

# School Strategic Plan for Somerville Rise Primary School # 5372



2014 - 2017

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</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.....</p> <p>Date.....</p>



## School Profile

<p><b>Purpose</b></p>	<p>Our school’s vision is <b>to foster excellence in learning and positive relationships which build the foundations for life success.</b></p> <p>It aims to prepare students to contend with a very dynamic 21<sup>st</sup> century in which creativity, cooperative work, connectedness to the world and adaptability are key features. Somerville Rise Primary School is proud of its achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn. We aim to make the school a place where every child becomes strong and confident, having high self-esteem and high standards of academic achievement and social behaviour. At Somerville Rise Primary School we promote “learning together”.</p> <p>The school community has developed 5 school rules based on our core values which underpin our relational learning philosophy. These rules promote:</p> <ul style="list-style-type: none"> <li>• respect</li> <li>• safety</li> <li>• courtesy</li> <li>• learning</li> <li>• responsibility</li> </ul> <p>The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to:</p> <ul style="list-style-type: none"> <li>• An elected government.</li> <li>• The rule of law.</li> <li>• Equal rights for all before the law.</li> <li>• Freedom of religion.</li> <li>• Freedom of speech and association.</li> <li>• The values of openness and tolerance.</li> </ul> <p>Statements which affirm the school’s principles are found in the vision of the school and in documents such as prospectus and handbooks.</p>
<p><b>Values</b></p>	<p>The core value of respect underpins the actions of the whole school community:</p> <ul style="list-style-type: none"> <li>• Respect for learning - valuing the acquisition of knowledge and skills</li> <li>• Respect for relationships - valuing and acknowledging the differences in others</li> <li>• Respect for self - valuing your own worth and individuality</li> </ul>

## Environmental Context

Somerville Rise Primary School opened in 1995, close to the township of Somerville on the Mornington Peninsula. The school is situated in bright, modern buildings surrounded by very attractive gardens and playground areas. The school borders Somerville Secondary College and is across the road from Blacks Camp Pre-School.

The school's population of 352 students is comprised of:-

- very low mobility and transience levels;
- most students coming from homes where English is the primary language, with fewer than 1% having a English as an Additional Language(EAL);
- approximately 3% of the school population being funded through the Program for Students with Disabilities; and
- 4 Koori students

The School Family Occupation index at Somerville Rise is 0.48 with low EAL.

Somerville Rise has 29.5 equivalent full-time staff: 2 Principal class, 21.6 teachers and 5.9 Education Support Staff. In addition we employ a handyman and gardener to keep all facilities and grounds well maintained.

The school provides a comprehensive curriculum for all students from Foundation to grade 6 following the DEECD curriculum guidelines and AusVELS. Currently we offer specialist teaching in Performing Arts, Visual Arts, Phys Ed, LOTE. Our teachers plan in teams with a focus on improving student learning at their point of need. Our school utilises a range of published, researched effective programs to deliver high quality curriculum eg Soundwaves- Spelling and Fountas & Pinnell reading. Our school works closely with DEECD support services and has an excellent record in identifying and adequately providing for our students with specific learning difficulties.

Enrichment programs include Swimming, Camps Program, Wakakirri, Interschool Sport and Performance opportunities including presenting a radio show on community radio 3RPP, Christmas concert, Junior & Senior Rock Bands, assembly performances

Our structured Student Leadership Program includes Student leaders in Sport, Arts, Environment, Kidsmatter, Publicity, SRC and school leaders. In addition we have an active SRC with representation from F-6. Our grade 5 Leadership Program provides all grade 5 students with development in leadership capacity to undertake a student leadership role in Grade 6.

We have a chaplain employed 0.4 EFT who has a pastoral care role which is not only reactive to individual student needs but is also proactive in conducting programs such as the lunchtime games and Newcomers morning tea.

## Strategic Direction

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Achievement- English</b>	Improve student performance in English with a particular focus on high quality instructional practice	<p>By 2017:</p> <ul style="list-style-type: none"> <li>▪ there is a 30% increase in the percentage of students in the NAPLAN “High Relative Growth” category in Reading, Writing, Grammar and Punctuation and Spelling.</li> <li>▪ there is a 30% reduction in the number of students in the NAPLAN “Low Relative Growth” category in Reading, Writing, Grammar and Punctuation and Spelling.</li> </ul>	Develop consistent approaches to the planning, implementation and assessment of English
<b>Achievement- Maths</b>	Improve student performance in Maths with a particular focus on high quality instructional practice	<p>By 2017:</p> <ul style="list-style-type: none"> <li>▪ there is a 30% increase in the percentage of students in the NAPLAN “High Relative Growth” category in Numeracy.</li> <li>▪ there is a 30% reduction in the number of students in the NAPLAN “Low Relative Growth” category in Numeracy.</li> </ul>	Develop consistent approaches to the planning, implementation and assessment of Maths

<p><b>Engagement</b></p>	<p>Improve student engagement with a particular focus on high quality instructional practice</p>	<p>By 2017: To improve the following measures in the Student Attitude to School survey:</p> <p>Learning Confidence    25.8- 50 Student Motivation    29.1- 50 Teacher effectiveness   61.4 - 75</p>	<p>To build the capacity of teacher instructional practice with a focus on 21st century learning through a whole school approach to personalised learning</p> <p>Embed active student involvement in their learning to enhance learning motivation and engagement</p>
<p><b>Wellbeing</b></p>	<p>To maintain and enhance the school as a safe, supportive and orderly learning environment.</p>	<p>By 2017: To improve the following measures in the Student Attitude to School survey:</p> <p>Student Safety            32.6 - 50 Connectedness to peers   20-50</p>	<p>Strengthen and enhance current practices and processes.</p> <p>Increase teacher capacity to maintain high quality instructional practice whilst maintaining a positive classroom climate.</p>
<p><b>Productivity</b></p>	<p>To allocate resources (human, financial, time, space and materials) to maximise student achievement, engagement and wellbeing through a focus on high quality teacher practice</p>	<p>Budget allocation provided to support the goals of the strategic plan as outlined in the Achievement, Engagement and Wellbeing areas.</p> <p>By 2017: the staff opinion survey variables related to quality teaching and curriculum to improve:</p> <p>Quality Teaching by 20% Curriculum Processes by 20%</p>	<p>To adequately resource the support and development of high quality teacher practice.</p>

## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<b>Achievement- English</b>  <b>Develop consistent approaches to the planning, implementation and assessment of English</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Establish an English AIP</li> <li>▪ Targeted professional development of key staff in Fountas and Pinnell</li> <li>▪ Improve teacher knowledge of Reading continuum of learning (Fountas and Pinnell)</li> <li>▪ Benchmarking of whole school using Fountas and Pinnell (Reading levels).</li> <li>▪ Improve teacher knowledge of the Sound Waves Spelling program</li> </ul>	<ul style="list-style-type: none"> <li>▪ English AIP team established</li> <li>▪ Key people PD- Fountas &amp; Pinnell</li> <li>▪ All teaching staff have attended PD on Fountas &amp; Pinnell (6hours)</li> <li>▪ Leading Teacher supported teaching staff through benchmarking process to ensure consistency (observed all staff completing a running record with a student)</li> <li>▪ All students benchmarked on Fountas and Pinnell reading levels to give baseline data</li> <li>▪ Sound Waves program is resourced and embedded in classroom practice</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ English AIP team continue</li> <li>▪ Improve teacher knowledge and implement of Fountas &amp; Pinnell continuums &amp; bench marking</li> <li>▪ Mental strategies &amp; actions of reading and CARS /STARS programs links formed with Fountas and Pinnell Reading continuum.</li> <li>▪ Targeted professional development of key staff in CAFÉ (Comprehension Accuracy Fluency and Expanding vocabulary / Daily 5 system.</li> <li>▪ Develop understanding of teachers in the CAFÉ system and begin implementing this strategy.</li> <li>▪ Revisit Early Years structure and reading strategies</li> <li>▪ Oral Language resource boxes to be used in classroom programs.</li> <li>▪ Benchmarking of whole school using Fountas and Pinnell (Reading levels) in terms 2 &amp; 4</li> <li>▪ Review Sound Waves spelling program</li> </ul>	<ul style="list-style-type: none"> <li>▪ English AIP team continue have meet three times per term to monitor progress of AIP</li> <li>▪ Ongoing PD Reading Continuum (Fountas &amp; Pinnell)</li> <li>▪ Teacher programs reflect links with Fountas &amp; Pinnell Reading continuum Mental strategies &amp; actions of reading &amp; CARS/STARS</li> <li>▪ Key Staff PD –CAFÉ system</li> <li>▪ Staff PD provided –CAFÉ</li> <li>▪ Consistent approach through whole school in implementing the CAFÉ strategy</li> <li>▪ PD staff on Early Years strategies completed</li> <li>▪ Oral language resource boxes are being used in classrooms</li> <li>▪ All students benchmarked on Fountas and Pinnell reading levels in terms 2 &amp; 4</li> <li>▪ Sound Waves baseline data (SA Spelling Test &amp; Naplan) collected and analysed</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ English AIP team continue</li> <li>▪ Revisit early years strategies</li> <li>▪ Implement the CAFÉ reading system.</li> <li>▪ Targeted professional development of key staff in the VCOP – Big Write program.</li> <li>▪ Develop understanding of teachers in the VCOP – Big Write program and begin implementing this program.</li> <li>▪ Revisit the SRPS Oral language continuum/ scope &amp; sequence and ensure implementation</li> <li>▪ Review Sound Waves spelling program</li> </ul>	<ul style="list-style-type: none"> <li>▪ English AIP team continue have meet three times per term to monitor progress of AIP</li> <li>▪ PD staff on Early Years strategies completed</li> <li>▪ CAFÉ reading system implemented through whole school planning and classroom practice</li> <li>▪ Key people PD VCOP-Big Write</li> <li>▪ SRPS Oral language continuum/ scope &amp; sequence implementation included in English whole school planning documents</li> <li>▪ Sound Waves baseline data (SA Spelling Test &amp; Naplan) collected and analysed</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Ongoing evaluation of the Fountas &amp; Pinnell Reading program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fountas &amp; Pinnell baseline data (Reading Levels &amp; Naplan) collected and analysed</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Implementing the VCOP – Big Write program</li> <li>▪ Ongoing evaluation of the Sound Waves spelling program</li> <li>▪ Ongoing evaluation of the Fountas &amp; Pinnell Reading program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff PD VCOP – Big Write program</li> <li>▪ VCOP-Big Write program embedded in classroom practice</li> <li>▪ VCOP-Big Write implementation included in English whole school planning documents (scope and sequence)</li> <li>▪ Sound Waves baseline data (SA Spelling Test &amp; Naplan) collected and analysed</li> <li>▪ Fountas &amp; Pinnell baseline data (Reading Levels &amp; Naplan) collected and analysed</li> <li>▪</li> </ul>
<p><b>Achievement- Maths</b></p> <p><b>Develop consistent approaches to the planning, implementation and assessment of Maths</b></p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop Pre and Post testing in number and algebra</li> <li>▪ Develop learning continuums in Maths and Algebra</li> <li>▪ Investigate current programs eg use of commercially produced whole school overview</li> <li>▪ Key staff identified for targeted Maths developed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre and Post test developed</li> <li>▪ Learning continuums developed</li> <li>▪ Program selected</li> <li>▪ Key people PD</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop Pre and Post tests for measurement and geometry</li> <li>▪ Develop learning continuums in measurement and geometry</li> <li>▪ Develop a consistent format for data management (to include staff PD on data management to make it consistent)</li> <li>▪ Develop assessment protocols and timeline for assessing (assessment schedule)</li> <li>▪ Set protocols for number fluency practice (when, where, what, time)</li> <li>▪ Set desired benchmarks for number fluency</li> <li>▪ Revisit Maths language continuum on T shared and review</li> <li>▪ PD staff on best practice number fluency activities</li> <li>▪ Implement select program school wide</li> <li>▪ Staff PD for select program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre and Post test developed</li> <li>▪ Learning continuums developed</li> <li>▪ Consistent approach to data management developed and adopted</li> <li>▪ Assessment schedule</li> <li>▪ Benchmarks for each grade level established</li> <li>▪ Protocols for number fluency published and adopted</li> <li>▪ Staff PD completed</li> <li>▪ Agreed Maths continuum published</li> <li>▪ Staff PD on program</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Continue to develop Pre and Post tests for statistics and probability</li> <li>▪ Develop learning continuums in statistics and probability</li> <li>▪ Continue to develop a consistent format for data management (to include staff PD on data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre and Post test developed</li> <li>▪ Learning continuums developed</li> <li>▪ Consistent approach to data management developed and adopted</li> <li>▪ Timeline for assessing developed</li> <li>▪ Benchmarks for each grade level established</li> </ul>



		<ul style="list-style-type: none"> <li>management to make it consistent)</li> <li>▪ Continue to set assessment protocols and timeline for assessing (assessment schedule)</li> <li>▪ Refine language continuum and imbed in planning documentation</li> <li>▪ Continue to resource and support selected program</li> <li>▪ Investigate resources available for problem solving</li> <li>▪ Staff PD for problem solving activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning documents reflect language continuum</li> <li>▪ Ongoing professional development provided and resources purchased</li> <li>▪ Package of problem solving activities completed that is linked to learning continuums</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Finalise all pre &amp; post tests</li> <li>▪ Finalise all learning continuums</li> <li>▪ Review assessment schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre &amp; post tests and learning continuums are included in all school planning documents.</li> <li>▪ Assessment schedule redeveloped</li> </ul>
<p><b>Engagement</b></p> <p><b>To build the capacity of teacher instructional practice with a focus on 21<sup>st</sup> century learning through a whole school approach to personalised learning</b></p> <p><b>Embed active student involvement in their learning to enhance learning motivation and engagement</b></p>	Year 1	<ul style="list-style-type: none"> <li>▪ Develop continuum of learning in ICT</li> <li>▪ Building a consistent and transparent whole school approach to the tracking of student data</li> <li>▪ Consistent storage and management of student data</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT continuum completed, accessible and operational across P-6</li> <li>▪ PLT Teams using pre and post testing data, AusVELS judgements and reading data to track student achievement</li> <li>▪ T-Drive updated with clear flowchart</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Build continuums of learning in Science, ICT, Humanities and LOTE</li> <li>▪ Professional development targeting best practice in personalised learning including: <ul style="list-style-type: none"> <li>○ Improved use of assessment tools eg) rubrics, student self assessment, pre and post testing</li> <li>○ Students set goals based on data feedback and conferencing with teachers</li> <li>○ Effective use of feedback</li> <li>○ 3-way conferencing</li> </ul> </li> <li>▪ Develop Personal and Interpersonal learning curriculum</li> <li>▪ Update and refine whole school assessment schedule</li> <li>▪ Build and Strengthen effective PLTs <ul style="list-style-type: none"> <li>○ Consistent and transparent whole school approach to the tracking of student data</li> <li>○ Consistent storage and management of student data</li> <li>○ cohort/point of need target setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Science, Humanities and LOTE continuums commenced, accessible and being trialled across P-6</li> <li>▪ Personalised learning – students able to articulate current learning achievements and future goals</li> <li>▪ Introduction of student goal setting based on assessment results</li> <li>▪ Whole school assessment schedule created and implemented across F-6</li> <li>▪ Personal and Interpersonal learning curriculum created and trialled F-6</li> <li>▪ PLTs – cohort targets established, tracked and teaching strategies are responsive to data in Number ODT and Fountas &amp; Pennell Reading levels</li> <li>▪ PLTs follow PLT cycle, documenting data analysis and teaching strategies</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Build and embed continuums of learning in Science, ICT, Humanities and LOTE</li> <li>▪ Implement personalised learning and embed practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Science, Humanities and LOTE continuums completed, accessible and operational across P-6</li> <li>▪ Student's direct their learning, independently</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Further Professional development and consolidation in targeting best practice in personalised learning - 'Student Directed' including:</li> <li>▪ Improved use of assessment tools eg) rubrics, student self assessment, pre and post testing</li> <li>▪ Students set goals based on data feedback and conferencing with teachers</li> <li>▪ Effective use of feedback</li> <li>▪ 3-way conferencing</li> <li>▪ Continue to develop and refine Personal and Interpersonal learning curriculum</li> <li>▪ Update and refine whole school assessment schedule</li> <li>▪ Effective PLTs work collaboratively through the PLT Cycle to:               <ul style="list-style-type: none"> <li>▪ track, manage and store student data</li> <li>▪ Consistently meet the needs of students through target setting and explicit teaching</li> </ul> </li> </ul>	<p>setting goals based on assessment and conferences with teachers</p> <ul style="list-style-type: none"> <li>▪ 3-way conferencing replaces Parent/Teacher Interviews</li> <li>▪ Whole school assessment schedule revised and implemented across F-6</li> <li>▪ Personal and Interpersonal learning curriculum implemented F-6</li> <li>▪ PLTs – cohort targets established, tracked and teaching strategies are responsive to data in Number ODT, Fountas &amp; Pennell Reading levels and across AusVELS</li> <li>▪ PLTs follow PLT cycle, documenting data analysis and teaching strategies</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Build and embed continuums of learning in Science, ICT, Humanities and LOTE</li> <li>▪ Assess effectiveness of continuums of learning and revise content</li> <li>▪ Personalised learning visible, cohesive and effective across F-6</li> <li>▪ Personal and Interpersonal learning curriculum embedded in practice</li> <li>▪ Update and refine whole school assessment schedule</li> <li>▪ Effective PLTs work collaboratively through the PLT Cycle to:               <ul style="list-style-type: none"> <li>▪ - track, manage and store student data</li> <li>▪ - Consistently meet the needs of students through target setting and explicit teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Science, Humanities and LOTE continuums completed, accessible and operational across P-6</li> <li>▪ Student's direct their learning, independently setting goals based on assessment and conferences with teachers</li> <li>▪ 3-way conferencing embedded</li> <li>▪ Whole school assessment schedule revised and implemented across F-6</li> <li>▪ PLTs – cohort targets established, tracked and teaching strategies are responsive to data in Number ODT, Fountas &amp; Pennell Reading levels and across AusVELS</li> <li>▪ PLTs follow PLT cycle, documenting data analysis and teaching strategies</li> </ul>
<p><b>Wellbeing</b></p> <p><b>Strengthen and enhance current practices and processes.</b></p> <p><b>Increase teacher capacity to maintain high quality instructional practice whilst maintaining a positive classroom climate.</b></p>	Year 1	<ul style="list-style-type: none"> <li>▪ Review current policies on wellbeing</li> <li>▪ Student engagement and Inclusion policy</li> <li>▪ Approach to Bullying and Harassment policy</li> <li>▪ Introduce the Positive classroom culture program</li> <li>▪ YCDI program was reintroduced with a weekly focus</li> <li>▪ Investigate external PD opportunities to build teacher capacity</li> <li>▪ Trial cybersafety programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Policies ratified by School Council</li> <li>▪ Positive classroom culture PD completed and program implemented</li> <li>▪ YCDI program is embedded in teacher practice</li> <li>▪ Real Schools identified as external PD provider to assist in the development of teacher capacity related to high quality practice and school climate.</li> <li>▪ Cybersafety program recommendations established.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ PD for staff on student management strategies</li> <li>▪ PD on accessing RISC data and consistent</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD delivered</li> <li>▪ Consistent approach to student management</li> </ul>

		<ul style="list-style-type: none"> <li>reporting</li> <li>▪ Professional development of staff in Component Three of Kidsmatter “Working with Parents and Carers”</li> <li>▪ Real Schools PD to target class climate</li> <li>▪ Implement Component Three of Kidsmatter</li> <li>▪ CyberSafety presentation for staff, students and parents eg Cybersmart, Victoria Police</li> <li>▪ Develop Cybersafety curriculum</li> <li>▪ Implement Cybersafety curriculum</li> </ul>	<ul style="list-style-type: none"> <li>documented and implemented</li> <li>▪ Component Three of Kidsmatter implemented through the school</li> <li>▪ Real schools PD delivered</li> <li>▪ Cybersafety presented</li> <li>▪ Cybersafety curriculum developed</li> <li>▪ Cybersafety curriculum implemented</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Monitoring the use of RISC data to inform future action</li> <li>▪ Professional development of staff in Component Four of Kidsmatter “Helping Children with Mental Health issues”</li> <li>▪ Real schools PD to target effective teams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Component four module implemented</li> <li>▪ Real schools PD delivered</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review Kids Matter program</li> <li>▪ Review Real Schools PD</li> <li>▪ CyberSafety presentation for staff, students and parents</li> <li>▪ Monitoring the use of RISC data to inform future action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of Kidsmatter completed</li> <li>▪ Review of Real Schools completed</li> </ul>
<p><b>Productivity</b></p> <p><b>To adequately resource the support and development of high quality teacher practice.</b></p>	Year 1	<ul style="list-style-type: none"> <li>▪ Review all leadership structures and roles</li> <li>▪ Provide staff with adequate resources to plan in teams</li> <li>▪ Investigate strategies to measure and evaluate teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Key leadership roles identified</li> <li>▪ Staff are provided with adequate resources to plan in teams</li> <li>▪ Peer observation identified</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Allocation of a leadership role to coordinate and coach all PLT leaders/teams to ensure consistency across school.</li> <li>▪ Allocation of a leadership role to the coordination of AUSVELS to ensure consistency across school</li> <li>▪ Audit of PD needs of all staff based on the priorities of the Strategic Plan.</li> <li>▪ Continue to Provide staff with adequate resources to plan in teams</li> <li>▪ Introduce Peer observation as structure for teachers to reflect on practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ PLT leader timetabled weekly with PLT teams to establish learning targets and cohorts.</li> <li>▪ Curriculum audit is regularly managed</li> <li>▪ AUSVELS teams established and consistent in practice.</li> <li>▪ Professional development plan developed that reflects the key improvement strategies of the Strategic Plan</li> <li>▪ Staff are provided with adequate resources to plan in teams</li> <li>▪ Peer observation structure in place.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Consolidate &amp; further develop Peer observation structure</li> <li>▪ Professional development plan implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer observation structure continues</li> <li>▪ Professional development plan reviewed and related to peer observations</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Review all structures and leadership roles</li> <li>▪ Review team effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Key leadership roles consolidated</li> <li>▪ Team structures consolidated</li> </ul>