



# 2019 Annual Improvement Plan (AIP) In Action

(based on School Strategic Plan 2018 - 2021)

## Albany Junior High School: 6948

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Endorsement by Principal

Signed:

Name: Stephen Kendall-Jones

Date: 27/02/2019

Endorsement by Board Chair

Signed:

Name: Dr. Jeffrey Stangl

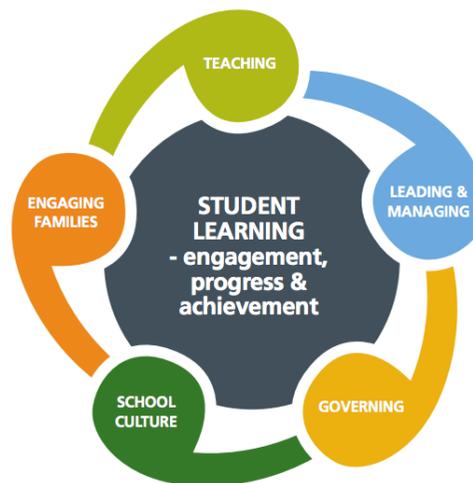
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## Summary: The school's priorities and initiatives

The following Critical Success Factors and initiatives will be addressed in the 2019 Annual Improvement Plan: The categories conform to five of the ERO's six dimensions of a successful school (we exclude governing and cover operational areas only):



## Critical Success Factors (CSFs)

The following Critical Success Factors are foundational elements within the framework of the Annual Improvement Plan (AIP). These factors will serve as key focus areas in our school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures are key to school improvement.

### CSF 1: Student Learning at the centre

Student Learning is the foundational Critical Success Factor. By ensuring the Critical Success Factors of quality teaching practices, data driven instructional decisions, effective leadership, productive community and parent involvement, efficient use of academic learning time, and maintaining a positive school climate, our school can improve learning outcomes for all students.

### CSF 2: Provide A Great Education - Excellence in teaching

Continuously improving the quality of teaching practices focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with continuous professional development. Research has demonstrated a clear connection between the quality of teaching practices and increased student performance. AJHS can have a direct impact upon student achievement through the effective implementation of four whole school Theories of Action (TOA) and six teachers' TOA that are proven to improve teacher practice and student outcomes. These shall be rolled out over the next three years.

### CSF 3: Be a great learning environment - Leading and managing

Leadership effectiveness targets the need for the AJHS school leadership to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. The foundational beliefs of the school leadership are based upon Student Centred Leadership (Robinson, V., 2011), whereby we accept that we are a learning institution but also recognise the importance of relational trust within the teaching team.

### CSF 4: Provide a great student experience - School culture as a positive climate for learning

The connection between school climate and student achievement has been well established in research. Focusing on the development of a school's climate, as a happy learning environment, is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to our school's effort toward successful continuous improvement, achievement and making a difference for low expectation student groups. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999).

### CSF 5: Be a great learning partner - Engaging families

Parent, family, whanau, and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher achievement levels, attend schools for longer and more regularly (leading to higher lifetime earnings, e.g., Bullen, 2006), and eventually enrol in programmes of higher education (Barton, 2003).

Priorities	Initiatives
<b>Student Learning at the centre – engagement, progress and achievement</b>	Build Assessment Capability for all students through the Assessment Waterfall, Online progressions, and Gradual Release and Acceptance of Responsibility model.
<b>Provide a great education - Excellence in teaching</b>	<p>Adopt a consistent teaching protocol through co-creation of the Assessment Waterfall and GRAR (above)</p> <p>Develop a data wall and add FACES to the data for target learners (Maori, Pacifica, Low SES learners) and crisis learners (not achieving their potential)</p> <p>Develop and enact a Case Management Meeting (CMM) process for target and crisis learners to enable early and ongoing intervention.</p> <p>Building practice excellence through collaborative teaching teams (Trios) and embed the Spiral of Inquiry and link with appraisal system</p> <p>Continue to embed and timetable 3P projects from Term 2 to 4</p>
<b>Be a great learning environment - Leading and managing</b>	<p>Co-create and implement a Learning Walk and Talk process by SLT and Trio members, focused on specific questioning techniques</p> <p>Distributed leadership to build the capabilities of all people in the school through coaching</p>
<b>A great student experience - School culture as a climate for learning</b>	Student activism promoted on curriculum, appointments, and property matters
<b>Be a great learning partner - Engaging families and community</b>	Implement and enact a Family and Community Engagement (FACE) plan

## Summary Table of priorities and initiatives for 2019

### Initiatives Rationale:

In 2019, Albany Junior High School enters the second year of a three year School Strategic Plan (SSP). This plan builds and embeds the improvements in the previous SSPs. We retain the vision of “Empowering every learner to excel in a fast moving world” and will embed initiatives from previous years to accelerate our progress, e.g., LEAP learning progressions. We shall still utilise data to follow student progress and to identify intervention needs for students. These changes need to be managed at the same time as managing the continued growth of the school. An important part of this planning is ensuring that the structures put in place are built for the school to grow into, rather than put in place when issues associated with growth arise. Many of the Key Improvement Strategies, below, cross over priority areas.

This year, there will be a concerted focus and effort to whole school and cross-curricular literacy improvements (including oracy, reading, writing, critical literacy thinking, and number literacy), whilst the intentional development of curiosity is will be aided through 3P projects. Writing remains a concern with skill levels of the cohorts we receive being low and progress, once at AJHS, is slow. However, we recognize that it all starts with the ability to speak, then read, then write, then critically evaluate the writing.

### Teaching Trios

It is anticipated that multidisciplinary teaching teams that focus specifically on differentiated teaching strategies for nominated proxies will impact on learning growth for all students.

#### *Teaching Trios’ Objectives:*

- To understand that student outcomes are important for improving achievement
- To understand that looking at data collaboratively provides a method for being accountable for evaluating and modifying our instructional practices to meet student needs
- To understand that students learn better when we work collaboratively

#### *Teaching Trios’ Essential Questions:*

- What do we expect students to learn?
- How will we know what students are learning and have learnt?
- How will we respond to students who are not learning?

Key Improvement Strategies (KIS)	
Initiative:	KIS
<b>Great Education through building teaching practice excellence</b>	<ul style="list-style-type: none"> <li>To implement and support deep learning and teaching, particularly the two theories of action:               <ul style="list-style-type: none"> <li>Harnessing Learning Intentions, Narrative and Pace</li> <li>High Expectations and Authentic Relationships</li> </ul> </li> <li>To implement an agreed whole school and cross curricular literacy strategy delivered in every classroom</li> <li>To rigorously use and evaluate assessment data and put in place remediation for those students not making at least 1 years progress, providing that they are not already testing at more than 12 months ahead. This involves data walls, FACES on data, case management meetings, and learning walks and talks.</li> </ul>
Great Student Experience	<ul style="list-style-type: none"> <li>To review 2-way feedback taking place in the school, focusing on quality and the ways that the feedback is used.</li> <li>To empower learners to become activists for the learning in the school through being heard in appointments, curriculum, property and other decision making bodies.</li> </ul>
Building great learning partnerships	<ul style="list-style-type: none"> <li>Build vibrant and exciting relationships amongst the school community by strengthening the Whanau system and outreach to the parents.</li> <li>To develop links with external experts and supporters</li> </ul>
Building a great learning environment	<ul style="list-style-type: none"> <li>To raise revenue that will act as additional funding for student programmes</li> </ul>

## Annual Improvement Plan – 2019

<b>1. A Great Education</b>				
<b>Goals</b>	To improve the quality and progress of student learning outcomes through specific practices and by putting students in charge of ensuring their own progress.			
	<table border="1"> <thead> <tr> <th><b>Targets</b></th> <td>For all students to make an average of at least one year's gain over 2019 (provided that they are not already 12 months ahead) based on sub level growth and/or effect size of 0.4, in Summative Assessments in each of;           <ul style="list-style-type: none"> <li>English Language – Reading Comprehension, Spelling, punctuation, and grammar, and Writing</li> <li>Mathematics – A focus on Number strand</li> </ul> </td> </tr> <tr> <th><b>12 month targets</b></th> <td> <ul style="list-style-type: none"> <li>To continue the good progress made by students in literacy and numeracy aiming for a stretch target of effect size 0.60 for 50% of the student body. However, Maori and Pasifika ethnic groups are targeted, as well as boys overall, in order to ensure achievement at a similar level to girls.</li> <li>For programmes to be in place that support students who are not making progress, broken down into core, more, and specialist support, particularly as identified in English and Maths.</li> <li>For all learning progression data to be available through the online parent portal to parents and students and continuously updated.</li> </ul> </td> </tr> </thead></table>	<b>Targets</b>	For all students to make an average of at least one year's gain over 2019 (provided that they are not already 12 months ahead) based on sub level growth and/or effect size of 0.4, in Summative Assessments in each of; <ul style="list-style-type: none"> <li>English Language – Reading Comprehension, Spelling, punctuation, and grammar, and Writing</li> <li>Mathematics – A focus on Number strand</li> </ul>	<b>12 month targets</b>
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KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA:
<p>To implement and support two theories of action (TOA), one whole school and one teacher TOA:</p> <ol style="list-style-type: none"> <li>High expectations and authentic relationships</li> <li>Harnessing learning intentions, narrative, and pace, with a literacy focus.</li> </ol>	<ul style="list-style-type: none"> <li>Establish the Assessment Waterfall as the default method of precision in practice</li> <li>Cross-faculty teaching teams to focus on literacy teaching strategies</li> <li>Identify and act on on nominated learners' needs will be monitored</li> </ul>	<ul style="list-style-type: none"> <li>Develop a data wall for priority learners and crisis students.</li> <li>Putting FACES in this data such that all teachers can identify them and know background influences.</li> <li>Use Case Management Meetings to help teachers reach the hard to reach students, priority students, and crisis students.</li> <li>Embed the Assessment Waterfall model for teachers and students in the ownership thereof for precision in practice.</li> <li>Develop a process for teaching trios to include meeting times, meeting protocols, observation protocols, and accountability measures</li> <li>Develop a common set of protocols for Learning walks and talks</li> <li>Develop a Focus Teacher Coaching team</li> </ul>	<p>Prin Team</p> <p>Prin Team</p> <p>Prin Team HOLAs, Teachers, Guidance</p> <p>Prin Team</p> <p>Principal</p> <p>Prin Team HOLAs</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>Week six, term one.</li> <li>Start of term two</li> <li>Week six, term one.</li> <li>Week 1, term two.</li> <li>W1, T2</li> <li>W1, T2</li> </ul>	<ul style="list-style-type: none"> <li>Greater than average learner outcomes for achievement and progress, as measured by e-asTTle and ARBs in Reading, Writing and Maths.</li> <li>Classroom observations to demonstrate consistent and precise practices in alignment with the documented protocols</li> <li>All teachers being able to identify target students</li> <li>All teachers being able to clearly articulate what they do and why</li> <li>Students able to self assess and set individual goals.</li> </ul>

	Prioritise high expectations and authentic relationships	<ul style="list-style-type: none"> <li>• Develop a model for the way that the Focus Team will support this theory of action</li> <li>•</li> </ul>	Prin Team Focus Team  Focus Team	<ul style="list-style-type: none"> <li>• Term 2</li> </ul>	<ul style="list-style-type: none"> <li>• A culture of high expectations will be evident and this will have contributed to a clear improvement to the quality and growth in student learning as evidenced in learner outcomes</li> <li>• When schools and teachers prioritise high expectations and authentic relationships then curiosity will flourish.</li> <li>• Student survey results will show 4/5 positive</li> </ul>
	Harness learning intentions, narrative, and pace	<ul style="list-style-type: none"> <li>• Establish the assessment Waterfall and rubrics to identify teacher performance expectations that reflect high quality practices and to support personal reflection, by teachers, about where their practice lies on the continuum</li> <li>• Learning Walks and Talks and coaching conversations</li> <li>• Develop a model for the way that Focus Team will support this theory of action</li> <li>• Success check</li> </ul>	Principal   Teaching trios  Focus Team	<ul style="list-style-type: none"> <li>• Start of term 2</li> </ul>	<ul style="list-style-type: none"> <li>• Greater than average learner outcomes, as measured by e-asTTle and ARBs</li> <li>• When we harness learning intentions, narrative, and pace, so that students are more secure about their learning and more willing to take risks, then achievement and understanding will increase and curiosity will be enhanced</li> </ul>
	Support the Focus Teacher Team	<ul style="list-style-type: none"> <li>• Allocate appropriate resources such as release time and meeting scheduling time</li> </ul>	Prin Team	<ul style="list-style-type: none"> <li>• Throughout 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Success checks show that the selected theories of action are consistently and precisely implemented across the school</li> <li>• Clear improvement of the quality and growth in student learning</li> </ul>

	Develop awareness of the AJHS narrative by the whole school community	<ul style="list-style-type: none"> <li>• Devise an explanatory booklet of the narrative</li> <li>• References made every possible forum, which as assemblies, parent information nights, school publications, etc.</li> <li>• Update the school website to include the narrative</li> </ul>	Principal All staff  Prin team	<ul style="list-style-type: none"> <li>• End of term 2</li> <li>• Throughout 2019</li> <li>• Throughout 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in opinion survey measures: Parent, student, staff.</li> </ul>
To implement an agreed whole school and cross curricular literacy strategy delivered in every classroom	A 2019 literacy and numeracy action plan will be developed	<ul style="list-style-type: none"> <li>• Develop a 2019 literacy and numeracy action plan</li> <li>• Implement of action plan</li> <li>• Create an AJHS learning statement and a typical lesson structure to give guidance on what a typical lesson at AJHS looks like.</li> <li>• Ensure that there is a range of resources that can cater for different students.</li> </ul>	DPs responsible for English and maths in conjunction with HOLAs English, Maths, Year 7, and Year 8  HOLAs  Deputy Principal  Prin Team HoLAs All staff	Term 2, 2019  Throughout 2019  Once per term  End of year  Termly	<p>The effectiveness of the school wide literacy and new missy strategy Will be evidenced, in particular, by improvements to curriculum progress, with all related targets be met.</p> <p>A student feedback survey released once per term that gives students an opportunity to give feedback to staff. The data gathered to be released to staff to implement strategies as part of the PDP process.</p> <p>A documented policy on ‘Learning@AJHS’ produced by the end of the year and then released to all students, staff and parents. The document will be produced alongside consultation in at least two curriculum committee meetings.</p> <p>Student feedback on resources collected through the student feedback survey each term.</p>

<p>To rigorously use and evaluate assessment data and put in place remediation for those students not making at least 1 years progress, providing that they are not already testing at more than 12 months ahead. This involves data walls, FACES on data, case management meetings, and learning walks and talks.</p>	<p>Set up data walls</p> <p>Put FACES on the data</p> <p>Set up Case Management Meetings</p> <p>Establish Learning Walks and Talks</p> <p>Initiate a Focus teacher Coaching Team</p> <p>Review of e-asTTle and PATs as an assessment tool</p> <p>Ensure regular formative assessment of students progress using LEAP</p>	<ul style="list-style-type: none"> <li>• Develop a PLD plan for this outcome</li> <li>• Establish LEAP online progressions as the default form of tracking students' progress.</li> <li>• Further develop and use Formative Assessment regularly</li> <li>• Continue to use e-asTTle, PAT, and formative assessments to assess students' level of achievement and suitability to progress to their next Literacy level</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of Systems</li> <li>• Heads of Learning Areas (HOLAs)</li> <li>• SENCO &amp; DP</li> </ul>	<p>End of Term 1</p> <p>2 times per year, 12 months</p> <p>12 Months</p> <p>Term 1, end of each term.</p> <p>Mid year and end of year</p>	<ul style="list-style-type: none"> <li>• A documented discussion analysing the use of assessment data</li> <li>• Summative assessment carried out at least two times per year</li> <li>• A document produced for students and parents on how to use and analyse Progressions, e-asTTle, and PAT data</li> <li>• Data being available to all students and parents through LEAP. This should be updated at the beginning, middle and end of the Academic year.</li> <li>• Those students that have been identified as not making 6 months progress at the middle of the year to receive help on strategies to improve on their progress through Case Management Meetings. Additional support in the form of individual tutoring and liaison with parents will form some of the support strategies.</li> </ul>
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## 2. Great student experience

<b>Goals</b>	To improve the engagement of students and support students to use their time productively and to maximum effect.	<b>Targets</b>	<p>Student Opinion data has previously passed targets set. New targets are based around the implementation of AJHS measures. These are:</p> <ul style="list-style-type: none"> <li>• All staff to use feedback from students to identify areas for improvement in their practice. This is done on a formative ongoing basis,</li> <li>• Increased student satisfaction in the role of the Student Leadership Council (SLC), as measured through a student opinion survey.</li> </ul>
		<b>12 month targets</b>	<p>Maintain Parent Satisfaction in these areas: 'Connected to peers', 'Student Motivation' and 'School Connectedness'.</p> <p>For the Student Leaders Council to meet at least three times per term as a group and to move beyond student voice to student action.</p>

KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA:
<p>To enhance the positive relationships between all school community members, especially through improved communication processes.</p>	<p>Implement those new actions identified during the School Strategic Plan development, designed to ensure our achievement of learning targets.</p>	<ul style="list-style-type: none"> <li>• Student Voice policy</li> <li>• Recognition and rewards</li> <li>• Rewards policy</li> <li>• Promotions policy</li> <li>• Expand our attendance policy with a continued focus on our attendance strategy, including a 93% attendance at each year level across the school.</li> <li>• Develop an implementation plan for our Student Voice and Promotions Policies.</li> <li>• Review of Learner-led Conferences and Student Led Conferences</li> </ul>	<p>Principal</p> <p>Assistant Principal (Wellbeing)</p> <p>Prin Team</p>	<p>Student Voice developed in term 1 for term 2 implementation</p> <p>Promotions / Recognition policies by end of term 2</p>	<ul style="list-style-type: none"> <li>• Improved student engagement and wellbeing for all students will be reflected in enhanced relationships between all school community members which in turn will result in significantly reduced absenteeism and improved survey results with all targets having been met.</li> <li>• Student voice is embedded in teacher classroom practice as demonstrated by observation of clear, student-centred learning activities.</li> <li>• Students are represented and have a voice on all school decision making bodies</li> <li>• Learner-led Conferences and Student Led Conferences will be reviewed to ensure that they are assisting to maximise student and parent participation and as a consequence are lifting student outcomes.</li> </ul>

<p>To review 2 way feedback taking place in the school, focusing on quality and the ways that the feedback is used.</p>	<p>Students and staff should be using data to improve their practice within school.</p>	<ul style="list-style-type: none"> <li>• Regular review with school leadership group</li> <li>• Introduce a student feedback survey created by staff and students, released to students for staff to get feedback on their teaching.</li> <li>• Teacher time assigned to individual/group conferencing</li> <li>• E-asTTLe assessment used until suitable alternative discovered, eg., full use of LEAP</li> <li>• High quality feedback PD for staff</li> </ul>	<p>Principal</p> <p>Literacy Consultant</p> <p>Assistant Prin SHO</p> <p>Assistant Principal MDAL</p> <p>LDLs</p>	<p>Monthly</p> <p>12 months</p> <p>12 months</p> <p>Termly</p> <p>Termly</p>	<ul style="list-style-type: none"> <li>• Actions implemented from leadership meeting</li> <li>• Dyslexia Screener added to program in 2019 and all lower ability readers/writers to be screened for Dyslexia. E-asTTLe still being used at least twice per year.</li> <li>• Staff allocated time to give feedback in English, Maths, and Science. This time is to be available to all students and staff are to be available for 100% of this time.</li> <li>• At least 1 PD session per term to be based on giving high quality feedback to students.</li> <li>• Student feedback collected twice per term and staff PD session used to give staff guidance on using this data.</li> </ul>
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Development of the student leadership models within the school, specifically focusing on the leadership academy and the role of the SLC.	Leadership Academy to be guided by the SLC and also expanded to include students from other schools	Link with other schools with similar school vision	Principal	Twice per term	<ul style="list-style-type: none"> <li>• SLC to meet at least twice per term as a group led by the Principal, whilst being mentored by the Principal or Deputy Principals</li> <li>• A document to be produced titled 'Leadership@AJHS' documenting the different leadership possibilities at AJHS. This will be shared with all students, staff and parents.</li> <li>• A survey of all students to assess whether their needs for their leadership development are being met. This should take place at the beginning, middle and end of year.</li> <li>• A student satisfaction survey produced to analyse whether students' needs for their education are being met. This will be reviewed by the SLT at their meetings to aim for an increase in the base level collected from the first survey.</li> </ul>
	Revamp the SLC, with a focus on it being student led	Establishment of Leadership Academy led by the Principal and School Leaders	Principal Student Leaders	Midyear	
		Leadership Academy to work with external providers and students in the school to create a programme.	Director of Systems Prin Team	By Term 3	
			Prin Team	By Term 2	

### 3. Great learning environment

<b>Goals</b>	To improve the wellbeing of students, teachers and staff	<b>Targets</b>	AJHS already has very high levels of engagement within the school. Current targets are to maintain levels above 85% in the agree / strongly agree categories as well as meeting the targets set below.
		<b>12 month targets</b>	To carry out Student Attitude to School Survey in 2019. Aim for student Opinion data to be at: School Connectedness to 4.15, Connectedness to Peers to 4.20, Teacher Empathy to 4.00 Build opportunities for parents to be involved in Whanau Activities Develop leadership opportunities for students through the Leadership Academy and the Student Leadership Council (SLC). Leadership and the SLC will be linked together.

KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA:
Build vibrant and exciting relationships amongst the school community by strengthening the Whanau system. This will also include putting in triage measures to ensure that no student at AJHS “fails”	<p>Remove ‘clubs’ and redefine whanau time for best effect</p> <p>Build opportunities for parents to be involved in Whanau Activities</p> <p>Build on the links with the local community</p>	<p>Change timetable. Allow more variety of whanau activities.</p> <p>Group set up to plan for events and activities to run, including parents.</p> <p>Liaison between Whanau, students and parents to be co-ordinated by the Whanau team</p>	<p>Deputy Principal</p> <p>Deputy Principal WLS</p> <p>Prin Team WLS</p>	<p>Termly after being created through term 2</p> <p>12 Months</p>	<p>An AJHS version of a parent opinion survey created that measures parents feeling to their involvement within the Whanau system. This will give a base level to which to form a plan to increase engagement</p> <p>A documented plan produced with planned initiatives to increase involvement within the Whanau system.</p>

#### 4. Great Learning Partnerships

<b>Goals</b>	To maximise income to be spent on educational projects and forge links with the 'outside' world	<b>Targets</b>	To develop independent income sources that will enable \$100K per year to be spent on special educational projects
		<b>12 month targets</b>	Partnerships formed with business mentors  An increased and documented knowledge of our communities' skills, passions and interests.

KIS	ACTIONS	HOW	WHO	WHEN	SUCCESS CRITERIA:
To continue to raise revenue that will act as additional funding for student programs	Form a Friends of the School committee for fundraising and events	Principal to work with the Business Manager and then working with the rest of the school staff to implement.	Business Manager Principal	End of Term 1	<ul style="list-style-type: none"> <li>Increased fundraising income</li> </ul>
To develop links with external experts, CoL, and supporters	<p>Continue to develop the links formed with experts.</p> <p>Use the wealth of experience and expertise within the school community</p>	<p>Community sharing of passions and interests Student and community tutors</p> <p>Develop a bank of community volunteer mentors through organisations, who can offer support for those students and parents who require support with the monitoring process.</p>	<p>Principal</p> <p>Careers HOLA DP</p>	<p>Mid year</p> <p>Mid year</p> <p>Mid year</p>	<ul style="list-style-type: none"> <li>By the middle of the year a list will be available of passions and interests of parents and those interested in working with the school</li> <li>Have a list of community volunteer mentors who want to work with students</li> <li>Have a list of approved out of school activity providers</li> </ul>

<b>Great Education</b>					
<b>Actions:</b>	<b>6 month progress against success criteria and /or targets</b>		<b>12 month progress against success criteria and /or targets</b>		<b>Budget Spending to date</b>
	 Status  	<b>Evidence</b>	<b>Status</b>	<b>Evidence</b>	
<b>Great student experience</b>					
<b>Actions:</b>	<b>6 month progress against success criteria and /or targets</b>		<b>12 month progress against success criteria and /or targets</b>		<b>Budget Spending to date</b>
	 Status  	<b>Evidence</b>	<b>Status</b>	<b>Evidence</b>	