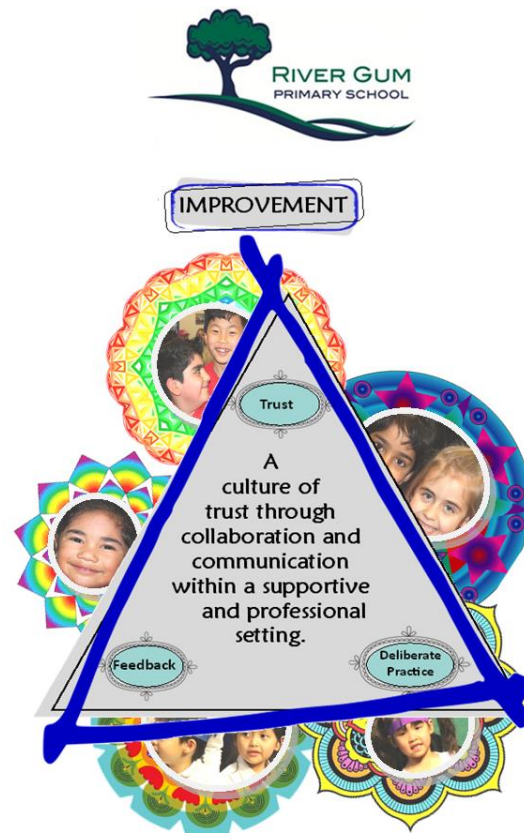# 2016 Annual Implementation Plan: for Improving Student Outcomes

River Gum Primary school
2016

Based on Strategic Plan 2016-2019

School No: 5130

"A Kaleidoscope of learners"

Endorsements

Endorsement by School Principal	Signed: Name: Roma McKinnon Date: 22 March 2016
Endorsement by School Council	Signed: Name: Vicki Methven Date: 22 March 2016
Endorsement by Senior Advisor	Signed Name: Peter Greenwell Date: 23 March 2016

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools)*:

Priority	Initiatives
Excellence in teaching and learning	**Building practice excellence:** Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	**Empowering students and building school pride:** Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	**Building communities:** Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Excellence in teaching and learning

As the most influential factor in improving student outcomes the ongoing development of teacher expertise and knowledge must be a high priority. Teachers must strengthen their:

- Ability to interpret multiple data sets and articulate understanding
- Ability to differentiate the curriculum and teach from the point of cognitive challenge for each student
- Understanding and repertoire of direct instruction aligned with the school wide Instructional Model
- Ability to receive feedback from multiple sources and give constructive feedback
- Understanding of student led learning and how this impacts on Student engagement.
- Knowledge of purposeful and targeted teaching with a focus on growth and achievement.
- Capacity to undertake purposeful P2P observations so teachers can articulate the specific effective practices within our school and provide opportunities for our teaching community to learn from each other.
- Practice by identifying a cohort of students within their class at their point of cognitive challenge (just below expected stage) in Writing. Teachers will track student progress over a semester and provided documented evidence of impact and value added growth for PDP reviews (mid-cycle and end-cycle).

Positive climate for learning

School climate impacts a wide range of health and wellbeing outcomes, students' motivation to learn and achievement. RGPS take's deliberate steps to keep our students healthy and safe by the core values of Respect, Equity, Inclusion and Excellence. We promote healthy relationships and foster engagement and school connectedness. We strive to reduce disengagement from education, and support those at risk. RGPS is proud to be a school of a diverse student cohort. The deliberate and strategic actions in regard to a positive climate will ensure that the community of practice understands that our school is a healthy and safe place to work and learn together.

Positive school communities value every face, every voice and believe that each individual has a contribution to make. For this to happen, strong relationships must be developed and all children must feel:

- Safe
- Supported, respected and included
- That assistance to resolve problem is readily available

Initiative	Key Improvement Strategies
Excellence in teaching and learning Building practice excellence 1. Building consistency and quality of teaching practice across the school to lower instances of in-school variation in student performance. 2. Organising and resourcing for staff to collaborate with and receive feedback from others in order to progress their practice. 3. Professional learning activities based around how they improve student learning with effectiveness measured through the impact on student outcomes over time.	▪ Enhance the culture of trust through staff collaboration and communication within a supportive and professional setting (SIT – Staff Opinion Survey). ▪ Strengthen and embed agreed whole school teaching and assessment approaches in Reading, Writing and Mathematics and the agreed Instructional Model to reduce in-school variance (P2P Observation). 　- Begin to document the teaching practices of Reading, Writing and Mathematics (through our agreed Instructional Model) and placed on Sentral for all staff to view, access and refer to. ▪ Master the use of learning interventions and student assessment data (SWAN and CTT data Triangulation discussions). ▪ Begin to explore the work of Robert Marzano's, 'The Art and Science of Teaching' – Design Question's 1, 6 and 8. ▪ Master the use of student led learning (Attitudes to School Survey and Student Feedback to teachers) 　- Begin to explore Marzano's Design Question 5. 　- Teachers review and consider feedback from students to inform their teaching practice, curriculum and lesson planning. ▪ Strengthen and embed a culture of curriculum planning, curriculum documentation and deliberate practice (Sentral curriculum documentation and Teacher planning documents) 　- Begin to explore, interpret and implement the Victorian Curriculum. ▪ Enhance reciprocal feedback from students and peers (Student feedback and P2P Observations) 　- Align teaching practices with the AITSL standards when refining student and peer feedback.
Positive climate for learning Empowering students and building school pride 1. The school community will develop a culture of student led learning to embed high expectations and independent learning and what key data sets indicate about the level and range of student voice.	▪ Establish a culture of full attendance (Attendance Data). ▪ Further develop Student Voice to embed a culture of high expectations and independent learning (Attitudes to School). 　- Begin to establish routines in classroom practice the incorporate student led learning. 　- Begin to explore Marzano's Design Question 1 and 5. 　- Align teaching practices with the AITSL standards when refining student and peer feedback. ▪ Establish a culture of parental involvement in student learning (Parent Opinion Survey and Staff Opinion Survey).
Overarching school goal(s)	• **Achievement Goal:** Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students. • **Engagement Goal:** Create a climate where each student feels purposeful and successful; and proudly participates fully in their learning and school life. • **Wellbeing Goal:** Provide a safe and caring school community environment that promotes social and emotional health and wellbeing. • **Productivity Goal:** Align the allocation of resources (human, time, physical and materials) with the school's strategic goals.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goal: Improve learning outcomes in English and Mathematics from Foundation to Year 6 for all students.

Targets:

To reduce the percentage of students achieving **Low** NAPLAN relative growth by 2019 as follows:

Domain	2015	2019
Numeracy	33.3%	≤ 25%
Reading	31.6%	≤ 25%
Writing	38.6%	≤ 25%

To increase the percentage of students achieving **Medium** NAPLAN relative growth by 2019 as follows:

Domain	2015	2019
Numeracy	42.6%	≥ 50%
Reading	47.4%	≥ 50%
Writing	40.4%	≥ 50%

To increase the percentage of students achieving **High** NAPLAN relative growth by 2019 as follows:

Domain	2015	2019
Numeracy	24.1%	≥ 25%
Reading	21.1%	≥ 25%
Writing	21.1%	≥ 25%

12 Month Targets:
* To demonstrate student growth using Effect Size data in Reading comprehension and Writing.
* NAPLAN Relative Growth – To demonstrate relative growth in Numeracy, Reading and Writing.
* By the end of 2016 our Low, Medium and High bands will move towards our 2019 targets.

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strengthen and embed agreed whole school teaching and assessment approaches in Writing and the agreed Instructional Model to reduce in-school variance (P2P Observation). - Begin to document the teaching practices of Writing (through our agreed Instructional Model) and placed on SENTRAL for all staff to view, access and refer to.	Refocus staff on the agreed Instructional Model via relevant Action teams Familiarise staff in the use of learning continuums e.g. Fountas and Pinnell, Western Australia First Steps through Leaders of learning and Action teams Employ a consultant to work with staff on English concepts	Lisa K –consultant School Achievement Teams (SAT) to be developed for key areas of the school Leaders of learning	Assistant Principal Leaders of Learning (English and Mathematics) All Staff	Tri-Weekly	• Teachers and students will be able to recall and recite Instructional Model • Teacher lesson plans will reflect consistent use of Instructional Model • Sample lesson plan exemplars using the Instructional Model will be stored on SENTRAL.
Master the use of learning interventions and student assessment data (SWAN and CTT data Triangulation discussions).	Determine agreed sets for triangulation Define and record processes and protocols for data use in triangulation such as moderation	Assistant Principal Leading Teachers Leaders of Learning Action Teams	Leaders of learning Action Teams CTT's	Weekly CTT meetings Tri-Weekly Action Team meetings Staff Professional Development sessions	• Teachers confident and authoritative when making judgments • Teachers confident when negotiating individual learning goals/plans with students • Consistent agreed data sets used for moderation and student feedback • Agreed approaches to reading, writing, speaking and listening, and mathematics will be visible in CTT minutes, lesson plans and work programs
Strengthen and embed a culture of curriculum planning, curriculum documentation and deliberate practice (SENTRAL curriculum documentation and Teacher planning documents) - Begin to explore, interpret and implement the Victorian Curriculum.	Develop knowledge and understanding of the Victorian Curriculum Refine collective understanding and deliberate practice of agreed approaches to reading, writing, speaking and listening and mathematics	Assistant Principal Leading Teachers Leaders of Learning Action Teams	All Staff	Weekly CTT meetings Tri-Weekly Action Team meetings Staff Professional Development sessions Professional Development Schedule	• The Victorian Curriculum will commence being evident in planning documents at teacher level
Enhance reciprocal feedback from students and peers in relation to Writing practices (Student feedback and P2P Observations) - Align teaching practices with the AITSL standards when refining student and peer feedback.	Refine understanding of the P2P observation protocols (giving and receiving feedback)	Assistant Principal Leading Teachers Leaders of Learning Action Teams	All Staff	Weekly CTT meetings Tri-Weekly Action Team meetings Staff Professional Development sessions Professional Development Schedule	• Some documented evidence in performance appraisals of P2P protocols being used linked to Writing

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goal: Create a climate where each student feels purposeful and successful; and proudly participates fully in their learning and school life.

Targets:
- By 2019, reduce student absences to equal or better than state P-6
- By 2019, the components relating to Teaching and Learning and Student Relationships, in the Attitudes to School Survey will trend towards the third quartile
- By 2019, the 'Overall Score' in the Staff Opinion Survey for both School Climate Summary and Teaching and Learning Summary will trend/align with 'All Primary Schools'.
- The variables of the Student Engagement components in the Parent Opinion Survey will match or trend higher than 'All School Types'.

12 month targets: Move towards the 2019 targets

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Establish a culture of full attendance (Attendance Data).	Profile and promote full attendance as an expectation including the review and refinement of the Attendance Policy, its processes and protocols	.5 Leading Teacher SIT Resourcing to implement SMS messages, promotion etc…	.5 Leading Teacher SIT	On-going	• Reduced numbers of "unexplained" absences • Increased use of absence hotline • Visual cues on display that promote full attendance
Further develop Student Voice to embed a culture of high expectations and independent learning (Attitudes to School). Begin to establish routines in classroom practice the incorporate student led learning. Begin to explore Marzano's Design Question 1 and 5. Align teaching practices with the AITSL standards when refining student and peer feedback.	Enable increased student participation in school life and decision making facilitated by Student Voice	0.5 Leading Teacher Additional APT for teachers for P2P observations Employment of Welfare teacher SAT meetings	0.5 Leading Teacher Additional APT for teachers for P2P observations Employment of Welfare teacher Student Voice members Student Voice team SAT	Weekly student voice meetings Tri-weekly Student Voice team meetings	• Improved Student Attitudes to School variables trending towards the third quartile • Student relationships will trend towards the third quartile • School climate summary and Teaching and Learning summary will trend towards the third quartile
Establish a culture of parental involvement in student learning (Parent Opinion Survey and Staff Opinion Survey).	Develop protocols for volunteer involvement, including that of parents, in school life and student learning	0.5 Leading Teacher Additional APT for teachers for P2P observations Employment of Welfare teacher	0.5 Leading Teacher Welfare teacher Student Voice members All Staff Community members	Weekly student voice meetings Tri-weekly Student Voice team meetings	• Development of protocols for volunteer involvement developed

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING

Goal: Provide a safe and caring school community environment that promotes social and emotional health and wellbeing.

Targets:
- Student Attitudes to School Survey: By 2019, student morale and student distress to be in the 4th quartile
- Parent Opinion Survey: By 2019, equal or better mean score for social skills variables
- Staff opinion Survey: The components of the school staff safety and wellbeing section trend towards 'All Primary Schools'

12 month targets: Move towards the 2019 targets

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Continue to develop and implement a school appropriate research based social and emotional learning framework	Continue to implement KidsMatter in conjunction with the 'Healthy Together' achievement program. Appoint a Leader of learning as well as a Social Worker with clear roles and responsibilities Leader/s of learning to review practices in relation to Kids Matter Explore Marzano's work around Design Question 8.	0.5 Leading Teacher Employment of Wellbeing teacher Kids Matter team Employment of a 0.6 Social Worker SAT meetings	Leading Teacher Welfare teacher Kids Matter Team Social Worker All staff	On-going	• Student lateness reduced • Student Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey trending towards the 2019 targets • Kids Matter and Marzano's work evident in CTT meeting discussions and work programs
Explicitly teach strategies that build social competencies such as Resilience, Respect, Equity and Inclusion.	Research an effective whole school SEL curriculum SAT to consult with Student Voice around the meaning of resilience and expected behaviours Continue to build a common language based around Kids Matter and further explore strategies for continued implementation in the Social Place.	Behaviour expectations developed by Student Voice working with the student body and displayed in all learning spaces. SIT meetings 0.5 Leading Teacher Employment of Wellbeing teacher Kids Matter team Employment of a 0.6 Social Worker SAT meetings	Staff in conjunction with Student Voice Leading Teacher Welfare teacher Kids Matter Team Social Worker All staff	On-going	• Student lateness reduced • Review of the current whole school student wellbeing policy with behaviour expectations guidelines and processes • Student Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey trending towards the 2019 targets
Continue to develop programs that facilitate the transition of students into and during their formal education such as STAR, Playgroup and 6-7 Transition.	Review and further develop STAR program Implement Breakfast Club	0.5 Leading Teacher .79 Educational support for STAR 4hr employment Educational Support for STAR Educational support for Breakfast Club	Leading Teacher Welfare teacher Kids Matter Team Social Worker All staff	On-going	• Improved readiness for Prep as reported by staff • Student Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey trending towards the 2019 targets

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goal: Align the allocation of resources (human, time, physical and materials) with the school's strategic goals.

Targets: Overall score for School Climate in the School Staff Survey equal or better the state mean by 2019.

12 month targets:

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Align leadership roles with new Strategic Plan and create succinct position statements for individuals and teams	Create leaders' and team roles that reflect new goals Create succinct position statements for leaders and teams	Leaders of learning in Achievement, engagement and Wellbeing released fulltime from classroom duties Paid at 0.5 Leading Teacher x3 Paid 1.0 Leading Teacher x1 AP x1			Leaders and teams display visible purpose and direction Staff actions reflect new SSP strategies Staffing structure, including leadership, presented to staff on the first curriculum day, placed in the Staff Manual and displayed in key areas around the school
Employ/redeploy additional resources to key strategies including Community Liaison and Student Wellbeing	Allocate resources to key strategies	Allocation of a 3 day per week Social Worker Allocation of Leaders of Learning to Achievement, Engagement and Wellbeing			
Review staff program of Professional Development and align with new goals	Allocation of Key Improvement focus areas to Termly Professional Development.	PD schedule Triad mentoring P2P observation Allocation of time release			
Continue to investigate methods of funding the development of an Early Learning Centre	Submit proposals for relevant grants as they arise				
An annual productivity document outlining each year's predicted resource allocation and expenditure to be reviewed monthly at Executive and finance	Allocate and project future expenditure related to all areas of the school environment. Prioritise and adequately resource equity funding to Achievement, Wellbeing and Engagement		Business Manager in conjunction with the Executive Leadership Team		

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

Monitoring ACHIEVEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
INSTRUCTIONAL MODEL **Use the agreed Instructional Model to develop consistency of teaching practice.**	Commenced	- Staff weekly work programs will indicate use of the agreed Instructional Model. - A space on Sentral will be created for staff to upload weekly lesson samples. - SAT to monitor and report back to Exec.	Commenced	- Staff will upload (on Sentral) one lesson sample that has been taught each week Content is teacher choice and will include the Instructional Model structure. - SAT to monitor and report back to Exec.	Leadership team member/s
DIFFERENTIATED CURRICULUM **Familiarise staff in the use of learning continuums (e.g. Fountas and Pinnell, Western Australia First Steps and AusVELS/VC) through the SAT's to differentiate the curriculum and teach from point of cognitive challenge.**	Partial	- Teacher and student conferencing notes will include goals set using identified learning continuums. - Discussions about learning continuums minuted in CTT meetings. - Staff to use the data wall during their CTT data discussions. - SAT members to attend CTT's and provide Professional Learning sessions for staff. CTT minutes and PD schedule as evidence.	Partial	- Teacher judgments (AusVELS Data) will indicate improvement in student progress and growth. - Links to the continuums evident in weekly planning. - Use of pre and post testing to show student growth. - SAT members to attend CTT's and provide Professional Learning sessions for staff. CTT minutes and PD schedule as evidence.	
STUDENT INTERVENTION **Define and record processes and protocols for data use in SWAN and CTT data triangulation for consistency of teacher practice and judgements.**	Partial	- Identify student with additional needs (SWAN). - Determine and develop agreed protocols and data sets for triangulation. - Use existing and current documents to moderate tasks in English and Mathematics.	Partial	- Begin to moderate student work samples to establish consistency of Teacher Judgements (VC). - Data triangulation and moderation practices and discussions evident in CTT meeting minutes. - Student strategy groups formed as a result of triangulation and moderation evident in teacher planning documents.	5 fulltime staff One extra APT session
PEER OBSERVATIONS **Refine understanding of the P2P observation protocols (giving and receiving feedback).**	Commenced	- Create P2P observation protocols with staff. - Complete 4 P2P observations including the AITSL Classroom Practice Continuum. - SAT members to attend CTT's and provide Professional Learning sessions for staff. CTT minutes and PD schedule as evidence.	Commenced	- Complete 8 P2P observations including the AITSL Classroom Practice Continuum. - Evidence of change in practice/reflection linked to P2P observations and AITSL continuum. - SAT members to attend CTT's and provide Professional Learning sessions for staff. CTT minutes and PD schedule as evidence.	One extra APT session

Monitoring ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
STUDENT ATTENDANCE **Investigate attendance issues and inform staff and school community**	commenced	Investigate SMS process via SENTRAL to reduce the number of unexplained absences. Target groups of students identified and action to improve attendance for them in particular. Introduce Marzano design question 5-What will I do to engage students? SAT meeting minutes.	commenced	Implement of an SMS process via SENTRAL. Initiative aimed at targeted group and acted upon and data analysed. A whole school specific approach to engagement evident on planning for student led learning. SAT meeting minutes.	
STUDENT LED LEARNING **Staff and students will develop an understanding of student led learning**	Partial	Introduce Marzano design question 1-What will I do to establish and communicate learning goals, track student progress and celebrate success? CTT's will minute ideas and discuss strategies and approaches for student led learning in English and Mathematics. SAT meeting minutes.		Learning goals evident in planning documents. Evidence of strategies and approaches for student led learning in English and Mathematics in planning documentation. SAT meeting minutes.	

Monitoring WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	🟢🟡🔴 **Status**	**Evidence**	🟢🟡🔴 **Status**	**Evidence**	
SOCIAL AND EMOTIONAL LEARNING **Research and implement a whole school Social and Emotional Learning curriculum, such as 'Healthy Together', in conjunction with Kids Matter**	Commenced	Explore SEL approaches by visits to other schools. Review SEL evidenced based approach and component 2 of Kids Matter in conjunction with 'Healthy Together' achievement program. Introduce Marzano design question 8-"What will I do to establish and maintain effective relationships". SIT and SAT meeting minutes. PD schedule.	Partial	A whole school specific approach to SEL evident in weekly planning documents. Implement the SEL evidenced based approach and component 2 of Kids Matter. A whole school specific approach to behaviour management evident in weekly planning documents (circle solutions). Reduced numbers in BM and students withdrawn from class. SATS data student morale and student distress. SIT and SAT meeting minutes. PD schedule.	Employment of Social worker
BREAKFAST CLUB PROGRAM **Implement breakfast club within classrooms**	Commenced	Teachers recording numbers of students having breakfast in their classrooms. Create community links for families via School Social worker. SAT meeting minutes.	Partial	Increased numbers of students having breakfast. Reduction in late arrivals and absences. Build community links for families via School Social worker. SAT meeting minutes.	Employment of Social worker

Monitoring **PRODUCTIVITY**

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
STUDENT WELLBEING AND INTERVENTION **Employ/redeploy additional resources to key strategies including in Student Wellbeing and SWAN**	Commenced	Staff allocated to groups of identified SWAN students. Employment of school social worker. Allocation of SWAN staff. Minutes from weekly SWAN CTT meetings and Wellbeing meetings.	Partial	Evaluate the effectiveness of staff allocated to groups of identified SWAN students. Continued employment of school social worker. Evaluate the effectiveness of allocated of SWAN staff. Targeted students/groups of students identified in Minutes from weekly SWAN CTT meetings and Wellbeing meetings and strategies outlined in planning documents.	
RESOURCE ALLOCATION **An annual productivity document aligned to current DET processes and A.I.P. goals outlining each year's predicted resource allocation and expenditure to be reviewed monthly at Executive and School Council finance meetings**	Commenced	Productivity document produced and presented to Executive team. Business Manager to attend Executive meetings (last 10 minutes) to review budgets aligned to AIP. goals, office protocol roles, policy updates and balance sheet updates. Finance documents presented for discussion and questioning at School Council finance meetings. Principal and Assistant Principal to attend BASTOW Strategic management modules for School Leaders.	Partial	Review of Productivity document with the leadership team. Business Manager to attend Executive meetings (last 10 minutes) to review budgets aligned to AIP. goals, office protocol roles, policy updates and balance sheet updates. Finance documents presented for discussion and questioning at School Council finance meetings. Principal and Assistant Principal to attend BASTOW Strategic management modules for School Leaders.	