Picton Public School

School Plan 2014

December 2013
Picton Public School (Primary Principal 2 Level) is located approximately 80 kms southwest of Sydney with a population of approximately 470 students and 30 staff. Picton Public School has a strong sense of community and values the partnership between parents, carers, students, staff and the broader community. The school is regarded highly within and is strongly supported by the local community. Our outstanding provision of public education is based on strong academic programs underpinned by excellent student welfare practices which is supported by a diverse range of sporting and cultural opportunities. The school provides a diverse range of learning opportunities to ensure success for each and every student across the curriculum. There is also a strong notion of the need for continual improvement and to reflect upon and evaluate teaching and learning across the school. School staff are very experienced, dedicated and committed and are a strong, focused team with a commitment to improving the literacy, numeracy and technology achievements of all students through active student engagement across all Key Learning Areas. In 2013 two Multi Categorical classes were firmly established at our school with an Assistant Principal appointed to the position. We are an inclusive community catering for diverse student learning across the school. School staff are very experienced, dedicated and committed and are a strong, focused team with a commitment to improving the literacy, numeracy and technology achievements of all students through active student engagement across all Key Learning Areas. In 2013 two Multi Categorical classes were firmly established at our school with an Assistant Principal appointed to the position. We are an inclusive community catering for diverse student needs.

### SCHOOL CONTEXT

**Picton Public School**

**SCHOOL PLAN 2012 -2014**

**2014 – 3rd Year of Implementation**

**SCHOOL CONTEXT**

Picton Public School (Primary Principal 2 Level) is located approximately 80 kms southwest of Sydney with a population of approximately 470 students and 30 staff. Picton Public School has a strong sense of community and values the partnership between parents, carers, students, staff and the broader community. The school is regarded highly within and is strongly supported by the local community. Our outstanding provision of public education is based on strong academic programs underpinned by excellent student welfare practices which is supported by a diverse range of sporting and cultural opportunities. The school provides a diverse range of learning opportunities to ensure success for each and every student across the curriculum. There is also a strong notion of the need for continual improvement and to reflect upon and evaluate teaching and learning across the school. School staff are very experienced, dedicated and committed and are a strong, focused team with a commitment to improving the literacy, numeracy and technology achievements of all students through active student engagement across all Key Learning Areas. In 2013 two Multi Categorical classes were firmly established at our school with an Assistant Principal appointed to the position. We are an inclusive community catering for diverse student needs.

### Literacy

**Outcomes**

- Improved student literacy skills K-6 with a continued focus on reading, writing and spelling to ensure whole school continuity, consistency and commitment.

**Targets**

- Improve student achievements in spelling through application of whole school program to ensure consistency and continuity.
- Maintain high literacy standards and improve outcomes for G & T students.
- Improve student oracy skills through delivery of high quality school programs linked to quality teaching ensuring consistency K-6.
- A refined whole school literacy plan which integrates key programs eg Jolly Phonics, Jolly Grammar, Key Into Comprehension, Lexiles, Focus on Reading and Best Start.
- A curriculum focus on spelling and application of strategies in writing and talking and listening.
- Strengthening of students in minimum and proficiency and above bands consistently i.e. move students to highest bands.
- Increase and maintain 95% of students in Year 3 and Year 5 achieving at or above minimum standards in all areas of Literacy.
- Students in Years 3 and 5 to match average scores in SSG (Statistically Similar school Groups) and State in all areas of Literacy.
- The average growth of students in Year 5 NAPLAN to equal or better NSW average growth.

### Numeracy

**Outcomes**

- Improved student numeracy skills K-6 with a continued focus on working mathematically, the language of maths and linking directly to literacy learning.

**Targets**

- Student learning differentiated in Maths with flexible groupings, learning adjustments.
- Updated School Maths Policy implemented K-6.
- Consistently match the state and above in Numeracy and Data, Measurement, Space and Geometry for average trends in Year 5.
- Move students along continuum to move to higher bands overall in the school.
- Increase and maintain 95% of students in Year 3 and Year 5 achieving at or above minimum standards in all areas of Numeracy.
- Students in Years 3 and 5 to match average scores in SSG (Statistically Similar school Groups) and State in all areas of Numeracy.
- The average growth of students in Year 5 NAPLAN to equal or better NSW average growth.

### Technology

**Outcomes**

- Improved student technology skills and capabilities for all students.

**Targets**

- Continue to upgrade ICT infrastructure.
- Explore use of iPads.
- All staff using the school scope and sequence in class programs.
- All teaching staff using the interactive whiteboards to enhance student technology learning across KLA’s.

### Student Engagement

**Outcomes**

- Enhanced student engagement in learning and increased time in quality learning for students. Aboriginal students matching or bettering Literacy and Numeracy outcomes of the broader student population.

**Targets**

- Consolidation and application of awards and discipline systems.
- Develop Safe Respectful Learner playground initiatives.
- Continue and develop student engagement educational programs: School Leadership, Indigenous, Cyber, G&T.
- Publish the revised Student Welfare and Discipline Policy and ensure communicated to all stake holders. (includes Bullying Policy)

### Leadership and Management

**Outcomes**

- Enhanced opportunities for staff leadership with a strong, transparent vision for the school.
- Enhanced student reporting format

**Targets**

- TARS, EARS, PARS are implemented in accordance with DEC policy. Specific documentation supports this process throughout the year.
- All staff know, verbalise and participate in the process effectively and develop own leadership capacity beyond the classroom.
- All teachers consolidate their Professional Learning Plan in 2014 which is easily understood and has achievable goals, and is linked to the teaching standards framework.
- Evaluate the draft supervision policy implementation and refine to ensure effective transparency across all stage teams and understood by all stakeholders.
- A to E clearly understood by staff in reporting process, enhanced consistent teacher judgement and clearly understood by parents.
### SCHOOL IDENTIFIED PRIORITY – LITERACY: 2014

<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th>TARGET/S</th>
</tr>
</thead>
</table>
| • Embed new 3 – 6 spelling/grammar program  
• Introduce PLAN 3 – 6 and commence TPL in order to link continuum to English Syllabus  
• Develop and introduce K-6 talking and listening scope and sequence  
• Consolidate knowledge and understanding of new English Syllabus through explicit Teacher Professional Learning (TPL) i.e. National Curriculum  
• Evaluate Lexiles | • Maintain high literacy standards and improve outcomes for all students  
• Whole school overview developed to show all programs  
• Improve student achievements in spelling through application of whole school program to ensure consistency and continuity  
• Improve and consolidate student oracy skills through delivery of high quality school programs linked to quality teaching ensuring consistency k-6  
• A refined whole school literacy plan which integrates key programs e.g. Jolly Phonics, Jolly Grammar, Key Into Comprehension, Lexiles, Focus on Reading and Best Start  
• A curriculum focus on spelling and application of strategies in writing and talking and listening  
• Strengthening of students in minimum and proficiency and above bands consistently i.e. move students to highest bands  
• Increase and maintain 95% of students in Year 3 and Year 5 achieving at or above minimum standards in all areas of Literacy  
• Students in Years 3 and 5 to match average scores in SSG (Statistically Similar (school) Groups) and State in all areas of Literacy  
• The average growth of students in Year 5 NAPLAN to equal or better NSW average growth |

### STRATEGIES

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
</table>
| • TPL to continue for new English Syllabus at whole school, stage and individual levels  
• TPL to continue for PLAN (3-6)  
• NAPLAN data analysed and data utilised to explicitly teach strategies to support / consolidate student learning  
• Development of Grammar / Spelling scope and sequence  
• Resources purchased to enable and enhance all programs  
• Current resources including iPads / technology  
• Lexiles to be reviewed by L&S Teacher | 2014 | All teachers K-6  
Executive – program supervision policy  
Scope and Sequence - Stage Teams  
Lexile evaluation – Alison Thomson | Stage Days  
Class teachers  
21 x 2 days per annum x $400 = $16,800 (from Tied TPL)  
Resources $6000  
Total Budget $6000 |

### INDICATORS

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>HOW WILL THEY BE MONITORED/MEASURED</th>
</tr>
</thead>
</table>
| • Teacher Literacy goals linked to TPL  
• Scope and sequences evident in programs – Teaching & Learning, Grammar and Spelling  
• TPL school plan includes systematic and explicit opportunities to meet goals  
• Learning adjustments / groupings evident in programs  
• PLAN evident in all Year 3 – 6 programs  
• Resources utilised effectively including ICT  
• Lexile evaluation complete  
• Evidence of clear assessment and differentiation in programs i.e. learning adjustments for individual students are evident in teacher programs | • Supervision Policy - Stage Supervisors ensure all school learning programs / strategies evidenced in teaching programs – executive meeting discussions  
• Grade / Stage / Staff Meetings – positive staff feedback  
• Analysis of NAPLAN results 2014  
• Staff, stage, year, team meetings – team leader to report at executive meetings and all team minutes to be distributed to all of the executive team for consistency and transparency |
### SCHOOL IDENTIFIED PRIORITY – NUMERACY: 2014

#### OUTCOME/S
- Continue to build teacher proficiency through TPL (utilising PLAN and continuum to drive teaching and learning and assessments)
- Improved student performance through analysis of current school and NAPLAN data to differentiate teaching and learning
- Continue to improve teacher proficiency in ICT and IWB
- Audit scope and sequence in line with Australian Maths Syllabus i.e. National Curriculum

#### TARGET/S
- To improve outcomes for gifted and talented students
- Aboriginal students to match all state students average scores in all areas of numeracy
- Student learning differentiated in Maths with flexible groupings, learning adjustments
- Updated School Maths Policy implemented K-6 and embedded in teacher programs and documents
- Move students along continuum to move to higher bands overall in the school
- Increase and maintain 95% of students in Year 3 and Year 5 achieving at or above minimum standards in all areas of Numeracy
- Students in Years 3 and 5 to match average scores in SSG (Statistically Similar (school) Groups) and State in all areas of Numeracy
- The average growth of students in Year 5 NAPLAN to equal or better NSW average growth

#### STRATEGIES
- Consistent implementation of school Maths Policy, embedded in all teacher programs
- Introduce and implement PLAN to 3-6 teachers to ensure continuum embedded into practice
- Embed audited scope and sequence into practice in all teacher programs
- Continue TPL in ICT/IWB
- Collaborative planning of teaching strategies through team and staff meetings
- Collaborative planning and evaluation of assessments for and of learning through team and staff meetings
- Strategic purchase of resources to support teaching and learning
- Continuation of professional learning for all teachers on focus programs and differentiating the curriculum
- Support staff members through collaborative planning to ensure school goals and targets are met in numeracy with reference to item analysis of NAPLAN information

#### STRATEGIES
- Analysis of NAPLAN
- Analysis of grade / stage data
- PLAN evident in programs
- Regular meetings reflected in TPL programs
- Numeracy goal in teacher TPL statement
- Expectations clearly understood by all

#### TIMEFRAME
- 2014

#### RESPONSIBILITY
- All teachers K – 6
- Stage Teams
- Committee / Executive

#### FUNDING SOURCE/BUDGET
- $125 x 2 Maths Olympiad
- $4000 resources
- $1600 release (4 x $400)
- Total $5,850

#### INDICATORS
- Scope and sequence in all teaching programs – linked to Australian Maths Syllabus
- Teachers utilising data to inform planning and programming
- Grade / team meetings plan teaching and assessments
- Grade / staff meetings planned to meet TPL needs (in school plan each term)
- IWB included in programs to support teaching and learning
- Improved student engagement and achievement through effective groupings

#### HOW WILL THEY BE MONITORED/MEASURED
- Analysis of NAPLAN
- Analysis of grade / stage data
- PLAN evident in programs
- Regular meetings reflected in TPL programs
- Numeracy goal in teacher TPL statement
- Expectations clearly understood by all

16/12/13
## SCHOOL IDENTIFIED PRIORITY – TECHNOLOGY: 2014

<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th></th>
<th>TARGET/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improved student technology skills and capabilities for all students</td>
<td>• Continue to upgrade infrastructure</td>
<td></td>
</tr>
<tr>
<td>• Establish PPS scope and sequence for ICT</td>
<td>• Scope and sequence developed and implemented by all staff</td>
<td></td>
</tr>
<tr>
<td>• Integration of technology in all KLA’s</td>
<td>• IWB’s used in Literacy / Numeracy lessons to enhance both technology skills and KLA skills i.e. integration</td>
<td></td>
</tr>
<tr>
<td>• Develop website / apps / site licence list</td>
<td>• All teaching staff using the interactive whiteboards to enhance student technology learning across KLA’s</td>
<td></td>
</tr>
<tr>
<td>• Continue TPL for all staff</td>
<td>• All staff using the lab / library effectively</td>
<td></td>
</tr>
<tr>
<td>• Establish cyber education policy / scope and sequence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Add wireless to hall</td>
<td>2014</td>
<td>Tech Coordinator</td>
<td>Tied funds $14,000</td>
</tr>
<tr>
<td>• iPads purchased through 3 target areas and initial set up commenced</td>
<td></td>
<td>Coordinator</td>
<td></td>
</tr>
<tr>
<td>• Continue explicit TPL in relation to IWB and iPads</td>
<td></td>
<td>Outside Agency</td>
<td></td>
</tr>
<tr>
<td>• Technology expertise shared across school</td>
<td></td>
<td>Tech Coordinator</td>
<td></td>
</tr>
<tr>
<td>• Student work displayed in Computer Lab</td>
<td></td>
<td>All Staff</td>
<td></td>
</tr>
<tr>
<td>• Quality learning experiences included across KLA’s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Class visits to share knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research use of iPADs within the school and how to manage most effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professionally develop all staff in ICT skills specifically in relation to interactive whiteboards and develop a structured TPL program for staff e.g. teachers, SLSO’s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explicit quality teaching learning activities delivered by staff via mentoring, staff meetings and class visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Technology expertise shared across the committee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>HOW WILL THEY BE MONITORED/MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased ICT skill levels in all staff, greater scope for lessons i.e. enhanced.</td>
<td>• In school survey of staff TPL, more individualised TPL, staff dialogue and satisfaction</td>
</tr>
<tr>
<td>• Staff feel improved confidence and ability to share</td>
<td>• Student assessment tasks / monitored</td>
</tr>
<tr>
<td>• Reflected in Teacher Professional Learning Plans</td>
<td>• Supervisors collect class programs and note mandatory school programs, will be evidence of</td>
</tr>
<tr>
<td>• Improved outcomes for students in all areas of technology, applied across KLA’s</td>
<td>• Success of students and staff implementing current technologies on a daily basis</td>
</tr>
<tr>
<td>• Technology scope and sequence included in teacher programs</td>
<td></td>
</tr>
<tr>
<td>• Differentiated learning for students</td>
<td></td>
</tr>
<tr>
<td>SCHOOL IDENTIFIED PRIORITY – STUDENT ENGAGEMENT: 2014</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>OUTCOMES</strong></td>
<td><strong>TARGET/S</strong></td>
</tr>
<tr>
<td>• Explore a Code of Conduct for students representing Picton Public School and evaluate its implementation based on SRL strategy</td>
<td>• Clear guidelines and expectations for representing Picton Public School</td>
</tr>
<tr>
<td>• Target gifted and talented programs including TPL for teachers</td>
<td>• G &amp; T Students identified annually and catered for</td>
</tr>
<tr>
<td>• Playground rules to be presented in a clear format easy to be understood by students and displayed around school and directly linked to Safe, Respectful Learners</td>
<td>• Playground environment to meet the needs of all students</td>
</tr>
<tr>
<td>• Continue to embed Cyber Education in Anti Bullying and Peer Support Programs</td>
<td>• Establish data and management of PEACE students</td>
</tr>
<tr>
<td>• All staff have opportunities to work with Carl Warren (Beyond Behaviour) to support full engagement of students</td>
<td>• Bullying program simplified to include in Peer Support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define strategies to identify G &amp; T Students</td>
<td>2014</td>
<td>All teachers K – 6 Suzanne, Janeen</td>
<td>PEACE Area – out of Assets Management / separate budget</td>
</tr>
<tr>
<td>• Survey students in relation to playground environment and success of changes</td>
<td></td>
<td>Maria – Indigenous Di – G&amp;T Suzanne – Student Leadership</td>
<td>(Awards financed separately)</td>
</tr>
<tr>
<td>• Educational initiatives in Aboriginal Education 8 Ways of Learning and TPL for teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A structured TPL program involving Executive, Teachers in 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Continue to develop PEACE area and investigate installing a sand pit for younger students and finalising other areas e.g. seating, sensory garden, tank pump</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compilation of a SRL Student Welfare Policy that addresses awards/discipline in a SRL framework that is presented and implemented in school community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Embed structure, equipment and curriculum to targeted playground areas: PEACE/COLA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finalise school signage, purchase playground resources to enhance social skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>HOW WILL THEY BE MONITORED/MEASURED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School community clearly understand SRL whole school procedures and policies relating to awards/discipline/playground</td>
<td>• Evaluate data for all areas and report to staff, continuing dialogue</td>
</tr>
<tr>
<td>• Reduced number of negative behaviours reported in playground and in reflection; monitor data</td>
<td>• Teachers have tools to use to meet student engagement needs in classroom and playground</td>
</tr>
<tr>
<td>• Teachers reflecting a greater feeling of empowerment and connection to all students</td>
<td>• Language of Safe, Respectful Learners is embedded in the school culture and enacted on a daily basis; reflected in language of staff, students and community</td>
</tr>
<tr>
<td>• Improved outcomes demonstrated for students targeted through the student engagement programs</td>
<td>• Finalise school welfare discipline policy</td>
</tr>
<tr>
<td>• A safe respectful learning environment is evident at Picton Public School, enjoyed by all</td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL IDENTIFIED PRIORITY – LEADERSHIP AND MANAGEMENT: 2014

#### OUTCOME/S
- Ongoing evaluation of current supervision policy including TARS, EARS, PARS and keeping current of new DEC directions and expectations
- Knowledge of Professional Teaching Standards and the Leadership Capability Framework by all staff
- School leaders improve and enhance executive and staff capacity
- Consolidation of current reporting process
- Professional Learning Plans embedded in professional development programs for all staff
- Continue to enhance student reporting format with clear staff understanding of language used
- Opportunity for all staff to work with Carl Warren and to have team and individual feedback to personalise TPL

#### TARGET/S
- TARS, EARS, PARS are implemented in accordance with DEC policy. Specific documentation supports this process throughout the year
- All staff know, verbalise and participate in the process effectively and develop own leadership capacity beyond the classroom
- All teachers have a Professional Learning Plan in 2014 embedded in TPL which is easily understood and has achievable goals, and is linked to the teaching standards framework
- Refine draft supervision policy, implement effectively with transparency across all stage teams and understood by all stakeholders
- A to E clearly understood by staff in reporting process, enhanced consistent teacher judgement and clearly understood by parents. Language used is clear and concise.
- All staff reflecting on individual, team and whole school welfare management skills with the focus on student needs

#### STRATEGIES
- Refine a Professional Development Learning Plan proforma, to be included in all teacher programs, link to professional teaching standards; discussion with stage leader and principal
- Executive and staff survey to evaluate present supervisory processes K – 6
- More sharing of staff programs, supervision process of whole school and executive team level, especially with teaching of literacy (reading) and numeracy (explicit teaching, K – 6 group planning, programming support)
- Review current reporting i.e. positive models of effective communication for literacy, numeracy general comment and matching social skills to effort and achievement
- SMART Data analysed to inform planning for teaching and learning at whole school, stage and year level

#### TIMEFRAME

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>2014</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine a Professional Development Learning Plan proforma, to be included</td>
<td>✓</td>
<td>Principal and Executive</td>
<td>Release executive team at least once</td>
</tr>
<tr>
<td>in all teacher programs, link to professional teaching standards;</td>
<td>✓</td>
<td></td>
<td>per semester.</td>
</tr>
<tr>
<td>discussion with stage leader and principal</td>
<td>✓</td>
<td>Principal and AP (Liz)</td>
<td>12 days x $450 = $5400</td>
</tr>
<tr>
<td>Executive and staff survey to evaluate present supervisory processes K – 6</td>
<td>✓</td>
<td>Focus Committee</td>
<td>Release 2 days x $450 = $900</td>
</tr>
<tr>
<td>More sharing of staff programs, supervision process of whole school and</td>
<td>✓</td>
<td>Principal, AP’s, All Teachers</td>
<td>Total Budget $6300</td>
</tr>
<tr>
<td>executive team level, especially with teaching of literacy (reading) and</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>numeracy (explicit teaching, K – 6 group planning, programming support)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review current reporting i.e. positive models of effective communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for literacy, numeracy general comment and matching social skills to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effort and achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMART Data analysed to inform planning for teaching and learning at whole</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school, stage and year level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### FUNDING SOURCE/BUDGET
- Release executive team at least once per semester. 12 days x $450 = $5400
- Release 2 days x $450 = $900
- Total Budget $6300

#### INDICATORS
-Staff can articulate their learning goals and aspirations and evaluate their achievements
- Refined and workable draft supervision policy implemented based on staff, school needs and DEC policy, whole school ownership. Effective time management and systems developed.
- Greater transparency and consistency with reports for teachers and parents and implemented effectively and consistently across all stage teams and match DEC policy. Positive parental feedback
- Explicit teaching occurring and individual students being catered for, learning differentiated and learning adjustments made for individual students
- Staff feel greater level of satisfaction with TPL

#### HOW WILL THEY BE MONITORED/MEASURED
- Executive staff including principal implement new policy, ongoing dialogue at stage, executive and staff meetings
- Monitor at executive meetings and evidence provided by each team executive, across stage communication enhanced
- Copy of Professional Learning Plan to Stage Leader and Principal for discussion with individual teachers
- Quality of student reports each semester monitored by executive
- Staff survey – success of TPL in 2014 and most important achievements match programs offered

16/12/13