2016 Annual Implementation Plan: for Improving Student Outcomes

0283
Grovedale Primary School
2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed………Kathy Wesolowski……………………………. Name Mrs. Kathy Wesolowski Date……………………………………
Endorsement by School Council	Signed………Russell Read……………………………. Name Mr. Russell Read Date……………………………………
Endorsement by Senior Advisor	Signed…………… ………………………. Name……Alan Davis……………………………. Date………07/03/16……………………………

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

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

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

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

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

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

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

Summary page: the school's priorities and initiatives

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

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

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

Priority One: Excellence in Teaching and Learning.

Building practice excellence.

Data indicates a lower than expected level of achievement in both English and Maths. Year 3 NAPLAN 2015 indicates that we are below state average in all areas and data analysis indicates that this has been the trend over the last 3 years. Year 5 NAPLAN 2015 indicates that all areas except Numeracy are below the state average. Of particular concern are the large number of students at or below the national minimum standard in all areas.

AEDC data reveals many students at risk of developmental problems with parents identifying language skills as a major issue. Our school sits in the highest risk category compared with other state government schools for language, motor and preschool skills in children entering school. Many of our students begin school with very poor oral language skills which inhibits their development of early Literacy and the recent retirement of our Oral Language Educator has left a gap in our program. Pre-prep screening data indicates that one third of the current prep cohort have been identified require language intervention.   To support students identified as not making the expected growth in Reading and Writing a targeted Literacy Intervention Program at Year One level was introduced in 2015 with great results seen and will continue in 2016.

Over recent years we have focussed on an agreed research based pedagogy for Writing, Reading and Numeracy (including Hattie's Big Four) but this is not being consistently implemented throughout the school. Classroom visits indicate inconsistencies in teaching instruction capabilities and strategies used.

Priority Two: Professional Leadership.

Building Leadership Teams.

Our staffing profile has undergone changes in recent years however several staff are willing to take on the opportunity to lead a team or curriculum area but this can be challenging when expected to teach full time. Introducing the PLC model will develop a shared accountability for the data of all students and shared responsibility for moving their learning forward. A changeover of staff and varied levels of experience has also led to inconsistencies in teaching strategies in the core areas of Literacy and Numeracy. Leadership roles have been allocated within each team and at the specialist level and these teachers together with PCO's will undertake the Balanced Leadership PD in 2016.

The introduction of Professional Learning Communities in 2016 and the provision of additional time within the school day for teams to meet will provide further opportunities for leadership. All teachers will be responsible for detailed interrogation of individual student data which will be shared with their team and strategies shared for moving the children's learning forward. Weekly data meetings will ensure that every child is the focus for discussion.

Key Improvement Strategies (KIS)	
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Initiative:	**KIS**
Excellence in teaching and learning- building practice excellence	• PD for all teaching staff in Classroom instruction That Works • Networking for staff with 3 other school to discuss, share and reflect upon their effective practice • Build consistent instructional practice across the school. • Employ a Network Speech Pathologist one day per week. • Implement a targeted Literacy Intervention Program in Year One.
Professional leadership- building leadership teams.	• Provide McRel Balanced Leadership PD for members of the Leadership team. • Strengthen succession planning and develop the capabilities of our leadership team to make evidence based decisions. • Introduce the PLC model to build leadership and accountability across the school. • Provide one hour additional time release for teams to meet and share student data.

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ACHIEVEMENT				
Goals	Improve student outcomes in Literacy and Numeracy	**Targets**	By 2018 teacher assessment against AusVELS and summative assessment tools will indicate all students deemed capable growing at or better than the expected rate of growth, including: 1. NAPLAN reading, writing and number Yr 3 all students to be at or above band 3. Increase perc4entage in Bands 5 & 6 to 25% 2. NAPLAN reading, writing and number Yr 5 all students to be at or above band 5. Increase percentage in Bands 7 & 8 to 25% 3. AusVels Reading, Writing and Number – all students deemed capable to achieve 12 months growth in each year of learning. 4. Increase the number of students achieving A or B as evidenced through teacher judgement data.	
		12 month targets	1. Data shows that in NAPLAN: 2. Yr 3 Reading 2015 at or above Band 3 = 92% **86.5%** 2016 = 95% Bands 5 &6: 2015 = 42% 2016 = 45% **51.3%** 3. Yr 3 Writing 2015 at or above Band 3 = 96% 2016 = 98%. **97.3%** Bands 5 & 6: 2015 = 42% 2016 = 45% **56.7%** 4. Yr 3 Number 2015 at or above Band 3 = 77% 2016 = 82% **80.5%** Bands 5 & 6: 2015 = 35% 2016 = 38% **27.8%** 5. Data shows that in NAPLAN: 6. Yr 5 Reading 2015 at or above Band 5 = 92.8% 2016 = 95% **90.7%** Bands 7 &8: 2015 = 32.1% 2016 = 35% **37.2%** 7. Yr 5 Writing 2015 at or above Band 5 = 82.7% 2016 = 85%. **93%** Bands 7 & 8: 2015 = 17.2% 2016 = 20% **18.6%** Yr 5 Number 2015 at or above Band 5 = 100% 2016 = 100% **97.6%** Bands 7 & 8: 2015 = 35.7% 2016 = 38% **16.7%** 8. Teacher judgement data shows at least one years growth for one years learning across years F-6 in Reading, Writing and Number for student deemed capable	

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build morale by communicating the school's achievements.	• Develop a short narrative outlining the schools' achievements and communicate it often to students, staff and parents.	• In newsletters, assemblies, daily conversations, staff meetings, learning expos, school council meetings, in class, • Parent forums and transition sessions.	• All staff	• Ongoing	Improved Parent Opinion Survey data on School Improvement variable (2015- 5.40 to reach State average (2015 = 5.64) **5.47** Improve Staff Opinion Survey data on the variable Parent and Community Involvement from 75. 44 (2015) to 78 (2016) **78.9%**
Develop leadership capacity through a distributed leadership structure	• Undertake the McRel Balanced Leadership PD for the Leadership Team • Ensure Roles and Responsibilities support leadership development.	• PD budget/Equity funding. • In partnership with Mandama, Rosyln and South Geelong Primary School the Balanced Leadership program is offered in Geelong. 6 places have been allocated in 2016	• Principal class & leadership team.	• 15 & 16 March, 20 &21 March , 18 & 19 April	Completion of 6 days of Professional Learning by the Leadership team. Participants to understand a research based framework for connecting vision with action. Focus on "the right work"- a guaranteed and viable curriculum, quality instruction, systemised assessment and focussed leadership in school improvement. Improve Staff Opinion Survey variables in School Leadership: Instructional Leadership (2015= 60.4%) and Intellectual Stimulation (2015= 57.4%) **ND**
Improve the consistency of teacher assessment judgements and the confidence to grade students accurately.	• All teaching staff to undertake "Classroom Instruction That Works" PD • To decrease the amount of variability across classrooms and to build effective classroom strategies.	• Networking with neighbouring schools (Mandama, Roslyn and Sth Geelong) on 3 curriculum days as well as a combined meeting between these days to discuss effective practice. • Administer HRS surveys in Safe & Collaborative Culture and Effective Teaching in Every Classroom.	• All teaching staff.	• 28 January, 22 April & 11 July.	Completion of 3 days of professional learning. Participation in networking opportunities with 3 other schools to share strategies and practice. Implementation of a school wide effective and consistent instructional framework that is research based. Improve Staff Opinion Survey in the variables of Collective Responsibility (2015= 82.5%) **92.7%** and Teacher Collaboration (2015= 64.7%). **65.9%** Show improved data in Pre and Post HRS survey results. Improve ATSS data in the variables of Teacher Effectiveness (2015= 4.18 2016 = 4.23) **4.3** and Stimulating Learning (2015= 3.87 2016= 3.92) **4.09**
Build on the current effective school practices by developing a professional learning community.	• Introduce the PLC model to build leadership and accountability across the school and monitor all student achievement. •	• Providing all classroom teachers one hour additional time release together for collegiate discussion around student data. • Each team to collect evidence and data around selected students and plan/share strategies to move learning forward • Documenting, researching and analysing data in a collegiate environment.	• All teaching staff	• Throughout 2016	Agreed protocols and expectations around the allocated hour per week that teams meet to discuss individual student data. All staff to undertake PD around the PLC model at PLT meetings in Term 1. Improve Staff Opinion Survey in the variable of Collective focus on Student Learning 2015= 75% 2016= 80% **89.1%** Collective efficacy 2015= 67.3% 2016= 72%. **70.6%**

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT				
Goals	Improve student engagement in their learning	**Targets**	By 2018, the Student Opinion Survey will highlight an improvement in the mean scores responses related to teaching and learning.	
		12 month targets	To see improvement in the Attitude to School survey data in the variables of: Stimulating Learning (2015- 3.87. 2016- 3.93) 4.09, Student Motivation (2015-4.36. 2016= 4.41.) 4.46, Teacher Effectiveness (2015- 4.18. 2016 = 4.23) 4.3, Teacher Empathy (2015- 4.30. 2016 = 4.35) 4.24 and Learning Confidence (2015- 3.92. 2016 = 4.03) 3.97.	

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strengthen student voice by shifting the focus of student leadership from wellbeing and extracurricular activities to a focus on learning. Students to become leaders in their learning.	▪ Embed the use of conferencing and goal setting to increase student voice in their learning. ▪ All students to set personal learning goals ▪ Student led conferences to be held twice a year ▪ Student leaders to facilitate assemblies weekly. ▪ Representatives from each class to participate in Junior school council/ ▪ Students to contribute to the weekly newsletter. ▪ Continued staff professional learning and reinforcement of School Wide Positive Behaviour Program ▪ Further embed ICT as a means to undertake authentic actions for inquiry.	• Student led conferences in March and June to set Learning Goals and Success Criteria in Literacy, Numeracy and personal with parents.	• All staff	• Throughout the year.	• All students have current Literacy and Numeracy goals that are regularly reflected upon and shared with parents and discussed with students. • All community members understand and reference our beliefs about School Wide Positive Behaviours. • Allocation of resources in budget to enable purchase of ICT equipment

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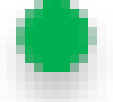| WELLBEING			
Goals	Enrich the learning environment to improve outcomes for all students.	**Targets**	By 2018, the Student Opinion Survey will highlight an improvement in the mean score responses related to student relationships and wellbeing.
		12 month targets	**To see improvement in the Attitudes To School Survey variables of: Classroom Behaviour (2015- 2.99. 2016= 3.04), 3.01 Connectedness to Peers (2015- 3.92. 2016 = 3.97) 4.19, Student Safety (2015- 4.05. 2016 = 4.10) 3.90, Student Distress (2015- 5.84. 2016 = 5.89)5.55 and Student Morale (2015- 5.51. 2016 = 5.56) 5.55.**

| KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Use the agreed values and beliefs of the school; Respect, Responsibility and Safety, to underpin a preventative approach to behaviour that develops the citizenship of students.	• Focus in Term one inquiry across the school of "Civics & Citizenship" and school wide agreed values and beliefs.	• As part of the classroom program	• All teachers	• Term One and ongoing	▪ Implementation of *School Wide Positive Behaviours*. ▪ Ongoing professional learning is continued in SWPB ▪ Communicate the improvement in behaviour management and student safety to parents and the community ▪ Acknowledging and supporting success of SWPB - this to be communicated widely through newsletters, assemblies etc. ▪ To see improvement in the ATSS variables of: Classroom Behaviour (2015- 2.99. 2016= **3.01**), Connectedness to Peers (2015- 3.92. 2016 = **4.19**), Student Safety (2015- 4.05. 2016 = **3.9**), Student Distress (2015- 5.84. 2016 = **5.55**) and Student Morale (2015- 5.51. 2016 = **5.55**). ▪ Reach the State average in the Parent Opinion Survey in all school climate areas. (See SSP) ▪ In the Parent Opinion Survey reach/exceed the state average in all student behaviour areas of Student safety (2015 = 5.57 State = 5.50) **5.51** and classroom behaviour (2015 = 3.84. State = 4.27) **4.33**
Implementation of *School Wide Positive Behaviours*.	• Revisit the SWPB matrix with explicit teaching of agreed values and behaviours. • Introduction of the framework for all new and Prep students.	1. Continued focus on professional learning for staff	• All staff	• Beginning of each term	• Update of the SWPB matrix displayed in all classrooms and around the school.
Communicate the improvement in behaviour management and student safety to parents and the community.	• Specific awards presented each week for students that display the values of the school.	• Assemblies, Newsletters and class newsletters.	• All staff	• Throughout the year.	• Regular celebration of student attitudes and beliefs related to School wide Positive Behaviours.

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PRODUCTIVITY						
Goals	Effectively use and maximise the financial, physical and human resources available	**Targets**	By 2018 all students will receive the appropriate allocation of resources as evidenced by School Financial Data report. By 2018, the Staff Survey will reach the state average in Teacher collaboration, Collective Focus on Student Learning and Collective Efficacy. By 2018, the Parent Opinion Survey will reach the state average in School Improvement and Classroom Behaviour.			
		12 month targets	**Improvements in each identified variables of Teacher collaboration (2015 -72.00), Collective focus on Student Learning (2015 -80.36) and Collective Efficacy (2015 -75.36) in the Staff Survey.** **Improvements in the variables of School Improvement (2015- 16.4) and Classroom Behaviour (2015 -17.5) in the Parent Opinion Survey.**			

KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Reduce the need for a full time coach by utilising the leadership capacity of teachers to lead collaborative teams that take responsibility for continued improvement in teaching practice.	• Undertake McRel Balanced Leadership PD for the Leadership Team	• PD budget/Equity funding	• Kathy Wesolowski	• 15 & 16 March, 21 &22 March , 18 & 19 April	• Completion of 6 days of Professional Learning by the Leadership team.
Literacy intervention program to cater for the small number of students entering school who are considered at risk in oral language and literacy.	• Continue with the Literacy Intervention Program for identified students in Year One • Employment of a Network Speech Pathologist one day per week. • Additional professional learning for ES staff in Oral Language strategies by network Speech Pathologists.	• SRP • Equity funding of $14,000 • PD budget	• Tracy Doherty (AP) • Network speech Pathologists. • ES staff	• 4 days per week • Weekly • Curriculum days	• Monitor and track student literacy data at Year 1 level. • Improvement in targeted students' oral language skills as measured by classroom teachers and Network Speech pathologist. • Improvement in professional knowledge of ES staff and classroom teachers as measured by reflection and survey results

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+onitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		**Budget Spending to date**
	Status	Evidence	Status	Evidence	
Undertake the McRel Balanced Leadership PD for the Leadership Team	🟢	Entire leadership team have completed the Balanced Leadership PD on 15-16 March, 21-22 March and 18-19 April. Critical conversation PD also organised and completed by Leadership team on the 28th of July. Principal currently completing "Instructional Leadership" PD run by AEU Professional Learning Centre.	🟢	Principals in our Community of Practice ran a Leadership PD for all those teachers that completed the McRel Balanced Leadership program on the 5th September. We have planned another program for 2017 for more staff members to access.	$15,382 $670
All teaching staff to undertake "Classroom Instruction That Works" PD	🟢	All staff completed all 3 days of Classroom Instruction that Works.- 28th January, 22nd April and 11th July. Mid-term joint staff meetings – Mandama PS hosting 1st March, South Geelong hosting 24th May, Roslyn PS hosting 8th August, Grovedale PS hosting 1st Nov. On-going reference to nine effective strategies in leadership, staff team meetings and PLTs.	🟢	This work has continued all year and been a focus for all teachers and teams. Teachers have contributed pictures of their work via the SeeSaw App. The joint staff meetings have been very successful and staff feedback has been very positive. All my teachers took samples of work with them to these meetings. We will run joint staff meetings once per term in 2017	$8480
Introduce the PLC model to build leadership and accountability across the school and monitor all student achievement	🟡	Timetable organised so that all year level teams are released at the same time and either AP or Prin. attends each PLC meeting each week. Collegiate discussions occur around student data where problems or practice are identified.	🟢	PLC meetings have continued each week throughout the year with either the AP or Principal attending. Effective strategies were shared and data focussed on. Problems of practice were identified and focussed on over a four week period. The benefits of this program encouraged all principals in the COP to put in an application for the PLC intake 1 2017/18. We were successful.	$35,000

ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		**Budget Spending to date**
	Status	Evidence	Status	Evidence	
Embed the use of conferencing and goal setting to increase student voice in their learning. All students to set personal learning goals. Student led	🟡	Student led conferences held in March and June to set learning goals and success criteria in literacy, numeracy and personal with parents. Learning goals and success criteria reviewed each term. At the June conference teachers in P-2 area distributed to parents a 'Two Stars and Wish' comment sheet for reflecting on their child's progress and future learning. These were collected and pasted into their Portfolio books.	🟢	The two planned student led conferences took place on the 7th March and the 20th June. We received excellent feedback from both parents and staff. Students were very articulate with their goal setting and being aware of what is needed to achieve them.	

Actions:	Status	Evidence (6 month)	Status	Evidence (12 month)	Budget Spending to date
conferences to be held twice a year.					
Student leaders to facilitate assemblies weekly.

Reps. From each class in JSC.

Students to contribute to weekly newsletter/ assembly. | 🟡 | Student leaders facilitate weekly assemblies and special events.

JSC meet on a regular basis to determine fundraisers each term and to discuss any issues they may have.

Contribution to newsletters is currently ad hoc and needs to be more regular.

Photographs have been regularly inserted in the newsletter, but not examples of student work.

Each week classes contribute to school assembly and share their learning or preform. | 🟢 | Our student leaders do a fabulous job of leading our weekly whole school assemblies. They organise all the equipment they need and set up the MPR.

The JSC have run a number of events throughout the year raising funds for local charities. They ran a Crazy Hat Day for Legacy, Wear our Favourite Colours for GAWS, a Casual Dress Day for Geelong Hospital Good Friday Appeal and a Crazy Hair Day and a teacher shaving his hair at assembly for the Cancer Council.

JSC have contributed advertising their events and also reporting them in the weekly newsletters. Photos have also been included.

Each week the children across the school have put on an item each week to share their learning with the school community. | |
| Further imbed ICT as a means to undertake authentic actions for Inquiry. | 🟡 | New bank of mini i pads purchased and being used successfully throughout the school.

Teacher planners are being up loaded onto Google Docs since term 3.

Teachers are investigating how to record their use of CITW strategies in their weekly planners. | 🟢 | The ipads get used every day across the school for various purposes of learning.

All teachers upload their planners onto Google Docs that both the AP and Principal can access when needed. All classroom teachers have attempted and continue to include the CITW strategies within their planners. | $12050 |
| | | | | | |

WELLBEING

Actions:		6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	Budget Spending to date
	Status	Evidence	Status	Evidence	
Focus in Term One across the school of topic 'Civics and Citizenship' and school wide agreed values and beliefs.	🟢	Andrea Hillbrick to facilitate planning with one member of each team to plan Inquiry topic each term.

Authentic action at end of term one was the compilation of a Harmony Tree to be displayed in the library. | 🟢 | Andrea Hillbrick has continued to come each term to plan with the teachers the next terms inquiry unit. The teacher that works one on one with Andrea then take what has been done to their team to then complete the planning in preparation for the following term. | $1674 |
| Revisit the SWPB matrix with explicit teaching of the agreed values and behaviours.

Introduction of the framework for all new and Prep students. | 🟢 | Implementation of School Wide Positive Behaviours program throughout the year in each grade.

Prep-2 teachers implemented a SWPB survey in term 2 to identify areas of improvement against our values. | 🟢 | The School Wide Positive Behaviour matrix is reviewed each year in partnership with students and staff. This ensures that everyone is on the same page and speaking the same language. After the ATSS was completed and it became obvious that Safety was an issue with our students we had a whole school focus in Term 4 on our value of "Safety." | |
| Specific awards presented each week for students who display the | 🔴 | These have not been yet as new certificates need to be printed. | 🔴 | When we have depleted our supply of Student Certificate in 2017 we will get new ones printed around our values of :Respect, Responsibility and Safety. Many teachers have given achievement awards around these values as well as class achievement as well. These are presented at our assemblies. | |

values of the school.					

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Continue with the Literacy Intervention Program for identified students in year one. Employment of Network Speech Pathologist one day per week. PD for ES staff in oral language strategies.	🟢	Literacy Intervention happens four days a week run by AP. Regular reports given to classroom teacher as to student progress with eight students having accessed the program so far this year. Speech pathologist employed each Thursday to administer speech and language assessments, work with individual students as well as group work. Regular feedback given to teachers and parents and follow-up activities to be completed at home. Professional development provided on each curriculum day for ES staff. Topics covered include – oral language, cued articulation, Autism, and challenging behaviours. One session was also held for office staff and business managers with Brain Wheeler on staffing.	🟢	The Literacy Intervention Program that the AP has been doing throughout the year has been very successful with 10 children having been targeted with an average reading growth of 7 levels across the cohort. The Speech Pathologist program has also been very successful. She has administered numerous Speech and Language Assessments and run a small group Oral Language program. She has also worked one on one with individual children with speech needs. Professional Development for our ES staff was run on the three curriculum days. This was successful with all staff finding the sessions valuable. We aim to continue this into 2017.	$10,000