

School Strategic Plan for Greenhills Primary School 4893 2016-2019



Endorsements

Endorsement by School Principal	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
Endorsement by School Council President	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
Endorsement by the delegate of the Secretary	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>Greenhills Primary School aims to provide a caring, safe, supportive and nurturing environment which will foster all students' educational and behavioural development, to enable them to become effective citizens in our school and broader society.</p> <p>The school vision is that <i>“Greenhills Primary School will be G.R.E.A.T. place where all members are challenged to do their best”</i>.</p> <p>To achieve this vision, the school articulates its mission as providing <i>“opportunities for excellence in a safe, supportive and stimulating environment, (Greenhills) is a place where differences are valued, risk taking is encouraged and participation expected. This will foster resourceful and resilient individuals with a passion towards life and learning”</i>.</p>
Values	<p>In working to achieve the shared vision, the school's agreed values are Generosity, Respect, Enthusiasm, Acceptance and Teamwork and the school motto incorporating these values is “Greenhills is G.R.E.A.T.”</p> <p>The values are embraced by all members of the school community – students, parents and staff. The way in which the values are demonstrated, shows school community members who:</p> <ul style="list-style-type: none"> • Share with others • Help others • Are kind • Care for the property of others • Use manners • Take risks • Have a go • Take turns <p>For the students, this has produced a school environment which is safe, fair and friendly where they can confidently learn, play and cooperate with others.</p>
Environmental Context	<p>Greenhills Primary School promotes a happy, inclusive and engaging culture, where all stakeholders work together to promote the wellbeing and excellence of all students. The School Vision: <i>“Greenhills Primary School will be a G.R.E.A.T. place where all members are challenged to do their best”</i> is driven by the G.R.E.A.T values of generosity, respect, enthusiasm, acceptance and teamwork.</p> <p>Located in the northern suburbs of Melbourne, within the Shire of Nillumbik, Greenhills Primary School is surrounded by eucalypts and native flora and fauna. The school is 54 years old and has been entirely rebuilt over the past 6 years providing a first class learning environment. The establishment in 2015 of an impressive sustainability garden, located in the central courtyard of the Cultural Centre, has facilitated a tranquil learning space for students. The school grounds development has continued to encourage access for students to outdoor areas that encouraging physical activity, quiet reflection and relaxation. In particular, the “rolling green hills” provides picnic tables and a bench around the friendship tree that promotes connections amongst students.</p>

Over the period of the Strategic Plan, enrolment numbers have continued on an upward trajectory to the point that it has become necessary to implement an enrolment ceiling of 475 students. Student enrolment at Greenhills Primary School in 2011 was 447 compared with 496 in 2015. The student population is drawn from a wide area with 32% of students residing outside the Greensborough postcode of 3088. The school stability rate has remained high and the proportion of Language Background Other Than English (LBOTE) students is low.


Principal, Rowan Kayll, has lead the school throughout the period of the Strategic Plan and has ensured the continued effort of establishing and reviewing GPS school goals. This has provided the school with stable leadership to oversee the positive changes within the school context. The changes in Assistant Principal and whole school leadership team has facilitated rigorous discussion and ensured that Greenhills Primary School continues to prioritise student growth and holistic learning. The current staffing structure consists of 28.8 full time teaching staff and 5.5 support staff.

Implementation of the former Northern Metropolitan Region's Powerful Learning Strategy combined with an AusVELS learning focus has seen the enhancement of teaching practice across all year levels and specialist areas. Specialist programs include Physical Education (PE), Performing Arts, Visual Arts, and Language Other Than English (LOTE) – Italian. Fostering an environment that is supportive to individual needs has continued through a variety of programs. Reading Recovery is implemented to provide intervention for students at risk in reading along with a corrective reading program (Boost) for students at risk in years 4 and 5. Targeted Numeracy and Literacy grouping provide opportunities for both extension and intervention in classrooms and across cohorts. A variety of additional enrichment programs are offered to students including choirs, instrumental music programs, instrumental band, art extension, camps, sport competitions and sporting clinics.

Greenhills has an active and supportive School Council and Parent Association and there is evidence of ongoing strong community support and high levels of parental involvement. The school is privileged to enjoy well behaved focused students and committed teachers who strive to be life long learners. The parent community value education and have high expectations of the school's academic and social development opportunities for their child/ren.

Strategic Direction

Achievement		Key improvement strategies
Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	<p>To maximise student learning through measuring student learning gain in Literacy and Numeracy across a 12-month period.</p> <p>To develop student's thinking & questioning skills throughout Literacy & Numeracy and to form cross-curriculum connections.</p>	<p>Build a strong and consistent instructional model across the school based on current research and evidence. <i>'Based on the needs of my students what do I need to know and do differently in my teaching practice to progress the learning of my students?'</i></p> <p>Extend and deepen whole school knowledge of effective Literacy and Numeracy teaching and learning.</p> <p>Develop and adopt agreed whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform planning</p> <p>Build teacher capacity to facilitate student self-reflection</p> <p>Connect and transfer Literacy and Numeracy skills to Inquiry Learning</p>
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	<p>By 2019, all students achieve minimum 12 month growth in Reading, Writing, Speaking and listening, Number & Measurement and Geometry over a 12 month time period.</p> <p>By 2019, there is a consistent increased/maintained percentage of students in the top 2 bands in all literacy and numeracy domains in NAPLAN from previous year.</p> <p>By 2019, two year growth shown in cohort data in all Literacy and Numeracy domains in NAPLAN from Years 3-6.</p> <p>By 2019, students in years 3-6 to achieve minimum of 12 months learning gain in Victorian Curriculum, Thinking and Personal Learning.</p>	
Theory of action The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	<p>Emphasise Inquiry Focused Teaching We believe inquiry focused instruction is the foundation for high quality teaching. An emphasis on inquiry leads to improved achievement and enhanced curiosity</p> <p>Frame Higher Order Questions We believe students are more likely to be curious when they are regularly asked to analyse, synthesise, and evaluate</p> <p>We believe that feedback based in evidence supports our students to develop independence as learners. It directs and focusses their learning. Feedback magnifies the application of our teaching expertise.</p>	

Achievement	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Extend the coaching model to incorporate the development of Team Leaders as coaches • Implement the Timperley Model to guide all team planning sessions • Unpack and implement the F-6 Assessment schedule Assessment Protocols • Refine the implementation F-6 Writing Framework building rigour and engagement • Ongoing implementation F-6 Spelling Continuum rigour and engagement • Further building of consistent teacher judgements in Literacy and Numeracy through moderation using the Writing Assessment Map Bank covering a variety of texts • Review of pre and post-tests for Numeracy in Number working towards consistency of design and implementation • Further development of teacher capacity to implement high order thinking and questioning • Investigate assessment and reporting packages such as Compass or SPA Markbook to be implemented for 2017 	<ul style="list-style-type: none"> • <i>What do I now know and do differently in my teaching practice to progress the learning of my students?</i> • Collegial discussions and planning documentation that reflect a deep understanding and application of The Evidence Based Professional Learning Cycle • Use the Cycle to evaluating the impact of team professional learning on practice on students' learning outcomes • 12 months growth for all students for a 12 month period • Planning templates reflect a shift from AusVELS to the Victorian Curriculum • Shared protocols documented on google docs • Targeted programs differentiated cohort F-6. • Evidence of improvement in teacher judgement in the focus area. • Establish base line data (end of prep) to measure growth using Teacher Judgements data from the end of 2015 

Achievement <i>cont..</i>	Actions	Success criteria
Year 2	<ul style="list-style-type: none"> • Trial the agreed assessment and reporting package • Ongoing implementation of the Timperley Model to guide all team planning sessions • Embed the implementation F-6 Writing Framework building rigour and engagement • Embed the implementation F-6 Spelling Continuum rigour and engagement • Embed consistent teacher judgements through moderation using the Writing Assessment Map Bank covering a variety of texts • Consolidate consistent teacher judgements in Literacy and Numeracy through moderation using the Writing Assessment Map Bank covering a variety of texts • Review and update, as needed, F-6 assessment schedule, implement “assessment scripts” • Ongoing implementation and embedding of Spelling Continuum across F-6. • Develop higher order thinking and questioning prompts/grid/continuum F-6 in reading to develop inferential comprehension • Extend the consistency of pre and post-tests for all areas of Numeracy. • Develop and trial Thinking and Questioning learning continuum F-6. 	<ul style="list-style-type: none"> • Inquiry incorporated within literacy and numeracy, • Collegial discussions and planning documentation that reflect a deep understanding and application of The Evidence Based Professional Learning Cycle • Use the Cycle to evaluating the impact of team professional learning on practice on students’ learning outcomes • 12 months growth for 12 month period • Planning templates show an understanding of the Victorian Curriculum • Shared protocols documented on google docs • Targeted programs differentiated cohort F-6. • Evidence of improvement in teacher judgement in the focus area. • Base line data (end of prep) to measure growth
Year 3	<ul style="list-style-type: none"> • Embed higher order thinking and questioning continuum F-6 • Ongoing implementation of assessment and reporting package • Embed consistent pre and post-tests for all areas of Numeracy • Review of teacher judgements in Literacy and Numeracy through moderation using the Writing Assessment Map Bank covering a variety of texts 	<ul style="list-style-type: none"> • Documented and placed on google docs. Evidence of being included in planning documents. • NAPLAN results in reading demonstrate an increased improvement in inferential comprehension questions. • All Numeracy Planners include open ended questions
Year 4	<ul style="list-style-type: none"> • Review Actions for School Self Evaluation 	<ul style="list-style-type: none"> • Review Achievement Targets

Engagement		Key improvement strategies
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>To further increase student engagement in learning through the implementation of inquiry based learning and research and the use of preferred learning styles.</p> <p>To continue programs designed to ensure each student a seamless transition into, through and out of Greenhills Primary School.</p> <p>To develop student voice and input through effective, valued student leadership opportunities.</p> <p>To develop the students' skills in the use of Digital Technologies to inquire, create and communicate.</p>	<p>Establish an AIP team to lead whole school Professional Learning and build school wide consistency in the implementation of Inquiry based learning</p> <p>Continue with transition arrangements designed to ensure all students are prepared and ready for the next stage of their learning/schooling.</p> <p>To further develop student voice and leadership skills to promote student participation in Greenhills Primary School and the wider Community</p> <p>To form connections with our community by developing strong parent partnerships and student leadership opportunities.</p> <p>Use digital technologies throughout the curriculum to promote student engagement in their learning journey and facilitate anywhere, anytime inquiry.</p>
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<p>To maintain Student Attitudes to School measures, mean scores above four on the five point scale, and in the middle 50% of all school scores.</p> <p>For all 'Teaching and Learning' results to be in the 3rd – 4th quartile in the 'Attitudes to School Survey' or alike.</p> <p>The 'Parent Opinion Survey' results for Approachability, Parent Input, Stimulating Learning, Learning Focus, Transitions, Student Motivation and School Connectedness see an incline over the 4 year period and are comparable to like schools.</p>	

Engagement	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Develop AIP team to investigate and implement Inquiry focused teaching. • Develop criteria to assess inquiry focussed learning. • Pivot administered to gather student/teacher feedback. • Ongoing implementation of Greenhills Transition Policy and procedures ensuring each student is prepared and ready for the next stage of education/learning. • Evaluate current structure of student leadership and research opportunities for improvements and links made to the wider community • Develop targets and assessment descriptors for the use of Digital Technologies i for all year levels. • Investigate professional learning opportunities to match the needs of staff and the changing opportunities that online software provides. • Develop a sustainable ICT equipment replacement plan for the next 4 years. • Report against AusVELS in years 3, 4, 5 and 6. 	<ul style="list-style-type: none"> • Inquiry based learning components: • *Sizzling starters are embedded, • *3 kinds of thinking: reflective, creative and logical/critical evident in class discussions • *the shift to the role of teacher/student as researchers promoted • Quality/high order questioning is a component of every classroom. • Findings of Pivot and Student Opinion Survey shared with students, agreed actions implemented • Prep Transition sessions implemented. • Year 7 Transition Day(s) are implemented in Grade 6. • Teachers confer re student needs in a formal hand-over, including transfer of green student files • Digital Technologies are being maintained and are reliable. • AusVELS is being used by all levels for the planning of ICT. • Parents receive an AusVELS level on semester reports. • Teachers are surveyed and complete the new ePotential to plan professional learning sessions.
Year 2	<ul style="list-style-type: none"> • Implement Stage 2 Inquiry focused teaching. • Implement a consistent approach to questioning throughout the school. • Conduct the Pivot Survey. • Evaluate, monitor and review the current Greenhills Transition Policy • Implement a structured model for Student Leaders throughout the levels. • Provide opportunities for a wider variety of leaders; lunchtime activities, gardening, group tasks within the classroom. • Seek out opportunities to involve the parents and community in everyday school life. • Digital Technologies are used in every classroom throughout the curriculum. • The Victorian Curriculum Digital Technologies is used whilst planning. • Professional Learning in the use of Digital Technologies is part of the whole school PD schedule. 	<ul style="list-style-type: none"> • Findings of Pivot and Student Opinion Survey shared with students, after class discussion set goals, agreed actions implemented • Inquiry research skills scaffolded across levels. • Quality/high order questioning is seen in every classroom. • Student Curiosity and Engagement is evident throughout the diversity of student research • Students are setting learning goals based on data and feedback. • Review the Theories of Action journey document annually • Enable students to have access to their data for feedback and setting future goals for learning • Greenhills Transition Policy and procedures have been followed seamlessly throughout the year in all levels. • Students move confidently into, through and out of GHPS. • Students present at Prep Transition sessions. • Student voice is obvious throughout the school. • Parents and community members are used as a learning resource throughout the school. • Digital Technologies are well maintained and resourced • Students can competently use digital technology as a tool for learning. • Staff professional learning in digital technologies is needs based, scheduled and frequent.

Engagement <i>cont..</i>	Actions	Success criteria
Year 3	<ul style="list-style-type: none"> • A whole school inquiry approach is being implemented in every level • The Victorian Curriculum is being used in the planning process • Quality questioning is embedded in every classroom discussion and learning opportunity • Transition Policy and Procedures are carried out for students moving into, through and out of GHPS • Continue to maintain the Student Leadership model and provide more opportunities for students to be involved • Continue to use parents and the community as a resource throughout the school • The use of digital technologies is embedded throughout the curriculum • Digital Technology skills are reported against for all appropriate levels • The Victorian Curriculum Digital Technologies achievement standards evident in all curriculum planning • Implement the ICT equipment replacement plan 	<ul style="list-style-type: none"> • Students are displaying curiosity and confidence in guiding their own learning • Students are accessing information from a variety of resources; near and far • Quality questions are being formed, answered and discussed. • Inquiry is a part of every lesson • Deep thinking is occurring • Students are remembering, understanding, applying, analysing, evaluating and creating • Greenhills Transition Policy and procedures have been followed seamlessly throughout the year in all levels • Students move confidently into, through and out of GHPS. • Parents and the community are used for learning, teaching, fundraising, supporting and guiding the schools events, policy development and procedures • Access to technology is at increased ratios: • Staff are skilled in the use of a variety of digital technologies and software • Students are skilled in the use of a variety of digital technologies and software • Every student has access to digital technologies as a resource in their self guided inquiry
Year 4	<ul style="list-style-type: none"> • Review Actions for School Self Evaluation 	<ul style="list-style-type: none"> • Review Achievement Targets

Wellbeing		Key improvement strategies
Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	<p>To develop and promote resilient students who display Greenhills Primary Schools' behaviours and attitudes.</p> <p>To create a positive learning environment, where students feel safe and enthusiastic about attending school.</p>	<p>Revamp of the G.R.E.A.T values to include a larger focus on mindfulness and resilience.</p> <p>Review and revise the Greenhills Welfare Program to ensure a coherent whole school approach to wellbeing.</p> <p>Maintain a consistent approach to Behaviour Management.</p> <p>Review the role of the Student and Family Welfare Officer.</p>
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	<p>To maintain the Student Attitudes to School mean scores for the following measures in the middle of all school scores;</p> <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to peers • Students safety • Student Distress and Student Moral <p>To reduce the number of "Unexplained Absences" by 5% for each year of the Strategic Plan.</p> <p>To increase attendance to an average of 95% (2014 - 93.8% attendance).</p>	<p>Implement a Student Absence Process for teachers to implement consistently.</p> <p>Investigate and implement an efficient process to accurately track and update absences.</p>

Wellbeing	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Teachers will have a Professional Learning session focused on the benefits of 'Mindfulness', to increase their understanding and enthusiasm. The Greenhills Welfare program will be reviewed and modified to ensure the program continues to be relevant and incorporates a culture of anti-bullying and resilience. The Greenhills is G.R.E.A.T values will be reviewed and modified in order to have a greater focus on resilience and mindfulness. By Term Four, the new G.R.E.A.T values will be promoted through Welfare sessions run by school leaders and creating new 'Totem Poles'. The Power of One incursion is held- and being an active bystander is promoted throughout the school. A Student Absence Process will be developed to provide guidance on the appropriate response to absenteeism, and to ensure consistency across the school. The absence process will be communicated to parents, to assist in the gathering of data for "unknown absences". Consult with the Student and Family Welfare Officer and investigate what has been working in role and areas of need. Create a process to follow with S.F.W Officer and communicate this with the school community. 	<ul style="list-style-type: none"> Mindfulness becomes a part of every day teacher language. Mindfulness is seen and heard throughout the school. Totem Poles are finished, displaying the new values. Students can be seen using tools to assist with mindfulness and the reduction of anxiety. Students across years 3-6 participate in the PIVOT survey to assess questions related to wellbeing. Reflection data is decreased across year levels. Teachers are handing out "Absent Notices". There is an increase in the number of absent notices returned. A definition and procedure of the SFWO role is created. The Attitudes to School Survey remains the same, if not better to the 2015 Survey results.
Year 2	<ul style="list-style-type: none"> Mindfulness, the new G.R.E.A.T values, Welfare Program and initiatives are implemented as a whole school approach. Promote wellbeing across the school with a celebration day each term. Promote anti bullying and active by-standing within the school. Reflections are monitored and strategies to minimise these are investigated as needed. Behaviour across the school is consistent. Student Absences Process and absenteeism data will be analyzed and reviewed for effectiveness. The role of the S.F.W will be reviewed and modified to ensure the duties are relevant to the school's needs. 	<ul style="list-style-type: none"> Mindfulness becomes an every day part of teacher <u>and</u> student language. Students are beginning to use the language of the new values. Students across years 3-6 participate in the PIVOT survey again to and show positive improvement to the questions related to wellbeing, compared to the previous year. Reflection data is decreased across year levels. Students are using the language on the anti-bullying script. The absent data shows the number of unexplained absences is reduced. The school community is aware of the SFWO role, and utilising this.

Wellbeing <i>cont..</i>	Actions	Success criteria
Year 3	<ul style="list-style-type: none"> • A Greenhills culture of mindful and resilient kids is embedded throughout the school community. • Reflections are monitored and strategies to minimise these are investigated as needed. • Continued implementation and promotion of the Student Absence Process. 	<ul style="list-style-type: none"> • Students are demonstrating the new values inside and outside the classroom. • Mindfulness is embedded in the school culture and becomes a part of every day practice. • Students across years 3-6 participate in the PIVOT survey again to and show positive improvement to the questions related to wellbeing, compared to the previous year. • Reflection data has decreased across year levels. • The absent data shows the number of unexplained absences is reduced. • The absent data shows the overall number of absences is reduced.
Year 4	<ul style="list-style-type: none"> • Review Actions for School Self Evaluation 	<ul style="list-style-type: none"> • Review Achievement Targets

Productivity		Key improvement strategies
Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	<p>To allocate resources strategically with an emphasis on improving teacher practice and consequently, student outcomes.</p> <p>To maximise allocation of school resources to enable optimum implementation of school goals and priorities</p>	<p>To support teachers in accessing high quality professional learning that is aligned with our Whole School approach to teaching and learning.</p> <p>Utilise cash budget to provide increased time allowances for curriculum planning, peer observations, coaching, data analysis and sharing in Teams to improve teacher practice and resultant student outcomes</p> <p>To invest time in Leadership team to increase their capacity as Educational Leaders through the use of Bastow Courses</p> <p>To allocate funds for Aspirational leaders to develop their Educational Leadership skills</p> <p>To continue to refine and develop our whole school Performance and Development culture to support teachers in working on continuous improvement.</p> <p>Develop the school's capacity for distributed instructional leadership</p> <p>Professional Learning to be aligned with Performance and Development Plans and the Strategic Plan.</p> <p>Ensuring the school timetable supports the continuation of Professional Learning Teams, team planning and professional learning.</p>
Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	<p>An increased allocation of the professional learning budget above 2015 levels to onsite learning during the school day for sharing within and across Professional Learning Teams.</p> <p>Growth on the Staff Opinion Survey in School Climate in the component of Professional Learning (2015 77.04)</p>	

Productivity	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • A surplus continues to be retained in the SRP each year to support the implementation of the School Strategic Plan initiatives. • Continue to develop a distributed leadership culture • Continue to maintain a whole school Professional Learning Program. • Develop a budget for Aspirant Leaders Professional Learning • Professional Learning complementing Performance and Development Plans and the Strategic Plan. • All teachers will self-assess their teaching skills using the AITSIL classroom practice continuum • Release a coach full time from the classroom • Develop Team Leaders as coaches 	<ul style="list-style-type: none"> • Coaching opportunities for leaders to be offered. • Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture. • PDP plan aligned with SSP and AIP. • All teachers track their learning growth Professional Learning Teams
Year 2	<ul style="list-style-type: none"> • A surplus continues to be retained in the SRP each year to support the implementation of the School Strategic Plan initiatives. • Coaching opportunities for leaders continue to be offered. • Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture. 	<ul style="list-style-type: none"> • Coaching opportunities for leaders continue to be offered. • Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture. • Staff PL included in PDP plan aligned with SSP and AIP.
Year 3	<ul style="list-style-type: none"> • A surplus continues to be retained in the SRP each year to support the implementation of the School Strategic Plan initiatives. • Coaching opportunities for leaders continue to be offered. • Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture. 	<ul style="list-style-type: none"> • Coaching opportunities for leaders continue to be offered. • Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture. • Staff PL included in PDP plan aligned with SSP and AIP.
Year 4	<ul style="list-style-type: none"> • Review Actions for School Self Evaluation 	<ul style="list-style-type: none"> • Review Achievement Targets