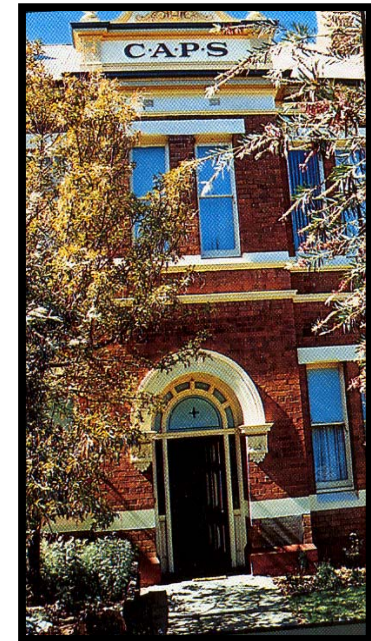


# CAPS Coolgardie School and Community Partnership Agreement



## **CAPS**

The Christian Aboriginal Parent -directed School was formed in 1981 by concerned Aboriginal parents who felt that the government schools were failing Aboriginal students. This initial group were Aboriginal people who had grown up at Mt Margaret, or had some links with Mt Margaret. They felt that the standard of education that they had achieved was far better than what their own children and grandchildren were achieving, and they desired education sympathetic to the needs of Aboriginal students, Christian, and modelled on the Mt Margaret school. This group of Aboriginal people involved local non Aboriginal supporters and formed the founding Board who met during 1980. The school commenced in the St Anthony's Convent building in Coolgardie in February 1981 and catered for years one to ten.

From its inception the school offered boarding accommodation for secondary students who travelled from the NT, Queensland, and all parts of Western Australia to attend the school. In 1980 /81 the new Non Government school movement was just beginning to gather momentum and the move to establish the school was a brave move into relatively uncharted waters. It was a steep learning curve for the new Board who sometimes had to learn from mistakes. Later, pre-school and

year 11&12 courses were also offered and a second school was started at Kurrawang Community, between Kalgoorlie and Coolgardie. This school offered pre-primary to year seven.

Over time the school gained recognition as playing an important role in Aboriginal Education in Western Australia. The CAPS Board took on the additional responsibility of the Wongutha program in 1990 and the whole property in 1993.

## Student Attendance

### Hostel students

<b>Objectives</b>	To Increase Student attendance rate.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
<b>Community</b>	All Coolgardie boarders on the first available flight back at the start of term, and those students do not return home early.	<ul style="list-style-type: none"> <li>All students returning on time at start of each term</li> </ul>	<ul style="list-style-type: none"> <li>Return rate data</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>Ensure that the school / hostel programs are interesting and engaging so that students will want to come back to school,</li> <li>Students who return on the first available flight are rewarded and recognised for good attendance,</li> <li>Continue the existing arrangement that students who leave mid term (without an acceptable reason such as a funeral etc) are not accepted back into the school program for at least a year.</li> </ul>	<ul style="list-style-type: none"> <li>2009 - 94%</li> <li>Reward process maintained and ongoing</li> <li>Recording and monitoring process maintained and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>School attendance records.</li> </ul>

## School Attendance

### Local students

<b>Objectives</b>	To Increase Student attendance rate.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>Parents to make sure students come to school.</li> </ul>	<ul style="list-style-type: none"> <li>80%-90% attendance</li> <li>Pre-schoolers 80%-90% of program time</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Records</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>Provide educational programs that engage and interest students so they will choose to come to school.</li> <li>Provide an interesting and stimulating environment so students will enjoy coming to school.</li> <li>Choose appropriate staff and provide effective induction and professional development to enable staff to develop a sympathetic and caring environment.</li> </ul>	<ul style="list-style-type: none"> <li>2009 - 2 % increase over the 2008 attendance rate.</li> <li>Staff selection process, developed with Board, by the end of term 2, 2009.</li> <li>Staff Induction process developed and in place by the end off term 3, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance records.</li> <li>Selection Process.</li> <li>Induction Process.</li> </ul>

## Hostel

<b>Objectives</b>	Provides a safe, respectful home-like environment where students are comfortable.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
<b>Community</b> Community Input           Community responsibility	<b>What the School Can Do</b> <ul style="list-style-type: none"> <li>• Make the hostel a home for kids because many have never been away before,</li> <li>• Make the Hostel a safe place,</li> <li>• Make the hostel warm and comfortable,</li> <li>• Have lots of activities including lots of sport,</li> <li>• Contact parents if there is a problem or emergency</li> </ul> <b>How Parents Can Help</b> <ul style="list-style-type: none"> <li>• Supporting the hostel in their rules</li> <li>• Talk through issues when students are upset</li> </ul>   <ul style="list-style-type: none"> <li>• Regularly communicate with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parents know about hostel rules and agree to them on student enrolment</li> </ul>   <ul style="list-style-type: none"> <li>• Weekly parent contact by phone</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment protocols and procedures</li> </ul>   <ul style="list-style-type: none"> <li>• Free weekly phone access available</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Students follow predictable routines &amp; expectations to ensure a supportive atmosphere.</li> </ul>   <ul style="list-style-type: none"> <li>• Quality nutrition through the meal program.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' routines &amp; expectations displayed and discussed with students monthly.</li> <li>• Student wellbeing survey</li> </ul>   <ul style="list-style-type: none"> <li>• All meals prepared on the basis of sound nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Routines/expectations displayed</li> <li>• Discussions take place</li> <li>• Student well-being survey</li> </ul>   <ul style="list-style-type: none"> <li>• Menus</li> </ul>

	<ul style="list-style-type: none"> <li>• Students make a photo album to take back to their communities.</li> <li>• Hostel parents visit targeted communities.</li> <li>• Organise activities that value community experiences (i.e. damper making, etc).</li> <li>• Sensitive management &amp; access to “pocket money”.</li> <li>• Uniform behaviour management strategy across school &amp; hostel.</li> <li>• Regular combined informal &amp; formal staff meetings between teaching &amp; hostel staff.</li> <li>• Facilitate visits to the nurse as required.</li> <li>• Parents/care givers contacted as soon as possible in the event of an emergency of a problem happening</li> <li>• Ensure hostel is warm and comfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Each term</li> <li>• Once every year</li> <li>• Activity program developed at the beginning of each term</li> <li>• Policy (Go for Gold) in place and discussed with students</li> <li>• Policy maintained, reviewed by all staff annually &amp; new staff trained re process</li> <li>• Informal – Daily</li> <li>• Formal - Once a term</li> <li>• Nurse access process maintained</li> <li>• 100% contact rate</li> <li>• Student Management Committee meets</li> </ul>	<ul style="list-style-type: none"> <li>• Photo albums</li> <li>• Number of visits</li> <li>• Activity program</li> <li>• Policy</li> <li>• Review meetings &amp; induction checklist</li> <li>• TRMs minutes</li> <li>• Records</li> <li>• Incidents records</li> <li>• Meeting minutes</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ensure hostel is a safe place</li> </ul>	<ul style="list-style-type: none"> <li>• once a month to discuss and plan hostel facilities</li> <li>• Health and safety checks maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety records</li> </ul>
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### School Programs Learning Areas & Timetables

<b>Objectives</b>	Provision of an educational program that conforms to State regulations, and is appropriate and effective for the student group.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>• Support school initiatives regarding programs, learning areas and timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Information meeting at the beginning of each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of meetings.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• Careful curriculum planning and development by school staff in consultation with AISWA consultants and community members.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Planning process developed, in consultation with AISWA, by the end of term 1, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from AISWA consultants.</li> </ul>

## Student Wellbeing & Physical Health

Objectives	All students are strong in body, mind and spirit.		
Partners Responsible	Strategies	Targets	Indicators and / or Assessment Tools
<b>Community</b> Community input	<ul style="list-style-type: none"> <li>• School to lead and support community / cross agency dialogue</li>   <li>• School to engage with positive health/alcohol/drug life skills program;</li>   <li>• Support positive parenting program;               <ul style="list-style-type: none"> <li>○ Positive parenting manual;</li> <li>○ <b>Linked with health and DCP;</b></li> </ul> </li>   <li>• Involving parents in a systematic way in student health programs;</li>   <li>• Regular physical education and fitness;</li>   <li>• Development healthy mind care plans as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Convene meetings of interested Coolgardie parties and agencies by Term 1, 2009</li>   <li>Develop program and implement by Term 2, 2009</li>   <li>Develop program with health and DCP and implement by Term 2, 2009</li>   <li>Develop program and implement by Term 1, 2009</li>   <li>Continue implementation</li>   <li>Develop and implement by Term 2 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Record of meeting</li>   <li>Program and timetable</li>   <li>Program and timetable</li>   <li>Program and timetable</li>   <li>Programs and timetable</li>   <li>Programs and timetable</li> </ul>

<p><b>School</b> Hostel students</p>	<ul style="list-style-type: none"> <li>• I.T. social/family networking options(s) built into new hostel (e.g. Myspace, Skype, Facebook, etc);</li> <li>• Pastoral care and mentorship program;</li> <li>• Christian ethos;</li> <li>• Health screening remediation follow-up, including nutrition;</li> <li>• Local organised sport and out of hours fitness program;</li> </ul>	<ul style="list-style-type: none"> <li>• Reflected in new hostel plans</li> <li>• Consistency with processes and procedures between hostel &amp; school.</li> <li>• Induction of all staff/students in processes &amp; procedures.</li> <li>• Health screening maintained</li> <li>• Program negotiated each term</li> </ul>	<ul style="list-style-type: none"> <li>• Hostel plans</li> <li>• Student entrance level checklists;</li> <li>• Combined hostel school staff meetings</li> <li>• Induction checklist;</li> <li>• Weekly well-being checklist</li> <li>• Health screening;</li> <li>• Sports program</li> </ul>
<p>Local students</p>	<ul style="list-style-type: none"> <li>• Provision of health services such as medical (general) auditory, sight as required.</li> <li>• Program of healthy activities, and education to promote healthy living (including Breathe, Blow and Cough).</li> <li>• Provision of healthy and balanced meals in the canteen.</li> <li>• Program for spiritual growth of students</li> </ul>	<ul style="list-style-type: none"> <li>• Health checks at least twice each year.</li> <li>• Healthy Living program maintained and developed.</li> <li>• All meals/food to be of nutritional value.</li> <li>• Spiritual developmental program in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of health checks.</li> <li>• Program</li> <li>• Menu</li> <li>• Program</li> </ul>

## Student Behaviour

<b>Objectives</b>	There is mutual respect between all members of the school community, visitors, environment & country.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
<b>Community</b> Community input	<ul style="list-style-type: none"> <li>The school develops a positive school behaviour management process writing in consultation with the parents (included at enrolment interview stage);</li> <li>Develop a grievance procedure process and panel.</li> <li>Processes supported positively by parents</li> </ul>	<p>Developed by Term 1, 2009</p> <p>Developed by Term 1, 2009</p> <p>Ongoing</p>	<p>Positive school behaviour management process</p> <p>Grievance procedures</p> <p>Number of parents &amp; community members involved in consultation</p>
<b>School Staff</b>	<ul style="list-style-type: none"> <li>School / hostel maintain a positive code of behaviour</li> <li>Students are rewarded for positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Code of behaviour is an agenda item at each Term Review Meeting</li> <li>All new staff are inducted in the operation of the code of behaviour</li> <li>Positive behaviour recording / rewards process maintained</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of TRMs</li> <li>Induction checklist</li> <li>Record of rewards process</li> </ul>

## Early Childhood (0-8)

<b>Objectives</b>	Get them young and keep it fun with real active learning to prepare children for formal school.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
<b>Community</b> Community input	<ul style="list-style-type: none"> <li>• Early childhood teachers must be trained to work with this important age group;</li> <li>• Pre-school children involved in “protective behaviours” learning;</li> <li>• Develop a package to help parents support pre-schooling skills;</li> <li>• Transition plan between pre-school and formal school.</li> </ul>	<p>All staff have WACOT registration</p> <p>Develop and implement ‘protective behaviours program’ by Term 2, 2009</p> <p>Develop parenting package by Term 2, 2009</p> <p>Develop pre-school to formal school transition program by Term 1 2009.</p>	<p>WACOT registration audit</p> <p>Protective behaviours program</p> <p>Parent package</p> <p>Pre-school to formal school transition program</p>
<b>School</b>	<ul style="list-style-type: none"> <li>• Systematic management of staffs’ WACOT status</li> <li>• Staff induction and professional development to suit the special needs of the early childhood students.</li> <li>• Train staff in programming for “protective behaviours”</li> <li>• Develop a package to help parents support pre-schooling skills;</li> </ul> <p>Transition plan between pre-school and formal school.</p>	<p>In place by Term 4 2008</p> <p>By the end of term 2, 2009. Training undertaken during Term 1 2009</p> <p>Develop parenting package by Term 2, 2009</p> <p>Develop pre-school to formal school transition program by Term 1 2009.</p>	<p>Induction</p> <p>Training completed</p> <p>Parent package</p> <p>Pre-school to formal school transition program</p>

## Literacy/Numeracy - Community Input

During community consultation the following overarching objective for both literacy and numeracy was developed:

*Every student is working at their age appropriate level.*

This objective describes the community's aspiration for the CAPS Coolgardie students and the following strategies acknowledges that successful education requires an active working partnership between the parents and carers of the students and the community.

### Strategies

- Parents involved in learning about how to apply Accelerated Literacy processes (prior to lesson delivery);
- Books coming home with parent/child book reviews (yarning) coming back to school periodically;
- Develop parent packs containing numeracy/literacy activity suggestions from home and community applications;
- Students' work portfolios that come home ½ way through each term;
- Parents encouraged to keep examples of students work.

### Literacy: Accelerated Literacy

Description of assessment of students

On entrance to CAPS Coolgardie all new students are assessed for their IRLs in literacy and are then placed in their classes accordingly using scaffolding literacy methodology as the primary mode of delivery:

- All students with an IRL of Year 8 or higher and whose writing levels are NLLIA Bandscales 4/5, or above, are placed in Level 2 and participate in 1C/1D EALD. On completion of EALD 1C and 1D some students will do 2A and 2B EALD the following year.
- Students assessed with an IRL of Years 6 – 8, but with lower NLLIA Bandscales writing levels, are also placed in Level 2 but participate in 1A/1B EALD.

- Students who are assessed with IRLs 3-6, but with low NLLIA Bandscales writing levels, are placed in Level 1 and participate in 1A for two semesters.
- Students who are assessed with IRLs year 3 and lower and with low NLLIA Bandscales writing levels are placed in Level 1 but do not do EALD. These students participate in concentrated AL for approximately 90 minutes each school day using narratives but with other genres of texts also introduced.

#### Rationale for this approach

The students with very low IRLs are not able to read or write at levels that would enable them to perform and complete any EALD tasks to a suitable level.

#### Rationale for using AL

CAPS Coolgardie's assessment data shows that AL improves students' literacy at an average which is greater than one level per school year.

The majority of the students at CAPS Coolgardie are ESL speakers and also have low reading and writing levels.

The year or years these students spend at CAPS Coolgardie are their final years at an educational institution. It is unlikely that most of them would attend further education. Thus they can be considered 'at risk'.

AL has proved to help these kinds of students to improve their reading levels by two or more years each school year. Thus these students will leave their final years of school with a better capability for reading texts.



	<ul style="list-style-type: none"> <li>• Provide students' families indication of students' development once a term.</li> <li>• Staff meet to consider the texts, data and strategies.</li> <li>• Staff should attend all AL professional development as this helps to energise and refocus.</li> <li>• Network with staff from Coolgardie and Wongutha schools.</li> <li>• Set consistent and considered development goals.</li> </ul> <ul style="list-style-type: none"> <li>• Engage students in appropriate assessment.</li> </ul>	<p>catered for.</p> <ul style="list-style-type: none"> <li>• Parent/Teachers meeting once each term.</li> <li>• Fortnightly meeting.</li> <li>• All staff attend.</li> <li>• All PDs attended.</li> </ul> <ul style="list-style-type: none"> <li>• Link at least once each term.</li> <li>• Move students at least 2 ILs per year.</li> <li>• 60% of students achieve a satisfactory ToRCH test level.</li> <li>• 80% of students progress between 1 &amp; 2 NLLIA Bandscale levels</li> </ul> <ul style="list-style-type: none"> <li>• Tools in use.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of meetings.</li> <li>• Number of meetings.</li> <li>• Teacher records.</li> <li>• Teacher records.</li> <li>• Number of links.</li> <li>• Assessment records.</li> </ul> <ul style="list-style-type: none"> <li>• PIPS</li> <li>• Marie Clay</li> <li>• Yopp Singer</li> <li>• Pre-school profiles</li> <li>• WL (Running Records)</li> <li>• NAPLAN</li> <li>• TORCH</li> <li>• NLLIA ESL Bandscales (writing)</li> </ul> <p>ILs</p>
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<p>School</p>	<ul style="list-style-type: none"> <li>• Establish a hostel library – supported by literacy teachers’ periodic Low Order of selected texts.</li> <li>• Engage students in AL program</li> <li>• Integrate the teaching of literacy across learning areas: <ul style="list-style-type: none"> <li>○ Non-literacy teachers to participate in Low Order &amp; High Order AL training (Read to Learn).</li> <li>○ Literacy teachers develop High Order scripts.</li> </ul> </li> <li>• All literacy staff meet to consider the texts, data and strategies.</li> <li>• All literacy staff to meet to consider key assessment data.</li> <li>• Teachers analyse Working Level (WL)/class text assessment</li> <li>• All literacy staff attend AL professional development</li> <li>• Network with staff from feeder schools.</li> <li>• EALD in place</li> <li>• Communicate with parents about student literacy development</li> </ul>	<ul style="list-style-type: none"> <li>• Library maintained</li> <li>• Increase reading for pleasure.</li> <li>• Minimum of 90 minutes per day that students are available.</li> <li>• School structures in place to support this by the end of Term 1 2009.</li> <li>• Meet each fortnight</li> <li>• At the beginning of the year and the end of each semester</li> <li>• Each fortnight</li> <li>• All staff attend</li> <li>• All AL PD attended</li> <li>• Once each term</li> <li>• Students achieve Levels 1a &amp; 1b.</li> <li>• Each semester</li> <li>• Aim to move</li> </ul>	<ul style="list-style-type: none"> <li>• Library stocked</li> <li>• Observations</li> <li>• Teacher program and timetables</li> <li>• School support structures</li> <li>• Meeting action records</li> <li>Meeting action plans</li> <li>• Teacher records</li> <li>• Teacher records</li> <li>• Student achievement</li> <li>• Reporting records</li> <li>• Assessment records</li> </ul>
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	<ul style="list-style-type: none"> <li>• Set consistent and considered development goals</li> <li>• Engage students in appropriate assessment</li> <li>• Regular meeting with AL consultant</li> <li>• Tutoring of the weakest students to prepare and up-skill for coming literacy lesson</li> </ul>	<p>students at least 2 ILs per year.</p> <ul style="list-style-type: none"> <li>• 60% of students achieve a satisfactory ToRCH test level.</li> <li>• 80% of students progress between 1 &amp; 2 NLLIA Bandscale levels.</li> <li>• Appropriate assessment tools in use</li> <li>• Fortnightly with English staff</li> <li>• Fortnightly individually</li> <li>• At least one session per week</li> </ul>	<ul style="list-style-type: none"> <li>• ILs</li> <li>• WL (Running Records)</li> <li>• NAPLAN</li> <li>• ToRCH</li> <li>• NLLIA ESL Bandscales (writing)</li> </ul>
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## Numeracy – primary

<b>Objectives</b>	Every student is working at their age appropriate level.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
School Staff	<ul style="list-style-type: none"> <li>Develop whole school Numeracy program in consultation with AISWA Numeracy consultants and community.</li> <li>Source quality engaging relevant texts and other material to support the Numeracy program,</li> <li>Provide bright coloured visual and tactile equipment to support the Numeracy program,</li> <li>Provide teacher induction and professional development to support the Numeracy program.</li> </ul>	<ul style="list-style-type: none"> <li>Priority in Review Planning process, term 1, 2009.</li> <li>During term 1, 2009.</li> <li>During term 1, 2008.</li> <li>Priority PD for 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy program.</li> <li>Materials and school budget line.</li> <li>Materials and school budget line.</li> <li>Number of Professional Development sessions.</li> </ul>

## Numeracy: secondary

<b>Objectives</b>	Increase each student's Numeracy Skills		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
School	<p>Provide a numeracy development program that is:</p> <ul style="list-style-type: none"> <li>Linked to the WA Curriculum Framework</li> <li>Integrated with workplace performance needs</li> <li>Linked life skill needs around number, measurement &amp; money.</li> </ul>	<p>Teaching programs curriculum links explicitly</p> <p>Work placement include an evaluation of numeracy needs</p> <p>Life skill links delineated n teaching programs.</p>	<p>WA Curriculum Framework outcomes</p> <p>Work place assessment plans</p> <p>WA Curriculum Framework outcomes</p>

## Education for Work

<b>Objectives</b>	All secondary students are involved in real work experience and training.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
<b>Community</b> Community input         Community responsibility	<ul style="list-style-type: none"> <li>Form partnerships with local government, businesses &amp; mining companies;</li> <li>Involvement of career counsellor;</li> <li>Implement life skills K – 12 (e.g. first aid, resume, interview, online job search, application writing).</li> <li>Community involved in negotiations with business &amp; mining companies</li> </ul>	<ul style="list-style-type: none"> <li>Commence Term 1 2009</li> <li>Term 1 2009</li> <li>Develop Term 1 2009, implement Term 2 2009</li> </ul> Commence Term 1 2009 & ongoing	Number of partnerships created  Career council working with school  Program developed and running  Number of community members involved
<b>School</b>	<ul style="list-style-type: none"> <li>Development of resilience programs for work, getting work &amp; staying at work;</li> <li>Transition to work network liaison officer;</li> <li>Examine &amp; identify areas where students can be given more responsibility for <b>self – management</b> (e.g. work boots for VET classes; teaching time (analogue, digital, 24 hour), etc...)</li> <li>Maintain drivers licence instruction</li> </ul>	Students consistently engaging in Structured Workplace Learning each week  Officer in place  Investigation completed by end of Term 1 2009 & recommendations implemented  All eligible students hold a DL	SWL records  Line management process  Student self management occurring  Number of students

## Educational Leadership

<b>Objectives</b>	Community developing leadership skills around school and education.		
<b>Partners Responsible</b>	<b>Strategies</b>	<b>Targets</b>	<b>Indicators and / or Assessment Tools</b>
Community	<ul style="list-style-type: none"> <li>Educating parents about educational leadership.</li> <li>Developing a leadership plan for Wongi teacher and principal development for the future.</li> </ul>	<ul style="list-style-type: none"> <li>2 school based workshops in 2009.</li> <li>Community develop plan, in consultation with Board and AISWA consultant, during 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Number of workshops.</li> <li>Plan.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>Development of leadership and decision making skills.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in targeted PD at least once each year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of PDs engaged with.</li> </ul>

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
??Other Representative(s)

\_\_\_\_\_  
Date