funded model.</p>	<p>Improve the transparency of resourcing decisions by the Finance Committee:</p> <ul style="list-style-type: none"> <li>• Review the operations of the Finance Committee in line with the Department Financial Policies including regularity of meetings.</li> <li>• Budgets submitted and endorsed by the Finance Committee and School Council according to ADPS processes.</li> <li>• Regular distribution of meeting minutes and other information to staff.</li> <li>• All financial decisions are informed by the Strategic and Operational Plans, and school resources are aligned to priority areas.</li> <li>• Present appropriate reports at School Council meetings.</li> </ul> <p>Committee Leaders and Manager Corporate Services, collaborate to attain a shared understanding of:</p> <ul style="list-style-type: none"> <li>• Responsibilities of Cost Centre Management outlined to staff.</li> <li>• Roles and responsibilities of the Finance Committee are developed and communicated to staff.</li> <li>• Linking of resources to Strategic and Operational planning.</li> <li>• Develop clearly documented plans for Reserves and allocation to and spending from Reserves account.</li> </ul> <p>Cooperative decision making is facilitated through weekly Administration meetings. Meeting agendas should include some of the following, with specific identification of raising student outcomes:</p> <ul style="list-style-type: none"> <li>• Human resource management</li> <li>• Financial planning</li> <li>• Building and asset management</li> <li>• Professional Learning</li> <li>• Dissemination of information to staff</li> <li>• Ongoing professional learning for MCS and leadership team around student centred funding model.</li> </ul> <p>Develop an asset and resource management plan in collaboration with the finance committee.</p> <p>Develop a plan for the maintenance and development of the physical features of the school.</p>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- Review budgetary processes and links to school planning.</li> <li>- Financial resources aligned with school Strategic and Operational plans.</li> <li>- Appoint ICT coordinator.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Review the spending of resources aligned to school Strategic and Operational Plans.</li> <li>- Commence planning for following years Operational Plans (draft Budget).</li> <li>- Develop an ongoing cycle of review and refinement based on the school self-assessment audit.</li> <li>- Performance management for MCS to include student centred funding model.</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- Review and refinement cycle based on school self-assessment audit implemented.</li> </ul>	<p>9, 10</p> <p>9</p> <p>9</p>

<p>School resources are aligned to support priority areas identified in the Strategic Plan, with specific focus on digital technologies (ICT).</p>	<p>Improve the transparency of the ICT Plan designed in consultation with the Technologies Committee by:</p> <ul style="list-style-type: none"> <li>• Amalgamating the ICT Resource agenda with the Curriculum Technologies team</li> <li>• Making the ICT Strategic Plan available to all staff at the beginning of each school year with regularly updated information to be made available on Connect.</li> </ul> <p>Plan will include:</p> <ul style="list-style-type: none"> <li>- Provision and maintenance and replacement of digital resources, including anything leased under the Master Rental Agreement</li> <li>- Software Licences.</li> <li>- Professional Learning for staff.</li> <li>- Integration with contemporary curriculum to enhance teaching practices and enrich student learning.</li> </ul> <ul style="list-style-type: none"> <li>• Staff liaising with ICT Coordinator regarding immediate and long term needs and requirements of technologies within the school.</li> </ul> <p>Decisions of major expenditures to be prioritised by Finance Committee.</p>	<p><b>6 months (May 2018)</b></p> <ul style="list-style-type: none"> <li>- ICT and digital technologies committees combined to ensure alignment of resources to curriculum implementation.</li> <li>- Staff provided with Strategic Plan in ICT.</li> <li>- Develop an Asset and Resource Management Plan.</li> </ul> <p><b>12 months (November 2018)</b></p> <ul style="list-style-type: none"> <li>- Committees reflect on role and develop a plan for the following year based on evidence collected.</li> <li>- Staff implementing ICT Plan.</li> <li>- Implement and review Asset and Resource Management Plan.</li> </ul> <p><b>24 months (November 2019)</b></p> <ul style="list-style-type: none"> <li>- All above policies to be reviewed.</li> </ul>	<p>10</p>
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