

School Strategic Plan for Aspendale Gardens Primary School South Eastern Victoria Region 2015-2018

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name Cheryle Osborne</p> <p>Date</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name John Zeccola</p> <p>Date</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>

School Profile

Purpose – including vision statement	<p>To provide an engaging, concept driven and inquiry based learning environment that challenges the Aspendale Gardens Primary School community to live the attributes of the International Baccalaureate Learner Profile. We strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk-Takers, Balanced and Reflective.</p> <p>AGPS Mission Statement Aspendale Gardens Primary School students aspire to become lifelong learners who take pride in their ability to make a difference by taking action within local and global communities.</p>
Values	<p>Aspendale Gardens Primary School values the development of inquiring, knowledgeable and caring students who strive to create a better and more peaceful world through intercultural understanding and respect.</p> <p>We foster active and compassionate lifelong learners who understand that other people with their differences can also be right.</p> <p>We develop internationally minded students who have the ability to make a difference by taking action locally and globally.</p>
Environmental Context	<p>Geographic location</p> <p>Surrounded by the beautiful bayside wetlands, Aspendale Gardens Primary School is a large primary school in the South Eastern Victorian Region (SEVR) with a current enrolment of 650 students. The multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. Currently 13% of families do not speak English at home and 21% of students come from non- English speaking backgrounds. The Student Family Occupation (SFO) density index is 0.32 which falls within the 75th to 95th percentiles. There are currently 42 (39.2 EFT) teaching staff and 17 (12.5 EFT) Education Support staff with varying time fractions employed at the school.</p> <p>The school is located on spacious well maintained grounds with 29 classrooms along with two Art rooms, Library, Information Technology area, two Performing Arts rooms, a gymnasium with full sized indoor basketball court, Friendship room, Kitchen/Dining room and Language Other Than English (LOTE) - Mandarin room. The school grounds are extensive and contain a safe junior and senior playground, sandpit and large open playing field. An outstanding aspect of the school is the school vegetable garden which is extensive. The Kitchen Garden program employs a Horticultural Specialist and a Food Technician, who educate students on the value of growing, harvesting and cooking their own produce. There are also quiet areas scattered throughout the courtyard and surrounds. The Before and After Care program has its own designated area and is run by Camp Australia.</p>

Aspendale Gardens PS staff are dedicated and committed to developing a learning environment which maximises the overall educational needs of students. The school encourages team planning and shared experiences across year levels. There are team leaders at each year level and leaders to lead the IB PYP journey. There are also curriculum planning and development professional learning teams. Specialist teaching is provided in Performing Arts, Visual Arts, Physical Education which included the Perceptual Motor Program (PMP) for Foundation students and our Language Other Than English (LOTE) taught is Chinese Mandarin

Teams take on the leadership of special events including the bi-annual carnival and whole school production, Science fair and Art Expo. The school regularly supports charities and events to provide learning and understanding of the wide world around us along with our local community. The school also assists a school and orphanage in Cambodia with an annual fundraising events. The school enjoys a fruitful relationship with its sister school in Nanjing, China where students participate annually in an exchange program. Aspendale Gardens PS has recently formed another sister school relationship with Yangzhou Yucai Primary School. Students, teachers and the wider community are enriched by these cultural experiences.

Aspendale Gardens PS participates in the Marine Ambassadors program which engages the school community in Marine Education and Conservation. The 2014 School Captain was awarded the title of Kingston Junior Mayor. The 27 schools in the Kingston Local Government Area (LGA) competed for this sought after title. The Junior Mayor is required to attend functions in the Kingston Municipality. Our extensive Leadership Program provides opportunities for many senior students to take on a variety of roles. We have 2 Junior School Councils, a Senior and a Junior with each consisting of 16 students with two elected from each grade.

Students are able to receive one on one or group music tuition in the areas of singing, dance, violin, keyboard, guitar and drums. All students have the opportunity to participate in an intensive swimming program and a broad excursion/ incursion and school camping program. There are many and varied lunchtime activities including chess, drama, dance, choir and robotics.

The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, kitchen/garden and numerous other activities.

In 2013 the school introduced the Daily 5/Comprehension, Accuracy, Fluency and Expansion of vocabulary (CAFE) program. Numeracy has also shown improvement due to the common approach being implemented across the school. Recording of assessment across all curriculum areas with the introduction of Student Performance Analyser (SPA) has enabled all staff to monitor and track individuals or groups of students.

In 2013, the school introduced a Bring Your Own Device (BYOD) program, being iPads in Year 4–Year 6. The program has been extremely successful. The use of Interactive Whiteboards in all classrooms, iPads whenever possible, and the IT area, allows students to access information quickly at all times. The school has upgraded its Information and Communication Technology (ICT) infrastructure which makes our school first class in this area. All classes are straight grades aligned with the Australian Curriculum. The school will be embarking on the International Baccalaureate Primary Years Programme (IB PYP) journey in 2015.

Student Wellbeing is an important focus and all staff are trained in Restorative Practices. The school values Respect, Honesty, Empathy, Friendliness, Motivation and Resilience which impact on everyday behaviour. These have recently been adjusted to align

with the IB PYP program. In addition to these values are Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Enthusiasm, Independence, Integrity and Tolerance. Additional literacy support is offered when required via our PALS (Providing Additional Literacy Support) program, Mathletes is offered for the highly talented Mathematics students and a number of other support and extension programs are available.

The school aims to provide a teaching and learning program of the highest quality. A positive approach to student management and the development of positive relationships within the school community is a critical part of its philosophy.

Aspendale Gardens PS is a large urban primary school which provides a quality educational program for a largely middle class student population in an attractive bayside area in Aspendale.

A focus on teacher accountability, staff capacity building and high expectations for students has provided a solid basis to improve overall student performance levels.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	<p>Become an accredited PYP school by the end of 2017 by creating and sustaining a student-centred learning environment based on the IB PYP principles, skills, attitudes and actions.</p> <p>To improve overall individual student learning growth and attainment levels by providing the highest quality teaching and learning program so all students make a minimum 12 months annual growth in all areas of English and Mathematics.</p>	<p>By 2018 All teachers successfully implement the PYP.</p> <p>AUSVELS Teacher Judgement 52% of students will achieve an A or B when assessed against the Australian Curriculum standards in Writing</p> <p>44% of Year 4 students will achieve an A or B when assessed against the Australian Curriculum standards in Writing</p> <p>54% of all students will achieve an A or B when assessed against the Australian Curriculum standards in Speaking and Listening.</p> <p>50% of Year 4 students will be at Australian Curriculum standards A or B in Speaking and Listening</p> <p>58% of students will achieve an A or B when assessed against the Australian Curriculum standards in Number</p>	<ul style="list-style-type: none"> • Implement the IB PYP across the whole school by providing PD for staff and resourcing the program • Build the capacity of teacher instructional practice to provide a shared school wide approach to the teaching and learning of the curriculum based on Inquiry. • Implement high order Teaching and Learning programs based on Units of Inquiry which maximise student performance in Literacy and Numeracy. • Review teaching and learning programs in Years 3 and 4 in order to maintain learning growth. • Build the capacity of staff to use data and assessment information to differentiate the curriculum and deliver personalised learning to students in Literacy and Numeracy.

		<p>50% of Year 4 students will achieve an A or B when assessed against the Australian Curriculum standards in Number</p> <ul style="list-style-type: none"> • NAPLAN Learning gain Year 3 – Year 5 <p>High gain for Reading increasing from 22% to 30%</p> <p>High gain for Writing increasing from 36% to 40%</p> <p>High gain for Numeracy increasing from 31% to 39%</p> <ul style="list-style-type: none"> • Student Attitudes to School <p>Stimulating Learning increasing from 4.16 to 4.56</p> <ul style="list-style-type: none"> • Staff Opinion Survey <p>Teacher collaboration increasing from 545 to 565</p> <p>School Level Support increasing from 471 to 511</p> <p>Collective Responsibility increasing from 551 to 571</p>	<ul style="list-style-type: none"> • Develop school based assessment strategies to accurately assess Speaking and Listening • Improved teacher assessment and reporting processes focussing on cross-level moderation, SPA and Gueitman data analysis in order to strategically use data and improve student performance.
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<p>Engagement</p>	<p>To build and embed effective decision making processes that build innovative, supportive and cohesive teams across the school measured by increased student achievement and improved survey data by 2018.</p> <p>To improve student motivation, learning confidence and connectedness to school based on student survey data.</p> <p>Maintain and develop productive partnerships between the school and the wider community measured by multiple sources of feedback from within the school and the wider community.</p> <p>To develop international mindedness through Asian studies and connections based on student action, engagement and reflection.</p> <p>To become an e-smart school by 2018.</p>	<p>By 2018</p> <ul style="list-style-type: none"> • Student Attitude to School Survey <p>Connectedness to Peers increasing from 4.35 to 4.55</p> <p>School Connectedness increasing from 4.33 to 4.58</p> <p>Student Learning Confidence increasing from 4.18 to 4.38</p> <ul style="list-style-type: none"> • Staff Opinion Survey <p>Staff efficacy increasing from 612 to 632</p> <p>Teacher collaboration increasing from 545 to 565</p> <ul style="list-style-type: none"> • Parent Opinion Survey <p>Connectedness to School increasing from 5.88 to 6.28</p> <p>Extra Curricula increasing from 5.72 to 5.92</p>	<ul style="list-style-type: none"> • Review and improve plans regularly so that the school's vision can be realised by using a consultative approach with students, staff and the wider community. • Build the capacity of teacher instructional practice with a focus on Inquiry based learning • Establish a Special Events PLT to diversify and enrich student learning opportunities • Develop productive partnerships between the school and the wider community • Develop school wide practices that follow the e-smart guidelines

<p>Wellbeing</p>	<p>To enhance the wellbeing of students, staff and parents within an inclusive, safe, orderly and stimulating learning community as measured through achievement, engagement and positive school culture by 2018.</p> <p>To develop responsible use of electronic media by students, teachers and the wider community by becoming an e-smart school.</p>	<p>By 2018</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey <p>Student Distress indicator to be at 6.12</p> <p>Student Morale increasing from 5.81 to 6.01</p> <p>Teacher Empathy increasing from 4.45 to 4.65</p> <ul style="list-style-type: none"> • Staff Opinion Survey <p>Staff Trust in Colleagues increasing from 549 to 569</p> <ul style="list-style-type: none"> • Parent Opinion Survey <p>Student Safety increasing from 5.44 to 5.64</p> <p>Connectedness to Peers increasing from 6.01 to 6.17</p> <ul style="list-style-type: none"> • To become an e-smart school by the end of 2016. 	<ul style="list-style-type: none"> • Develop a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school. • Develop an understanding of the PYP values and attitudes. • Provide opportunities for student leadership, reflection, feedback and action. • Complete and act on the results of the Kingston Council student resilience survey. • Implementation of safe ICT oriented practices across the school.
<p>Productivity</p>	<p>To align the allocation of resources (which include human, financial, time, facilities, and materials) to maximise student achievement, engagement and</p>	<p>By 2018</p> <p>To work within the SRP to structure an effective work force plan that delivers high quality teaching and learning programs.</p>	<ul style="list-style-type: none"> • Analyse and strategically direct a broad range of resources to maximise student learning outcomes, engagement and wellbeing

	wellbeing.	<p>The budget allocation supports the purchase of quality materials to implement the PYP.</p> <p>Budget allocation provided for teacher professional development, with a focus on IB PYP and developing leaders.</p> <p>Complete the \$1.2 Million building enhancement project resulting in improved teaching and learning.</p> <p>Successfully become an accredited IB PYP school by the end of 2017.</p>	<ul style="list-style-type: none">• To employ a PYP coordinator to guide the financial, human and physical resources to support the successful implementation of the IB PYP• Collaborate with students, teachers, community members and architects to design and produce creative and modern teaching and learning spaces.
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School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Achievement</u></p> <p>Build the capacity of teacher instructional practice to provide a shared school wide approach to curriculum delivery through:</p> <p>High level understanding of curriculum content - AUSVELs</p> <ul style="list-style-type: none"> • Implementing the IB PYP across the whole school by providing PD for staff and resourcing the program • Implementing high order Teaching and Learning programs based on Units of Inquiry which maximise student performance in Literacy and Numeracy. • Effective use of assessment tools and consistent use of data and evidence to inform teaching and learning with a key focus on the assessment of Speaking and Listening. • Reviewing teaching and learning programs in Years 3 and 4 in order to increase learning growth • Building the capacity of staff to use data and assessment information to differentiate the curriculum and deliver personalised learning to students in Literacy and Numeracy. 	<p>Year 1 (2015)</p>	<p>Appointment of a Leading Teacher to lead the development of teacher instructional practice, and the International Baccalaureate Primary Years Program (IB PYP) across the school</p> <p>Assistant Principal to lead the assessment and reporting processes in the school with specific professional learning relating to the collection, moderation, use and analysis of data via the SPA tool.</p> <p>Implement Professional Learning Teams (PLT's) which will include: English, Mathematics, IB PYP, ICT and Special Events to support the future direction of the school.</p> <p>Maths PLT to investigate best practice resulting in the development of a common teaching and learning approach to Maths to be adopted and implemented across the whole school.</p> <p>English PLT to investigate best practice resulting in the development of a common teaching and learning approach to Writing to be adopted and implemented across the whole school.</p> <p>Develop school based assessment strategies to accurately assess Speaking and Listening.</p>	<p>Staff make connections between the AusVELS and the IB PYP curriculum documents to develop unit planners</p> <p>There is evidence of common and agreed teaching and learning approaches adopted across the school</p> <p>All staff have identified growth in their instructional practice through the performance and development mid and end cycle process</p> <p>All staff understands and effectively use data/assessment to inform teaching and learning by using the SPA.</p> <p>PLT's provide professional learning opportunities for all staff</p>

		<p>Research and trial new advanced data collection packages to standardise the collection of data across the school.</p> <p>Research alternative reporting packages.</p>	
	<p>Year 2 (2016)</p>	<ul style="list-style-type: none"> • Leading Teacher continues to lead the development of teacher instructional practice, and the IB PYP program across the school • Assistant Principal to continue to lead the assessment and reporting process in the school with specific professional learning relating to the collection, use and analysis of data via the SPA tool. • Continue Professional Learning Teams to include: English, Mathematics, IB PYP, ICT and Special Events to support the future direction of the school • To ensure that the teaching of Maths is consistent with the PYP approach. • Train staff and implement new reporting package. 	<p>All staff continue to identify growth in their instructional practice through the performance and development mid and end cycle process</p> <p>All staff continues to develop their understanding and effective use of data and assessment to inform teaching and learning by using the SPA and Gueitman charts.</p> <p>School working towards full accreditation to deliver the IB PYP</p> <p>PLT's meeting regularly to achieve team goals based on the 2016 AIP</p> <p>PLTs provide professional learning opportunities for all staff</p> <p>Staff make connections between AUSVels and the IB PYP curriculum documents to develop unit planners</p> <p>High quality instructional practice evidenced across the school</p> <p>Develop teaching practices that involve a continuous awareness and the expectation to achieve the goals and targets set out in the Annual Implementation Plan.</p>

		School based assessment strategies for Speaking and Listening have been successfully implemented across the school and are consistently evaluated using cross level moderation.
Year 3 (2017)	<ul style="list-style-type: none"> ▪ Leading teacher trains highly talented and committed staff to lead the development of teacher instructional practice and the IB PYP program across the school. ▪ Continue Professional Learning Teams to include: English, Mathematics, IB PYP, ICT and Special Events to support the future direction of the school. ▪ Regular analysis of student data individually and during team meeting to inform teaching and learning. ▪ To expand data and evidence collection across an increased number of curriculum areas. ▪ Review reporting package with staff and parents. 	<p>All staff continue to identify growth in their instructional practice through the performance and development mid and end cycle process</p> <p>All staff further develop their understanding and effective use of data and assessment strategies to inform teaching and learning.</p> <p>Professional Learning Teams meet regularly to achieve team goals based on the 2017 AIP.</p> <p>PLT's provide professional learning opportunities for all staff</p> <p>Staff make connections between AUSVels and the IB PYP curriculum documents to develop unit planners</p> <p>High quality Instructional Practice evidenced across the school</p>
Year 4 (2018)	Leading teacher trains highly talented staff to continue to lead the development of teacher instructional practice, and the IB PYP program across the school	<p>All staff evaluates their instructional practice and reflects upon their last 3 years regarding personal development.</p> <p>All staff evaluates their understanding and</p>

		<p>All Professional Learning Teams to review the success of the goals outlined in the Strategic Plan</p> <p>Evaluate the effectiveness of the SPA data collection process.</p>	<p>critically analyse the effective use of the data and assessment practices used over the past 3 years.</p> <p>PLT's review goals and achievements and provide feedback for the School Review process along with recommendations for the future.</p> <p>PLTs evaluate the effectiveness of the professional learning opportunities provided over the past 3 years and make recommendations for the future.</p> <p>High quality Instructional Practice evidenced across the school</p>
Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Engagement</u></p> <p>Build the capacity of teacher instructional practice with a focus on Inquiry based learning</p> <p>To diversify and enrich student learning opportunities.</p> <p>Develop productive partnerships between the school and the wider community</p> <p>Develop school wide practices that follow the e-smart guidelines</p> <p>Ensure the school's mission statement is aligned with the culture and practices within the school and is shared and owned by the students, staff and the wider community.</p>	Year 1 (2015)	<p>Provide PD for teachers with the support of coaching to deliver the IB PYP</p> <p>Develop and implement best practice to increase learning and teaching confidence of the IB PYP from Foundation to Year 6.</p> <p>School teams to develop effective avenues of communication to inform and support productive partnerships between the school and the wider community.</p> <p>Provide evidence of personalised learning in planning documentation to increase student motivation and connectedness to school</p> <p>Establish a Special Events PLT to diversify and</p>	<p>Extended links with our international sister schools in China</p> <p>School has developed effective communication and collaboration with wider community groups.</p> <p>Special Events PLT increased engagement of the broader school community into the curriculum areas and the broader school life.</p> <p>New mission statement is visible and active.</p>

	<p>enrich student learning opportunities</p> <p>Integrate the e-smart principles into classroom practice.</p>	
Year 2 (2016)	<p>Provide ongoing PD for teachers with the support of coaching to deliver the IB PYP</p> <p>Refine and continue to implement best practice to increase learning and teaching confidence of the IB PYP from Foundation to Year 6.</p> <p>Continue to build effective avenues of communication to inform and support productive partnerships between the school and the wider community.</p> <p>Provide evidence of personalised learning in planning documentation to increase student motivation and connectedness to school</p> <p>Establish a Special Events PLT to diversify and enrich student learning opportunities</p> <p>Submit e-smart application for accreditation.</p>	<p>Extend links with our international sister schools in China</p> <p>School has developed effective communication and collaboration with wider community groups.</p> <p>Special Events PLT increased engagement of the broader school community into the curriculum areas and the broader school life.</p> <p>Mission statement is visible and active.</p>
Year 3 (2017)	<p>Provide ongoing PD for teachers with the support of coaching to deliver the IB PYP</p> <p>Refine and continue to implement best practice to increase learning and teaching confidence of the IB PYP from Foundation to Year 6.</p>	<p>Diversified links and activities with our international sister schools in China</p> <p>School has developed effective communication and collaboration with wider community groups.</p> <p>Special Events PLT increased engagement of the broader school community into the curriculum</p>

	<p>Continue to build effective avenues of communication to inform and support productive partnerships between the school and the wider community.</p> <p>Provide evidence of personalised learning in planning documentation to increase student motivation and connectedness to school</p> <p>Establish a Special Events PLT to diversify and enrich student learning opportunities</p>	<p>areas and the broader school life.</p> <p>Mission statement is visible and active.</p>
	<p>Year 4 (2018)</p> <p>Provide ongoing PD for teachers with the support of coaching to deliver the IB PYP</p> <p>Refine and continue to implement best practice to increase learning and teaching confidence of the IB PYP from Foundation to Year 6.</p> <p>Evaluate the effectiveness of the partnerships between the school and the wider community.</p> <p>Provide evidence of personalised learning in planning documentation to increase student motivation and connectedness to school</p> <p>Share best practice with interested schools in our neighbourhood.</p>	<p>Diversified links and activities with our international sister schools in China</p> <p>School has developed effective communication and collaboration with wider community groups.</p> <p>Special Events PLT increased engagement of the broader school community into the curriculum areas and the broader school life.</p> <p>Mission statement is visible and active.</p>

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Wellbeing</u></p> <p>Develop a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.</p> <p>Develop an understanding of the PYP attitudes.</p> <p>Provide opportunities for student leadership, reflection, feedback and action.</p> <p>Complete and act on the results of the Kingston Council student resilience survey.</p>	<p>Year 1 (2015)</p>	<p>Review current wellbeing policies, programs and practices and make recommendations for improvement</p> <p>Develop a school wide approach to explore and develop an understanding of the PYP attitudes</p> <p>Provide regular forums for student leadership, reflection, feedback and action.</p> <p>Commit to and complete the Kingston Council student resilience survey.</p>	<p>Recommendations from wellbeing policy, programs and practices review implemented.</p> <p>PYP attitudes evident across the whole school community</p> <p>Leaders in the school providing feedback for school improvement.</p> <p>Resilience survey evaluated and action taken to address any areas identified needing attention.</p>
	<p>Year 2 (2016)</p>	<p>Implement wellbeing recommendations from previous year with ongoing evaluation.</p> <p>Continue to explore and implement the PYP attitudes.</p> <p>Provide regular forums for student leadership, reflection, feedback and action.</p> <p>Following analysis of the Kingston survey identify areas of need and make provisions within school programs.</p>	<p>Recommendations from wellbeing policy, programs and practices review accepted by staff and being implemented.</p> <p>PYP attitudes evident across the whole school community</p> <p>Student leaders in the school providing feedback for school improvement.</p> <p>Resilience survey evaluated and evidence of action taken to address any areas identified.</p>
	<p>Year 3 (2017)</p>	<p>Review recommendations from previous year and make any adjustments necessary.</p>	<p>PYP attitudes evident across the whole school community</p>

		<p>Review the extent to which the PYP values and attitudes are present in the school.</p> <p>Review the effectiveness of the student forums for student leadership, reflection, feedback and action.</p> <p>Provide information forums for the whole school community to address any areas of need identified in the Kingston Council student resilience survey.</p>	<p>Student leaders in the school providing feedback for school improvement.</p> <p>Resilience survey evaluated and there is a reduction in areas of need.</p>
	<p>Year 4 (2018)</p>	<p>Embed the PYP attitudes into the school culture.</p> <p>Introduce any recommendations from previous year's review.</p> <p>Implement recommendations from the review of the student leadership feedback forums.</p> <p>Review the effectiveness and relevance of the Kingston Council student resilience survey and make future recommendations.</p>	<p>The review of the PYP program will provide direction for the 2018 strategic plan.</p> <p>PYP attitudes embedded across the school.</p>
		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Productivity</u></p> <p>Analyse and strategically direct a broad range of resources to maximise student learning outcomes, engagement and wellbeing.</p> <p>To employ a PYP coordinator to guide the financial, human and physical resources to support the</p>	<p>Year 1 (2015)</p>	<p>Employ a Leading Teacher to support high quality instructional practice and the implementation of the PYP.</p> <p>Provide appropriate funding to support Professional Learning</p> <p>Collaborate with students, teachers, community</p>	<p>All staff have identified growth in their instructional practice through the support of PYP coordinator</p> <p>Staff successfully working collaboratively to plan and implement the PYP.</p> <p>Building plans have been approved.</p>

<p>implementation of the IB PYP</p> <p>To design and produce creative and modern teaching and learning spaces.</p>		members and architects to design and produce creative and modern teaching and learning spaces.	
	Year 2 (2016)	<p>Provide appropriate funding to support Professional Learning and leadership development.</p> <p>Collaborate with architects and builders to complete the building projects.</p>	<p>All staff have identified growth in their instructional practice through the support of the PYP coordinator and potential leaders have been identified.</p> <p>The completion of creative and modern teaching and learning spaces.</p>
	Year 3 (2017)	<p>Provide appropriate funding to support professional learning and leadership development.</p>	<p>The PYP coordinator has trained staff to become PYP leaders and mentors.</p> <p>Creative utilization of the modern teaching and learning spaces.</p>
	Year 4 (2018)	<p>Provide appropriate funding to support Professional Learning</p>	<p>All staff have further identified growth in their instructional practice</p>