School Strategic Plan for

Lightning Reef PS

5541

**2015 – 2018**

## **Endorsements**

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| Endorsement by School Principal | Signed……………………………………….  Name: Joanne Ryan (Acting Principal)  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name: Dianne Bowley  Date……………………………………………  School Council President’s endorsement represents endorsement of School Strategic Plan by School Council |
| Endorsement by the delegate of the Secretary | Signed……………………………………….  Name………………………………………….  Date…………………………………………… |
| **Legislative context for endorsement**  Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”  Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development.” This template forms the guidelines. | |

## **School Profile**

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| **Purpose** | Lightning Reef Primary School strives to produce independent and engaged learners who aim to become active community members. We recognise individual needs and pathways are the key to success in education, along with being literate and numerate. We have a clearly articulated belief that solid and positive relationships sit at the core of the effective teaching and learning and are committed to ensuring our school community celebrates successes together. |
| **Values** | Our school values are: Be Respectful, Be Responsible, Be Co-operative and Be Your Best. These values are embedded in everything we do. They are explicitly taught. The School Wide Positive Behaviour Framework is used to develop a positive school culture and embed our values for all of our school community. |
| **Environmental Context** | Lightning Reef Primary School opened in January 2011 resulting from a merger of the former Comet Hill Primary School and Bendigo North Primary School. For the initial two years the school operated on two campuses and moved into the vibrant new school and adjoining Early Years Learning Centre in January 2013. The school has a current enrolment of 188 and the School Family Occupation (SFO) index is 0.808 indicating a community characterised by low socio-economic status. The Program for Students with Disabilities (PSD) is accessed by approximately 6% (10) of students. The proportion of students with English as a second language is approximately 10% (19) and Koorie students make up a further 10% (19). We also have 8 students in Out of Home Care.  The school has impressive support services and community partnerships for student and family support. There is a part-time social worker, visiting educational psychologist and school chaplain. Other services include a school based speech therapist and Community Liaison person.  Special programs include a Kitchen/Garden, a school based playgroup as well as a supported playgroup run by Bendigo Community Health, parent/carer healthy cooking classes and our unique and innovative Passions and Pathways project. Year 5 and 6 students gain a deeper understanding of the skills needed for a range of jobs, pathways, increased aspirations to learn and work and increased self-confidence. This project involves the City Council of Bendigo, the Bendigo Manufacturer’s Group as well as many Bendigo businesses.  The outstanding new open planned facilities and large grounds provide a great sense of pride and excitement in the school community. The grounds are expansive and provide for active and passive play as well as a chicken enclosure and vegetable gardens. The full size gymnasium and indoor canteen ensure a range of indoor activities can be planned. The school operates within Learning Communities- ensuring teachers cater for the wide range of interests and student needs across year levels. |
| **Service Standards**  **(optional)** | * The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. * Every student will experience academic, social and emotional growth. * All students will receive instruction that is adapted to their individual needs. * The school will use open and regular communication to enhance close links with parents and the broader school community. * The school will promote a professional learning culture developing highly trained and talented staff. |
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| **Strategic Direction** |  |

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| **Achievement** | | **Key improvement strategies** |
| **Goals** | To improve learning outcomes for all students with a focus on reading. | Build teacher capacity to deliver quality targeted Reading Instruction through professional learning.  Build the school’s capacity for consistent, explicit and differentiated teaching through professional learning and the implementation of intervention programs. |
| **Targets** | * Each student deemed capable in Years F to 6 to make in excess of 1 year’s growth each school year.   Benchmark: Reading data, as measured by Oxford Reading Levels (P-2) and Probe Reading Levels (3-6) is available for 2014. Baseline data will be established at the end of 2015 to show percentage of students making 1 year’s growth   * By 2017, between 80% and 90% of year 1 students will be reading at or above level 16 unseen text and between 80% and 90% of year 2 students will be reading at or above level 24 unseen text .  1. Benchmark data:  * Yr 1, 2014 = 14.2% at or above L16 * Yr 2, 2014 = 37 % at or above L24 |
| **Theory of action (optional)**  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. | If learning tasks are purposeful, clearly defined, differentiated and challenging, and teachers are confident in delivering quality instruction then all students will experience powerful, progressive and precise learning. |
| **KIS: Build teacher capacity to deliver quality targeted Reading Instruction through professional learning.** | **Actions** | **Success criteria** |
| **Year 1** | * Employ external literacy coach to work with classroom teachers. * Employ 1 EFT Reading Recovery teacher * Employ Speech Therapist to coach teachers in the development of their oral language teaching strategies. * Purchase additional reading material across the school, with a focus on non-fiction texts * Develop and implement a professional learning program on the Fountas and Pinnell reading strategies, and independent reading tasks to use within the reading hour * Change assessment schedule to assess reading formally once per term * Identify the teacher’s role within daily independent reading and monitor the implementation. * Increase Education Support Staff (ESS) hours across the school to support the home reading process * Decrease the grouping size across the school and demonstrate instructional leadership by engaging all of the leadership team in the reading hour | * All home group teachers work with literacy coach through the year * Data from reading recovery teachers demonstrates that students are making progress in the program and numbers are being reduced * Teachers are aware of pre-reading skills and concepts required within the daily literacy block * Students are exposed more frequently to non-fiction text and related reading strategies across all reading levels * Teachers are explicitly teaching all comprehension reading strategies * Teachers have increased teaching time for reading * Reading rigour is increased and teachers are using the teachable moment to increase the range of student reading strategies * Students have increased reading time * Student reading data is improved * There is increased rigour in professional discussion between leadership and teachers |
| **Year 2** | * Write and model independent reading tasks and observe and coach teachers in their use * Implement a two strand approach to professional learning and coaching with the junior and senior Learning Communities which includes a five weekly professional learning cycle supplemented with interim coaching in developing understanding of reading strategies | * Teachers confidently organise independent reading tasks that promote reading during the reading hour * Teacher planning indicates increased understanding of reading strategies |
| **Year 3** | * Continue to monitor the appropriate use of Independent Reading Tasks * Implement a two strand approach to professional learning and coaching with the Junior and Senior Learning Communities which includes a five weekly Professional Learning Cycle supplemented with interim coaching in applying reading strategies | * Teachers confidently and competently organise Independent Reading Tasks that promote reading during the reading hour * Teacher planning and reading assessment indicate increased ability to teach specific reading strategies |
| **Year 4** | * Develop the capacity of Learning Leaders to lead teams in the teaching of reading and monitoring student outcomes * Continue to refine and monitor the consistent teaching of reading through professional learning, peer coaching and learning walks | * Learning Leaders confidently and competently lead Learning Communities in continual improvement in the teaching of reading * Reading is taught competently and consistently across both Learning Communities |
| **KIS: Build the school’s capacity for consistent, explicit and differentiated teaching through professional learning and the implementation of interventions programs.** | **Actions** | **Success criteria** |
| **Year 1** | * Use agreed planning templates with identified elements clearly stated in teacher weekly and termly planners across the school * Pair graduate teachers with an experienced, highly effective teaching partner for planning, and implementing targeted teaching * Leadership Team guides and monitors teacher planning at the term, weekly and daily level * Provide support and intervention programs for at-risk Koorie and EAL students | * Clear expectations are evident in each classroom * Teaching knowledge is improved, planning allows for differentiation and whole school documentation is used effectively * Teacher practice reflects the use of data to inform planning and identifies cohorts requiring differentiation. * Data for Koorie and EAL students demonstrates progress in learning. |
| **Year 2** | * Provide professional learning to develop teacher understanding of the agreed lesson formats with a focus on Tuning In and Explicit Teaching * Teachers guide students to identify individual learning goals every four weeks * Provide support and intervention programs for at-risk Koorie and EAL students | * Tuning In is short, sharp and simple with clear links to explicit teaching observed in learning walks      * Student goals in literacy and numeracy are collaboratively developed and reviewed every four weeks * Data for Koorie and EAL students demonstrates progress in learning. |
| **Year 3** | * Provide professional learning opportunities to develop teacher understanding of the agreed lesson formats with a focus on differentiating one task * With support, students set goals to guide their own learning * Provide support and intervention programs for at-risk Koorie and EAL students | * Differentiation is clearly evident for all students in teacher planning and observable in learning walks as * Students can identity their own learning intention and articulate their learning   Data for Koorie and EAL students demonstrates progress in learning. |
| **Year 4** | * Provide professional learning to develop teacher understanding of the agreed lesson formats with a focus on Reflection and Pace * Students set goals to guide their own learning and present their learning portfolio to family members at student learning conferences biennially * Provide support and intervention programs for at-risk Koorie and EAL students | * The elements of the agreed formats are fully understood and implemented in a timely fashion as evidenced in learning walks * Students can articulate their own learning to a small audience * Data for Koorie and EAL students demonstrates progress in learning. |

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| **Engagement** | | **Key improvement strategies** |
| **Goals** | To improve student engagement, motivation to learn and attendance | Embed the use of ICT across the school using both existing and new technologies  Build positive partnership with parents and the community |
| **Targets** | * Reduce absenteeism from 18.22 in 2014 to an average of 15 days per student in 2015 * Reduce absenteeism to an average of less than 10 days per student by 2018 * Reduce average monthly late passes issued from 350 in 2014 to 75 in2018 * Improve the perceptions of parents and students in the following elements as measured by the Department of Education surveys:  |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2014** | **2018** | | Motivation | 4.42 | 4.50 | | Connectedness to School | 4.26 | 4.40 | | Stimulating Learning | 3.90 | 4.00 | |
| **Theory of action (optional)**  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. | *If* students are at school on time and teachers are facilitating engaging lessons *then* student behaviour, engagement, learning and curiosity will be enhanced. |
| **KIS: Embed the use of ICT across the school using both existing and new technologies** | **Actions** | **Success criteria** |
| **Year 1** | * Ensure all existing and recently purchased laptops, desktops and iPads are imaged and ready for use, including the installation of software and applications | * All hardware is ready for use and maintained in a timely manner |
| **Year 2** | * Develop staff capacity in the use of iPads, desktops and laptops across the curriculum with a strong focus on using PM Online and Mathletics on a weekly basis and the identification of appropriate uses in the Tuning In and Explicit Teaching elements of the Lesson Formats * Identify a school using PM Online and Mathletics and establish reciprocal visits * Promote the use of iPads in classrooms through an ‘App of the Month’ program, encouraging teachers to experiment with using learning technologies across the curriculum * Develop student base knowledge in the use of iPads, desktops and laptops, including the use of email and Internet, filing, logging on, opening programs, closing programs, saving documents to the Intranet safety, using a word processer cybersafety, using different platforms and care of hardware (transitioning of items) * Introduce a Technology Licence which students will earn by developing baseline skills, displaying appropriate usage and agreeing to acceptable use protocols * Provide an email account for each student who has earned their Technology Licence and establish a buddy email system within the school for those students * Provide for specialist ICT classes through a rotational specialist program in each learning community * Establish Student Champions, drawing on students from Years 3-6 to provide base level technical support across the school | * Students consistently and competently use PM Online and Mathletics weekly * Student engagement in the Tuning In and Explicit Teaching elements of the lesson is enhanced * Reciprocal visits occur throughout the year * Staff use PM Online and Mathletics consistently and competently * There is evidence of the use of a variety of Applications across the school * Students use ICT competently within the PBS framework * The Technology Licence is documented and baseline data maintained of the number of students who achieve a licence for the year * All students with Technology licence have an email buddy.      * Students exhibit increased skills in the use and application of learning technologies * Some low level technical issues are addressed by students |
| **Year 3** | * Develop staff capacity in the use of iPads, desktops and laptops across the curriculum with a strong focus on their use for differentiating a task * Build student awareness in the safe use of online resources and provide strategies for developing cybersafe behaviours * Extend the use of email beyond the school for students for those students who have earned their Technology Licence * Provide for specialist ICT classes through a rotational specialist program in each learning community * Embed the Student Champions program drawing on students from Years 3-6 to provide base level technical support across the school * Identify schools making innovative use of iPads across the curriculum and provide staff with the opportunity for visits targeted at their teaching level. | * Staff consistently and competently use iPads to differentiate tasks for individual students and groups of students * Students demonstrate innovative individual use of iPads for learning tasks * Students demonstrate safe use of online resources * Students use email appropriately to seek information beyond the school * Students exhibit increased skills in the use and application of learning technologies * Student Champions confidently deal with low level technical issues * Student Champions view themselves as contributors and leaders in Technology * Staff awareness of the use of technology is broadened and show some innovation |
| **Year 4** | * Develop staff capacity in the use of iPads, desktops and laptops across the curriculum with a strong focus on their use in Reflection and Pace * Continue to develop student awareness of cybersafety and extend learning opportunities to families * Continue to extend the use of email and the Internet for those students who have earned their Technology Licence * Provide ongoing opportunities for Student Champions to develop their capacity for using ICT and trouble shooting * Explore and experiment with the use of video production across the curriculum * Develop a trial program to provide opportunities for parents to learn basic computer operations, including word processing, for their personal use * Develop the capacity of students to use iPads and/or lap top computers to demonstrate their learning as they take a leading role in three-way conferences | * Teachers demonstrate the ability to consistently and competently use iPads in all elements of the agreed lesson formats * 30% of classroom time involves the use of technology * Students and their families demonstrate more appropriate use of social media * Students engage in global learning projects using digital resources beyond the school * All low level technical issues are addressed by student * Student Champions exhibit high level skills in troubleshooting and ICT usage * Students demonstrate an aptitude for multimedia production * A trial program is implemented * Students confidently demonstrate their learning using an iPad or lap top computer |
| **KIS: Build positive partnership with parents and the community** | **Actions** | **Success criteria** |
| **Year 1** | * Publicly acknowledge parents positive role modelling and participation in school events * Promote parent involvement in the newsletter and invite family participation in school excursions and incursions * Structure parent-teacher interviews to include students and be held during the school day * Re-introduce Phone Hugs to send positive messages to families and send postcards to families to celebrate students displaying school values * Employ a multicultural aide to assist communication with parents * Conduct a multicultural celebration to highlight the culture of the Koorie and Karen communities * Develop the Karen Community Garden using the expertise of the parents and the extended Karen community | * Parents attend celebrations and assemblies * Parents attend excursions and incursions * Parents attend interviews held during the school day * Parents report pride in children * Karen parents report satisfaction with communication procedures * Parents and families participate positively in school * Garden is established and produce is used by Karen community and students |
| **Year 2** | * Personally acknowledge parents positive role modelling and participation in school events * Promote parent involvement in the newsletter and invite family participation in school excursions and incursions * Extend individual attendance awards (90%) to the whole family by inviting the family to afternoon tea once a year * Instigate a Parent Helper morning tea each term * Structure parent-teacher interviews to be facilitated by students and be held during the school day * Encourage parents of Prep students to come in the last 20 minutes of the day for reading time * Conduct a multicultural celebration week to highlight the culture of the Koorie and Karen communities * Employ a multicultural aide to foster increased participation of the Karen community in the school * Extend the Karen Community Garden and encourage its use by other school families. | * Data indicates increased parent attendance at celebrations and assemblies * Data indicates increased parent attendance at excursions and incursions * Student attendance data improves * Families provide positive verbal feedback * Parents attend and express appreciation * Attendance at, and participation in, parent teacher interviews is improved * More children are reading with families on a daily basis * Koorie and Karen families lead students in activities that promote their culture * Karen parents attend school celebrations and events * Garden is extended and produce is used by school community and students |
| **Year 3** | * Extend individual attendance awards (90%) to the whole family by inviting the family to afternoon tea once a year * Maintain Parent Helper morning tea each term * Structure parent-teacher interviews to be facilitated by students and to include parent feedback about the child’s learning * Encourage the parents of Learning Community One to come in the last 20 minutes of the day for reading time * Conduct a multicultural celebration week to highlight the culture of the Koorie and Karen communities * Erect signage to acknowledge and promote the school values through Koorie and Karen symbols and art works * Employ a multicultural aide to foster increased participation of the Karen community in the school * Seek agency assistance to provide English language classes at the school for Karen parents * Maintain the Community Garden and encourage its use by all school families. | * Increase in student attendance * Families express appreciation * Parents express appreciation * Increase in participation in interviews * More children are reading with families on a daily basis * Koorie and Karen families lead students in activities that promote their culture * Koorie and Karen signage evident in school grounds * Koorie and Karen families lead students in activities that promote their culture * Karen parents attend school celebrations and events * Karen parents and friends use the school facilities to learn English * Garden is extended and produce is used by school community and students |
| **Year 4** | * Maintain family attendance awards for 90% attendance * Maintain Parent Helper morning tea each term * Structure parent-teacher interviews to be led by students and to include parent feedback about the child’s learning * Encourage the parents of Learning Community One to come in the last 20 minutes of the day for reading time * Conduct a multicultural celebration week to highlight the culture of the Koorie and Karen communities * Employ a multicultural aide to foster increased participation of the Karen community in the school * Encourage Karen participation in School Council by providing translation assistance | * Increase in student attendance * Families express appreciation * Parents express appreciation * Increase in participation in interviews * More children are reading with families on a daily basis * Koorie and Karen families lead students in activities that promote their culture * Karen parents attend school celebrations and events * School Council will have a Karen speaking member * Parents feel welcome in the school and confidently and positively participate in their children’s learning |

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| **Wellbeing** | | **Key improvement strategies** |
| **Goals** | To provide a safe an orderly environment where learning will flourish. | Implement the School Wide Positive Behaviour framework within the school community. |
| **Targets** | * Improve the perceptions of staff, parents and students in the following elements as measured by the Department of Education surveys:  |  |  |  | | --- | --- | --- | | **Staff Survey** | **2014** | **2018** | | Shielding and buffering: Staff are protected from intrusions that distract from learning and teaching. | 30% | 60% | | Collective efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students. | 33% | 65% |  |  |  |  | | --- | --- | --- | | **Parent Survey** | **2014** | **2018** | | Behaviour Management | 5.98 | 6.00 | | Student Safety | 4.36 | 4.80 |  |  |  |  | | --- | --- | --- | | **Student Attitudes to School Survey** | **2014** | **2018** | | Classroom Behaviour | 2.39 | 3.00 | | Student Safety | 3.78 | 4.00 | |
| **Theory of action (optional)**  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. | If we prioritise high expectations and  authentic relationships, along with a safe and orderly environment then curiosity will flourish. |
| **KIS: Implement the School Wide Positive Behaviour framework within the school community.** | **Actions** | **Success criteria** |
| **Year 1** | * Establish what Appropriate Behaviour looks like by developing Schoolwide Behaviour Expectations based around the Lightning Reef values, targeting specific areas within the school setting (Tier One) * Develop and document the positive reinforcement system to reinforce appropriate behaviours * Student Wellbeing Team and critical friends model and monitor the use of positive language * Prepare lessons for social competencies to be used in 2016 * Establish processes for data collection * Promote SWPBS as the whole school approach to creating a positive school culture at the classroom, school and community level | * Schoolwide Expectations and Values are agreed by all school stakeholders * Positive reinforcement system is documented and in use * All staff use positive language * Skeleton of lessons (including learning intentions) prepared for 40 weeks * Lessons sufficient for Term One prepared by the end of 2015 * Data reports are available for all * An increase in common positive language is evident in all interactions |
| **Year 2** | * Teach the behaviours that match the expectations associated with the school values * Use data collection to refine Tier One actions | * Social competency lessons are implemented and students demonstrate a shared understanding of the behaviours associated with a school value * Trends are identified and changes in behaviour in individuals and cohorts are used to monitor the progress of the program |
| **Year 3** | * Continue to imbed Tier One across the school * Identify groups of students with at-risk behaviours (Tier Two) and provide increased support and interaction      * Provide professional learning for staff regarding implementation of Tier Two supports | * Classrooms are calmer, playgrounds are safer, positive interactions prevail * Decrease interruptions in classrooms * Decrease suspensions * Decrease evidence of inappropriate behaviours * Staff have increased knowledge of students living with trauma |
| **Year 4** | * Identify students who require individual intervention due to behaviours which put themselves or others at risk and engage multi-agency collaboration (Tier Three) * Review the overall framework of SWPBS | * Incidents of extreme behaviours are reduced * Identified students receive an increase in gold tickets * Identified students have increased time in class and improved outcomes * Effective and consistent classroom management practices are in place across the school |

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| **Productivity** | | **Key improvement strategies** |
| **Goals** | To maximise the use of resources available to the school to achieve the best possible outcomes for students. | Manage and align the allocation of resources according to priorities determined in the school strategic plan  Build the capacity of staff to participate in a distributed leadership model |
| **Targets** | * All students will receive the appropriate allocation of resources as evidenced by school financial data report. * Improve the perceptions of staff in the following elements as measured by the Department of Education survey:  |  |  |  | | --- | --- | --- | | **Staff Survey** | **2014** | **2018** | | Collective efficacy | 33% | 77% | | Collective Responsibility | 63% | 89% | | Staff trust in colleagues | 69% | 82% | |
| **Theory of action (optional)**  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. | If we direct resources to priority areas then student learning will be maximised. |
| **KIS: Manage and align the allocation of resources according to priorities determined in the school strategic plan** | **Actions** | **Success criteria** |
| **Year 1** | * Allocate funding for the employment of additional staffing (Reading Recovery, Literacy Coach and Speech Therapist, ESS) and the purchase of reading material to support the literacy program * Allocate funding to support Koorie and EAL students with intervention programs * Engage services of ICT professionals      * Employ a Multicultural Aide * Purchase equipment and plants/seeds to develop the Karen Community Garden * Allocate funding for the training of staff in the implementation of SWPB | * Competency and consistency in the teaching of reading is evident across the school * Student reading data shows improvement * Data for Koorie and EAL students demonstrates progress in learning * All ICT hardware is ready for use and maintained in a timely manner * Families from the Karen community have improved communication with the school * Garden is established and produce is used by Karen community and students * Staff effectively engage in the SWPBS program and learning opportunities are enhanced for all students. |
| **Year 2** | * Allocate funding for the employment of additional staff (Reading Recovery, Literacy Coach and Speech Therapist) * Allocate funding to maintain the ratio of students to iPads/laptops * Allocate funding to maintain all ICT hardware in the school * Employ a Multicultural Aide and provide funding for the celebration of multicultural activities | * Competency and consistency in the teaching of reading shows continual improvement across the school * Ratio of 1;2 is maintained * All ICT hardware is ready for use and maintained in a timely manner * Koorie families and families from the Karen community have more frequent and effective connection with the school |
| **Year 3** | * Allocate funding for the employment of additional staff (Reading Recovery, Literacy Coach and Speech Therapist) * Allocate funding to maintain the ratio of students to iPads/laptops * Allocate funding to maintain all ICT hardware in the school * Allocate funding for staff to visit schools which are making effective and innovative us of iPads * Allocate funding for multicultural programs – including a multicultural aide, the community garden, multicultural week programs and signage * Allocate funding for the training of staff in the implementation of SWPBS Tier Two support | * Competency and consistency in the teaching of reading shows continual improvement across the school * Ratio of 1;2 is maintained * All ICT hardware is ready for use and maintained in a timely manner * Staff make more effective and innovative use of iPads in teaching practice * Koorie families and families from the Karen community have more frequent and more positive connections with the school * Staff effectively follow the interventions aligned to each tier |
| **Year 4** | * Allocate funding to supplement ICT equipment to provide for maintenance of existing resources and the purchase of video equipment * Allocate funding for multicultural programs – including a multicultural aide, the community garden and multicultural week programs | * All ICT hardware is maintained in a timely manner and additional resources are available to promote innovative practices * Koorie families and families from the Karen community have more frequent and more positive connections with the school |
| **KIS: Build the capacity of staff to participate in a distributed leadership model** | **Actions** | **Success criteria** |
| **Year 1** | * Build the capacity of Learning Community Team (LCT) leaders to participate in leadership * Call for expressions of interest in leadership | * Learning Community Team leaders lead weekly team meetings * Learning Community Team leaders demonstrate the ability to strategically respond to issues that arise * 25% of teachers take up areas of leadership |
| **Year 2** | * Invest school funds in the selection of a balanced and committed leadership team * Leadership Team meets weekly for planning, monitoring the implementation of the Strategic Plan and professional learning | * Leadership team is formed to strategically lead the priorities of the school * Leadership decisions are informed and provide united and strong leadership of programs * Strategic Plan is implemented and consistently monitored |
| **Year 3** | * Build the capacity of LCT leaders through formal Bastow programs * Leadership Team meets weekly for planning, monitoring the implementation of the Strategic Plan and professional learning | * LCT leaders demonstrate application of learning * Leadership decisions are informed and provide united and strong leadership of programs * Strategic Plan is implemented and consistently monitored |
| **Year 4** | * Continue to build the capacity of LCT leaders through ongoing professional learning, mentoring and coaching within the school | * LCT leaders are initiating and driving change in the school |