

Curriculum improvement Plan 2014-2016

Appendix to School Improvement Planning document:

Systemic Priorities (National and State)

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
<i>Creation of a documented College Learning and teaching philosophy statement and learning framework document</i>	Dean of Studies and Dean of Primary in conjunction with Secondary Curriculum Leadership and Primary Curriculum Leadership	<ul style="list-style-type: none"> • Research from leading thinkers in education • Surveys to leadership • Surveys to community on Survey Monkey (How do we see our learners?) • Draft followed by review process 	Term 4, 2014 through to 2015	<ul style="list-style-type: none"> • Survey monkey • College Strategic Plan • Resources to research on the work of John Hattie (Formative and Summative Assessment), Michael Fullan (21st Century Learning), Douglas Fisher and Richard Allen (Explicit teaching), • Andy Hargreaves (21st Century Learning) • Learning Management System 	The College has a documented learning and teaching philosophy statement that is supported by an agreed upon, documented Learning Framework by March 2016
<i>Implementation of Phase 1 of Australian Curriculum (PP-10 WA Curriculum and Assessment Outline) and report using new standards of letter grades A to E</i>	<ul style="list-style-type: none"> • Dean of Studies and Dean of Primary in conjunction with Secondary curriculum team, subject/course teachers, Head of Primary Curriculum, Curriculum Leader and class teachers 	<ul style="list-style-type: none"> • Attend PD and updates • Trial, adopt and write new programs based on ACARA documents • Adopt new support material from SCSA • Select teachers partner with SCSA 	<ul style="list-style-type: none"> • Fully implemented PP-10 in 2014 (status- achieved) 	<ul style="list-style-type: none"> • PP – 10 is currently implemented for Phase 1 • Senior Secondary and Lower Secondary reporting Policies • Adopting material as it is made available on SCSA website 	<ul style="list-style-type: none"> • All programs reflect the requirements of the Western Australian Curriculum and Assessment Outline • All academic reporting and assessment policies reflect the reporting

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
		to write assessment tasks and participate in moderation activities		<ul style="list-style-type: none"> Work samples to be accessed from SCSA for assuring standardised grade assignment New texts 	standards of A – E as required by the authority
<i>Preparation and implementation of Phase 2 and 3 of Australian Curriculum (implement the K-10 WA Curriculum and Assessment Outline as opposed to the Curriculum Framework)</i>	Dean of Studies in conjunction with the Secondary Curriculum Team and teachers of Phase 2 and 3 subjects Dean of Primary and Head of Primary Curriculum	<ul style="list-style-type: none"> Adopt and adapt Phase 2 and 3 subjects as they are made available and as the core material is refined for Western Australia. Trial material and attempt to align where possible with the existing Curriculum Frame Work 	<ul style="list-style-type: none"> Review new subject content as it becomes available through 2014/15 Adopt core concepts, adding additional content as it is provided by the SCSA through 2015/16 for full implementation in 2017 	<ul style="list-style-type: none"> Adopt some existing content from ACARA with consultation Make use of materials from SCSA as it becomes available See also: work samples as they become available for grading purposes And the syllabi as they are made available Textbooks and electronic material available to support Australian Curriculum 	<ul style="list-style-type: none"> Phase 2 and 3 is fully implemented in 2017 (possibly excluding languages) All reporting is against the Australian Curriculum reporting standards
<i>All programs at the College are mapped and audited for scope and sequence as flagged by SCSA and as required by the structure of the Australian Curriculum and Western Australian Curriculum and Assessment Outline</i>	Dean of Studies, Secondary Curriculum Manager in association with Heads of Learning and classroom teachers Head of Primary Curriculum	<ul style="list-style-type: none"> <u>Secondary</u>-All teaching and learning Programs are mapped on Atlas Rubicon by 2015 –<u>Current status</u> Phase 1 is fully mapped and audited for Scope and Sequence in 	<ul style="list-style-type: none"> 2013/2014 – Initial mapping process completed by Secondary Curriculum Manager (Atlas Rubicon) in association with Dean of Studies 2012 / 2013 Primary Teachers complete Curriculum 	<ul style="list-style-type: none"> Australian Curriculum documents from ACARA and SCSA website Atlas Rubicon Software (Secondary) Templates for 'snapshots' of Curriculum content 	<ul style="list-style-type: none"> In 2015/16 all Heads of Learning in the Secondary College are confidently making use of Rubicon software to map and audit their learning Area Programs. They are able to guide their own teams in the

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
<p><i>(College Priority- This process should be done on a central data base e.g. Atlas Rubicon)</i></p>		<p>Secondary on Rubicon</p> <ul style="list-style-type: none"> • <u>Primary</u> – Familiarise with Rubicon. Create program templates to support transition into Rubicon. Commence mapping Mathematics, Cross Curricula and General capabilities prior to using Rubicon • <u>Secondary</u> – Curriculum framework documents are covered in the ‘snapshot’ overview and in progress as they are subsumed by Phase 2 and 3 of Australian Curriculum 	<p>Overview for families</p> <ul style="list-style-type: none"> • 2014 –Teachers complete ‘snapshot’ curriculum content overview documents K to 12 to map all concepts and content taught in the College • 2013/2014 – Secondary Curriculum is audited and reviewed in a twice yearly cycle (Dean of Studies and Heads of Learning) and on a needs to basis (teachers and Heads of Learning) as per the “Curriculum Review Policy” • 2013/2014 Primary Curriculum is audited and reviewed each term as required (Head of Primary Curriculum) 	<ul style="list-style-type: none"> • Curriculum Review Policy 	<p>use of the software to implement change or strengthen aspects of teaching and learning outlines where required.</p> <p>2015 Primary staff commence using Rubicon 2016 Primary staff competently use Rubicon to map and audit learning programs within each cohort.</p>
<p><i>Review of Individual Education Plans and Curriculum Adjustment Plans for Gifted and Talented Students and students with a Learning Disability</i></p>	<p>Secondary – Head of Learning Enhancement in association with the Dean of Studies Primary - Head of Primary Curriculum and</p>	<p>Specific review of how funding is noted on Individual Education Plans – Add notes on how funding will be used to IEPS</p>	<p>By December 2014</p>	<p>Reference to State Government documents on disability funding</p>	<p>Individual Education Plans and Curriculum Adjustment Plans meet the requirements of State Government’s Special Education funding for students with</p>

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
	Learning Enhancement teachers	Primary and Secondary work collaboratively to establish common language			disability in WA Independent Schools.
<i>Implementation of changes to Year 11 and Year 12 courses by 2016</i>	Dean of Studies in association with Heads of Learning and Teaching team	In March 2014 teachers receive the new documents for Phase 1 Courses for Year 11, 2015. Teachers program and prepare during the second half of 2014 for the changes Community stake holders are informed of changes (in particular year 10 students) through staff meetings, HOLA, Information Nights and PD's	Preparation for implementation occurs through 2014 Implementation occurs in 2015	<ul style="list-style-type: none"> Course documents and support material are provided by Schools Curriculum and Standards Authority for Phase 1 subjects and Geography Course documents for rebadged and refined additional existing courses provided by SCSA 	<ul style="list-style-type: none"> All 51 courses (existing and new) are fully implemented for Year 11 in 2015 New Course Handbook available for year 11 students Separate Year 12 handbook available for students graduating in 2015
<i>Preparation for all changes and State initiatives linked to WACE 2016 – OLNAs and VET requirements</i>	Dean of Studies and Dean of Administration in Association with Head of Careers	<ul style="list-style-type: none"> Advise all stakeholders of changes to WACE College Principal, Dean of Administration and Dean of Studies to organise OLNAs Head of Careers and Dean of Studies to assist students to meet the VET requirements for a General Study pathway – <i>Cert 2 in Work Skills offered generically in addition to a wide</i> 	<ul style="list-style-type: none"> OLNA trial in 2013 – Complete Implementation of OLNAs in 2014 Generic Cert 2 Course in Work Skills offered from 2015 embedded in Maths and English to provide access for students in General pathway courses. 	<ul style="list-style-type: none"> OLNA material as provided by SCSA Maths and English teachers trained in Cert 4 for delivery of generic courses- Complete 	<ul style="list-style-type: none"> First OLNAs tests completed Students graduating in 2016 have achieved VET Cert 11 to support achievement of a WACE

Tasks/goals:	Who:	How:	When:	Resources:	Success Criteria:
		<i>range of other Cert 2 Courses on offer through Career Link and internally</i>			
<i>Cross-Curricular Priorities and General Capabilities (the Curriculum is accessed through these lenses) Focus on Asia and Australia's Engagement with Asia, Sustainability and Aboriginal and Torres Strait Islander histories and cultures</i>	Dean of Studies in conjunction with Secondary Curriculum Manager Head of Primary Curriculum	Map Cross-curricular Priorities (CCP) and General Capabilities (GC)	Commence Semester 2, 2014	<ul style="list-style-type: none"> • Learning Management System <ul style="list-style-type: none"> • Atlas Rubicon Software Primary programs	All CCP and GC mapped across K-6
<i>Enhance our existing Care Curriculum to ensure that a key focus is placed on "Protective Behaviours" for all students in the College</i>	<u>Secondary</u> - Dean of Students in association with Dean of Studies, Heads of House, Secondary Curriculum Coordinator, Connect Teachers and Health and Physical Education Staff	<u>Secondary Care curriculum</u> Care curriculum is delivered by Connect teachers during daily Connect Group under the direction of the Heads of House and the Dean of Students.	<u>Secondary Connect Group</u> Delivery of a staged Care curriculum through Connect Group. Stage 1, 2014 – a common theme will be delivered to all year groups with age appropriate adjustments for Year 7, 8&9 and senior students. Stage 2, 2015 – Focussed lesson planning for each year group in response to feedback from Stage 1 and in alignment with the –	Social Media Policy Social Media Policy Survey Monkey Friendly Schools Plus program ACMA resources Safe School Hub resources Mindmatters Beyond Blue Headspace Budd-e Scootle NSW digital citizenship	<u>Secondary Connect Group program</u> Heads of House are fully conversant with the Care curriculum resources and are confident in preparing material for Connect Group teachers. Connect Group teachers' survey results indicate a positive trend to being fully conversant with, and confident to deliver the program. Survey results from students across all year groups indicates a positive trend in responses to key categories.

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<i>Review and Update Primary Care Curriculum</i>	Dean of Primary, Head of Primary Curriculum, Head of Primary Students	Professional Development followed by workshop to review and update care curriculum Presented in Health, Christian Education, Worship assemblies and morning devotions Mapping of General Capabilities – ‘Personal and Social Competence’ and ‘Intercultural Understanding’	<ul style="list-style-type: none"> College Strategic plan and care philosophy National Safe Schools Framework Australian Curriculum – social and emotional learning components. Stage 3, 2016 Refinement of all documents 2014 Start semester 2, 2013 and semester 1 2014 to give a year overview. Based on results to review with staff to have a very clear and intentional link to General Capabilities	Paths program Protective Behaviours program Health curriculum	Quality comments written by Connect Group teachers on student reports (2016) and Year 12 references. Annual review strategy with evidence of adjustments to the program as required. Survey of students All year groups implementing program from K-6. Teachers and Educational Assistance fully trained in programs and are able to outline what our care curriculum is and how it is implemented. Primary Curriculum Handbook
<i>Implementation of National Quality Standards (NQS)</i>	Head of Primary Curriculum K-6, Cluster Leader K-2 Dean of Primary	Training and professional development around NQS and implementation	Commence 2013 First Quality Improvement Plan (QIP) and Audit by College Principal in 2014 Full implementation 2015	AISWA NQS	

School Based Priorities- Based on the key goal under achievement: articulating and creating a learning philosophy and learning framework and informed by the *College Strategic Plan* and the *School National Improvement Tool*

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<i>Differentiation is enhanced by teachers across the College, with specific emphasis on providing for Gifted and Talented students and students requiring support for learning challenges and disabilities</i>	<p>Dean of Studies, Dean of Staff Development and Co-Curricular and Head of Learning Enhancement in association with Heads of Learning and Teachers Head of Primary Curriculum 2014-2015</p> <p>Deans of Primary 2016 Learning Enhancement Educators</p>	<ul style="list-style-type: none"> • Intensive PD workshops both externally through AISWA and other providers • Internal training through Head of Learning Enhancement, Head of Primary Curriculum • Research by teachers and Heads of Learning, Cluster Leader and Curriculum Leader • Targeted PD, peer mentoring as part of the Quality Teacher Program and support through Senior Teachers • Support from Staff Development Team 	Through 2014 and continuing into 2015 to be fully implemented by December 2016	<ul style="list-style-type: none"> • Research documents • Quality Teacher Program and peer mentoring and observation • Targeted Personal Development Programs • Enrichment of curriculum with interactive content on LMS 	<ul style="list-style-type: none"> • All teachers are either developing successful differentiation strategies or are already practicing this as the norm • Visible evidence that students are catered for individually both in teaching programs and in the classroom • All teachers can recognise what differentiation looks like as per AITSL "Lead teacher" standards
<i>Implement Academic Scholarships for year 7 and Year 10 students in the Secondary College</i>	Dean of Studies in Association with the Awards Committee	<ul style="list-style-type: none"> • Scholarships offered to Year 10 students in 2013 – awarded • Scholarships offered to Year 7 and Year 10 students in 2014 - current offer underway 	Scholarships in by 2015 – achieved	<ul style="list-style-type: none"> • College website • Scholarship Application Form • Extra Funding 	<ul style="list-style-type: none"> • Scholarships are available to students for entry into Year 7 and Year 10 - achieved

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<i>Students are correctly placed through counselling and are reviewed for academic progress on a regular basis and at all levels in accordance with the stipulated</i>	As a team: Dean of Studies, Secondary Curriculum Manager, Secondary Curriculum Coordinator and the Head of Careers	<ul style="list-style-type: none"> • Student progress is reviewed on an ongoing basis as per the 'student academic review policy' • At risk students are noted at Secondary Curriculum meetings and Learning Area Meetings – appropriate intervention is then taken • Students also approach the Careers Office and the Curriculum Office for support and intervention on a needs basis 	Ongoing refinement of counselling process and also monitoring of stakeholder requirements in terms of counselling and intervention through 2015/2016 going forward	<ul style="list-style-type: none"> • Counselling Team • Handbooks • Liaison with the various Universities and Polytech 	<ul style="list-style-type: none"> • Reduced movement of students after they enter courses for Senior Secondary due to an inability to access the Curriculum Content in a course • Reduced number of low ATARS as students are accessing university entry through more appropriate alternate pathways
<i>Ensure quality learning and teaching programs designed to meet the needs of the 21st Century learner for all subjects and courses- within this teachers adopt a whole college approach to using formative and summative assessment</i>	Dean of Studies and Secondary Curriculum Manager in association with Dean of Staff and Co-curricular and Heads of Learning Head of Primary Curriculum, Dean of Primary <ul style="list-style-type: none"> • And the Hattie research team 	The Formative and Summative Assessment Team work with champions in each Learning Area in late 2014. The team is currently researching, reading and enacting information from a series of PD's run by John Hattie Learning and teaching Programs are reviewed annually and if necessary by outside consultants – process	Summative and Formative Assessment is gradually adopted by December 2015	<ul style="list-style-type: none"> • Research based on work of John Hattie and Michael Fullan • Targeted PD on Formative and Summative Assessment including PD through John Hattie directly and Hawker Brownlow (including conference) • AISWA support with Kylie Bice (2014) 	In 2016 teachers use Formative and Summative Assessment Practice as a matter of Course (as per Michael Fullan) Learning and teaching incorporates ICT, Collaborative Learning and Formative and Summative Assessment as well as a focus on "value added" Teachers and school leaders see themselves as evaluators of their own work: constantly

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		<p>has already been enacted Support from Staff Development Team Primary Curriculum Leader to work collaboratively with Head of Primary Curriculum to review teaching programs Primary teachers working with School Curriculum Standards Authority to write assessment tasks to be used across Western Australia</p>		<ul style="list-style-type: none"> • Learning Management System • AISWA professional learning seminars for K-10 teaching staff on assessment 2014 	<p>reviewing the impact that they are having on learners</p>
<p><i>Ensure that student performance is tracked over time (with a view to eventually exploring effect sizes of student performance over time)</i></p>	<p>Dean of Studies, Dean of Staff Development and Co-Curricular, Secondary Curriculum Manager, and Head of learning Enhancement, Secondary Curriculum Team and teachers Head of Primary Curriculum, Cluster leaders, Curriculum Leader, Learning Enhancement teachers</p>	<p>Students are tested on a regular basis to check growth in Literacy, Numeracy and Reading through PAT testing (annually), NAPLAN (biannually) and MYAT (entry testing) as well as additional testing when required Student performance is also tracked through Semester results and examinations Teacher access to student academic reports provided (enacted) Additional training to assist with analysis and</p>	<p>Process begins in 2013 and 2014 with specific training in Semester 2 of 2014 and in 2015</p>	<p>Through an analysis and review of student results at the end of each Semester Use of Student Performance Analyser software to track PAT testing (summative analysis) Use of Ping Jia to track student performance in NAPLAN over time and as one of a range of intervention tools PAT, NAPLAN and year 12 performance data reports and presentations to leadership and staff</p>	<p>By December 2015 teachers and heads of Learning actively use a range data to track student performance in conjunction with Semester grades Teachers understand the concept of effect sizes to enhance learning at a macro level (micro may take until 2016)</p>

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		use of data initially through small groups (already under way for Hattie, Fullan and 21 st Century Learning) as a way of disseminating information			
<i>All teachers in the College have access to student data and testing results to inform their learning and teaching</i>	Dean of Studies, Head of Learning Enhancement, Secondary Learning Technologies Manager Head of Primary Curriculum, Learning Enhancement teachers, Technologies Mentor	Teachers given access to SPA (Student Performance Analyser), Ping Jia and Academic reports OARS advanced reporting – Professional Learning for staff to understand and effectively use data to inform teaching and learning	Access in 2013/2014. Access to SPA completed December 2014 OARS advanced reporting commence Term 2 2014 and is ongoing	All associated software	Teacher access is currently provided to academic reports, Ping Jia and PAT testing. Results through SPA to follow by December 2014
<i>Teachers have enhanced communication skills when interacting with stake holders; particularly parents/guardians and students</i>	Dean of Staff and Co-Curricular Dean of Primary, Head of Primary Students, Head of Primary Curriculum	Targeted PD on the importance of families and students as clients?	By December 2015	Policy on communication home (existing) Senior Secondary Assessment Policy Lower Secondary Assessment Policy Primary Teaching, Learning and Assessment Policy Targeted PD	There has been continued improvement in terms of communication home regarding student progress- Highly infrequent complaints on this front
<i>Ensure that the learning environment, both physical (resources) and conceptual, is conducive to encouraging the basic tenets aligned with the concept of learning for the 21st Century</i>	Dean of Studies in conjunction with Dean of Staff and Co-curricular, Dean of Primary, Head of Primary Curriculum and appropriate reference group The newly formed Design	Sustained release of updated classroom furniture and hardware Laptop roll out for all students from Year 10 to Year 12 – at this point all Secondary on laptop program	Ongoing however pulse for progress at end of 2015	Research relating to collaborative teaching based on the work of John Hattie, Douglas Fisher and Michael Fullan Research based on Sustainable	In December 2017 the College learning Spaces will reflect Collaborative Learning and an environment well on its way to supporting 21 st Century Learning

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	futures team in conjunction with Leadership	Launch of Learning Platform in latter half of 2014 Update of Primary computer lab to 6 Computer On Wheel (COW's) laptop labs Creation of 3 Shared Learning spaces within Primary. New Cupboards, desks and chairs New Year 4 classrooms. Purpose built learning environments linking K-6		environments in schools - Design Futures investigation	In December 2015 all students and teachers use Learning Platform as a matter of course
<i>Professional Development is offered to teachers with strategic intent as part of an overall plan in the support of both the systemic initiatives and the school initiatives- They are encouraged to continuously improve their skills in terms of learning styles, explicit teaching and collaborative learning</i>	Dean of Staff and Co-Curricular, Dean of Administration and Dean of Studies in association with Heads of Learning Dean of Primary, Head of Primary Curriculum(2015)	PD is targeted and aligned with Curriculum Improvement Plan and Strategic Plan	Pulsed on an ongoing basis	PD is accessed through AISWA and external providers	Reviewed in 2015 to check alignment with strategic plan
<i>Students and teachers are given training in technologies appropriate for 21st Century Learning skills, including enhanced research and collaborative learning skills with a particular</i>	Secondary Technologies Manager in consultation with Dean of Administration, Secondary Curriculum Manager and Dean of Studies	Core skills required identified by the Secondary Learning Technologies Manager in 2014 including training for the Learning Platform and use of SPA (Student Performance Analyser)	Pulsed in 2015 2014 - 2015	External PD Internal Training and support in the POD environment Research on ways to incorporate IT skills in the classroom	By December 2015 teachers are comfortably using the Learning Platform as a learning Tool, are accessing a range of data, are incorporating use of IT

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<i>focus on the College Learning Platform</i>	Primary Technologies Mentor, Dean of Primary, Head of Primary Curriculum	Primary Technologies Mentor Primary – K-12 liaison liaising with AISWA for analysis of current Technologies programming and creation of Primary overview		Survey to determine staff ability to integrate Learning Technologies in every day teaching LMS Teaching and Learning Philosophy	on a daily basis in the classroom.
<i>Continued improvement of Year 12 results In WACE examinations</i>	Dean of Studies in conjunction with Secondary Curriculum Team and Course Teachers	Year 12 mentor intervention Study skills through the Elevate Program and other study skills resources Correct placing of students in courses Expert teachers	The results should continue to improve and see best practice by December 2016 going forward Stake holder surveys	Pulse end of 2015	Even taking into account the variance in Year 12 cohorts, the results should stabilise into a steady pattern of achievement Courses which are consistently underperforming in the WACE should reflect a steady gain
Improved handwriting and general skills for specialist areas such as the Arts and Technology and Enterprise Handwriting K-6	To be enhanced and considered in Term 3. 2014 by Secondary Curriculum Team Head of Primary Curriculum	Review handwriting text 2013. Review what year groups are teaching what. 2014 new handbook Year 1 to Year 6 Introduction of pencil grips for all students Year 1-6 Change booklist pencils to support pencil grip Kindergarten and Pre Primary review approach in 2013 / 2014 Purchase school site licence for creation of	2013 review 2014 implement 2015 review	Occupational Therapist	

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
		worksheets to support appropriate font School site licence for teaching of handwriting PP-6			
Early Learning Years K-2 Implementation of National Quality Standards (NQS) and Early Years Learning Framework (EYLF)	Deans of Primary, Curriculum Leaders	<p>External Professional Learning K-2 staff for NQS and EYLF</p> <p>Training for Leadership in implementation of NQS, Quality and EYLF Workshops and ongoing professional learning</p> <p>Completion of internal audit as a whole staff</p> <p>Internal assessment Edith Cowan University strategic partnership-research in the implementation and change process</p> <p>Edith Cowan University Professional Learning Community K-2 Mathematics</p> <p>2015 AISWA Early Childhood Scotland Tour attended by Primary Leaders and Early Years Team Leader</p>	<p>NQS Commenced in 2013</p> <p>First self-audit in 2014</p> <p>First Audit by Principal of LJBC Term 3 2014 then annually</p> <p>2015 Audit completed</p>	<p>Early Years Learning Framework</p> <p>National Quality Standards</p> <p>AISWA</p> <p>Research on best practice</p>	<p>Initially successful completion of first audit and writing of Quality Improvement Plan following first internal assessment</p> <p>Ongoing improvement – audit, self-reflection and survey</p> <p>Research Paper</p> <p>Evidence of growth in QIP</p>

Tasks/goals	Who	How	When	Resources / policies	Success Criteria
		<p>QIP to be finalised in format during 2016</p> <p>2016 Appointment of Dean of Early Years to provide leadership and clear focus to the Early Learning Years, keep abreast of the latest developments and standards changes, including EYLF, NQS and Kindergarten Guidelines and encourage ongoing professional learning opportunities for Early Years staff and finalise the LJBC QIP.</p> <p>2016 Appointment of K/PP Team Leader to further support the Early Learning Years in providing support and managing procedures in Kindergarten and Pre Primary and working with Dean of Early Years to finalise LJBC QIP in 2016.</p>	<p>2016 Dean of Early Years appointed</p> <p>2016 K/PP Team Leader appointed</p> <p>QIP finalised 2016 by Dean of Primary (Early Years)</p>		<p>Audit tool is used successfully to recognise areas of success and areas of concern</p> <p>School survey identifies positive improvements to Early Years program</p>

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School Educational Philosophy created K-12	Principal, Deans of Primary, Dean of Studies, Curriculum Team	Workshop with CIRCLE with curriculum team Identify main components Meeting with Principal, Deans to establish criteria and objectives of the educational philosophy Creation of College document revealed to College Leadership Document pulsed with College teaching Staff Document presented to students	2016	Curriculum plan Research on best practice Fisher and Frey Other practitioners	Implementation provides goals for measurement end of 2016 and 2017