



Original Artwork by Audrey Brumby



STRELLEY / WARRALONG SCHOOL AND COMMUNITY EDUCATION PARTNERSHIP AGREEMENT



STRELLEY / WARRALONG SCHOOL AND COMMUNITY

Strelley Community School is the oldest continually operational Independent Aboriginal Community School in Australia and commenced operation in 1976.

Strelley Community School is situated in the Pilbara region of Western Australia. There have been three annexes that comprise Strelley Community School in the past. Strelley, which is located 60km east of Port Hedland. Woodstock, 200kms south of Port Hedland. Warralong is 160kms south-east of Port Hedland, between the Shaw and DeGrey Rivers, and is currently the administrative centre of the school. All campuses have telephone communication. Woodstock closed in 2006. Strelley Community was badly damaged by Cyclone George in March 2007 and the families moved to Warralong. It is expected that Strelley will reopen in 2009.

The Community was fully involved in the setting up of the school in 1976 and continues at the legal and practical level to be involved in the operation of the school. The Nomads

Charitable and Educational Foundation is the school authority as requested by the Community. The executive members of the Foundation are responsible to the Community for articulating school policy and ensuring its effective implementation. The non-Aboriginal staff are employees of this organisation.

The day to day running of the school is constitutionally delegated to the School Committee which in turn is ultimately responsible to the Community through the Foundation. The School Committee comprises of representatives of family groups and the Principal acts as Secretary for the School Committee.

Since the school was originally established at Strelley, the Community has requested that annexes be established in response to moves by family groups within the larger Community. The most recent of these moves was in 1991 when a number of families moved to Woodstock and more families followed during the latter part of the year.

Students in the school are ESL learners, drawn from a language background that is predominantly Nyangumarta, with Warnman and Manyiljarra spoken by some members of the Community. There are approximately 70 students in the school ranging from pre-school to high school aged children.

The school values and promotes the cultural heritage of its students. Nyangumarta is the target language of the school's LOTE program and an extensive collection of Nyangumarta resources has been created

and developed over the years by community members, Language Specialists and Linguists for the teaching of Nyangumarta.

The school's curriculum employs learning, teaching and assessment programs that provide each student with opportunities to demonstrate the learning outcomes identified in the Western Australian Curriculum Framework. The delivery of the school curriculum endeavours to be rich and varied, and to provide the students with a learning environment that is supportive, stimulating and encourages student participation, growth and development.

A high emphasis has been placed on the attainment of literacy and numeracy skills for all year levels. An important component in teaching literacy skills is the school's commitment to the National Accelerated Literacy Program and to the employment of technology.





STRELLEY / WARRALONG SCHOOL AND COMMUNITY AIMS:

- Teach the kids survival skills;
- Keep children in our hands and keep them straight;
- Community involvement;
- Learn about Aboriginal and non-Aboriginal cultures;
- Teach in our own language;
- Teach our children English;
- Take children from school through to work;
- Promote self-identity;
- Maintenance of Nyangumarta traditions;
- Have school near parents and camp —do not send children away;
- People outside the school are very important in the learning situation.

The notion that the School and Community are separate entities is an idea that does not sit well when describing the nexus between the School and Community. Without the Community the School would not exist; without the School the Community would not exist. It is better to describe these partners as on – *School / Community*.

This document describes the School / Community's educational aspirations. It is a working document that will be reviewed and refined by the School / Community over time.





STUDENT ATTENDANCE

OBJECTIVES	<ul style="list-style-type: none"> • All kids in the community should attend school when school is open. • The children at Warralong should be at school all day every day, unless they're sick or away with family. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Need a community committee to liaise with the children, their families and the teachers. • It's everyone's job to tell children to go to school – and make sure they do it! • Community people who work in school go into community each day and after lunch to make sure children are at school. 	<ul style="list-style-type: none"> • Community Committee in place from term 1, 2009. • Part of daily routine from term 1, 2009. 	<ul style="list-style-type: none"> • Community Committee meeting minutes and observations. • Feedback from School.
SCHOOL	<ul style="list-style-type: none"> • Provide incentives for school attendance: <ul style="list-style-type: none"> • Prizes (to students and families) for getting it right. • School trips: To go on trips students' attendance needs to be 50 days out of 100 days. • Encourage good relationships and communications between school/parents/ community ie community meetings, community bbqs, discos, school assemblies, school open to all parents. • Ensure that the school curriculum is appropriate. • Cross-Cultural PD for teachers. 	<ul style="list-style-type: none"> • 80% attendance. • 100% enrolment of eligible students. • 80% of students attending school trips. • 80% of families represented at school / community functions. • Review each term. • 2 per year. 	<ul style="list-style-type: none"> • Attendance Records. • Enrolment Records. • Excursion/attendance records. • School Committee / school staff observation and feedback records. • Review notes. • Number of PD sessions.



SCHOOL PROGRAMS LEARNING AREAS & TIMETABLES

SCHOOL PROGRAMS LEARNING AREAS & TIMETABLES			
OBJECTIVES	<ul style="list-style-type: none"> • School Staff - Develop teaching programs, especially in Key Learning Areas, that inform consistent teaching practice throughout the school. • Community - Aim for a supportive relationship with the school in developing programs. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Consultation between school and Community via School Committee meetings to provide input and feedback on Teacher Programs and Planning. 	<ul style="list-style-type: none"> • School and community supporting each other. 	<ul style="list-style-type: none"> • Feedback from School Committee, Teachers and Principal.
SCHOOL	<ul style="list-style-type: none"> • Development of a team based, outcome oriented environment aimed at continuous improvement supported by comprehensive physical plans. • Team planning meetings. • Principal monitors daily/weekly/term programs and year overviews base on WA Curriculum Framework. • Relevant programming and Planning PD for all staff in meeting the needs and interests of students. 	<ul style="list-style-type: none"> • Development of whole school Maths, Literacy, and Health Programs by 2010. • 2 meetings / term. • End of week 2 each term – principal feedback week 4. • PD program plan by the end week 5. 	<ul style="list-style-type: none"> • Whole school plans. • School Timetables. • Teaching Program. • Meeting Minutes. • Principal's feedback notes. • Feedback/support from respected curriculum consultants experienced with remote communities.

STUDENT WELLBEING AND PHYSICAL HEALTH

OBJECTIVES	<ul style="list-style-type: none"> School and community work together to develop kids who have healthy bodies are strong physically, emotionally, mentally and spiritually. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Families work with school to lead Skin Group meetings (cultural expectations, language of respect). Families lead Bush Tucker feasts involving the school. 	<ul style="list-style-type: none"> Twice each term. Once each term. 	<ul style="list-style-type: none"> Number of meetings. Number of feasts.
SCHOOL	<ul style="list-style-type: none"> Work within the Curriculum Framework strands for Health and Physical Education to promote a healthy, safe and caring school environment through developing the positive/ healthy culture of the school and by working closely with the school community. School provides nutrition program – Breakfast / Fruit and Fibre. Daily routine of brushing teeth and Breathe / Blow / Cough. School staff deliver a Protective Behaviours program (including drug & alcohol / healthy living education). School investigates options for Holiday Programs, which include sport and dance (two-way). 	<ul style="list-style-type: none"> Development of whole school Health & PE program in 2009. Students achieve at the relevant Band levels within Frameworks. Improved attendance aimed at 80% Reduce sickness absences by 50% Investigation completed by end term 1, 2009. 	<ul style="list-style-type: none"> Progress Maps – WA Curriculum Framework. Attendance records. Investigation report and recommendations.

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STUDENT BEHAVIOUR			
OBJECTIVES	<ul style="list-style-type: none"> • Students need to work together and do as asked by teachers and older people—show respect. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Have an Aboriginal teacher in every class to support with behaviour themselves or getting the right family member who can help. • Have a “family tree” in every class so the teacher knows who can help with behaviour. • Community supports teachers when they tell a student off. • When a child is sent home, an Aboriginal teacher talks about the problem with the family. 	<ul style="list-style-type: none"> • Aboriginal teacher working in each class. • By week 4 of term 1, each year. • No community members coming to growl at teachers when a student is disciplined. • 100% of times. 	<ul style="list-style-type: none"> • Number of Aboriginal teachers. • Family Trees in place. • Serious incident Records. • School Records.
SCHOOL	<ul style="list-style-type: none"> • For high school students, help with avoidance rules by girls & boys using different doors and using a screen so they can’t see each other. • Having positive sets of rules in every class (tell students what we <u>want</u> them to do.) • Reward students for good behaviour. 	<ul style="list-style-type: none"> • From term 1, 2009. • From week 4, term 1, 2009. • Fewer than 20 incidents of a student being sent home. 	<ul style="list-style-type: none"> • Observation. • Observation. • Incident records.



EARLY CHILDHOOD

OBJECTIVES	<ul style="list-style-type: none"> Community members and school work together to help children be ready to go to school and have success with their education. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Older people / parents read to pre-schoolers regularly. <ul style="list-style-type: none"> Older people / parents work with school to find out about reading to pre-schoolers. Older people / parents play mathematics games with pre-schoolers regularly. <ul style="list-style-type: none"> Older people / parents work with school to find out about playing mathematics games with pre-schoolers. 	<ul style="list-style-type: none"> Two times each week. Two times each term. Two times each week. Two times each term. 	<ul style="list-style-type: none"> Parent / Community feedback. School records. Parent / Community feedback. School records.
SCHOOL	<ul style="list-style-type: none"> “Community Teachers” who work at the school working with families to encourage reading and mathematics games at home. School organizes reading to children workshops for older people and parents. School organizes mathematics games workshops with older people and parents, with focus on: <ul style="list-style-type: none"> Number recognition. Sequencing. Patterning / Grouping. One-to-one correspondence. 	<ul style="list-style-type: none"> 5 times each term. Two times each term. Two times each term. 	<ul style="list-style-type: none"> Number of times. Number of times. Number of times.

LITERACY: EARLY YEARS / JUNIOR PRIMARY



LITERACY: EARLY YEARS / JUNIOR PRIMARY			
OBJECTIVES	<ul style="list-style-type: none"> • We want our children to be strong in English—reading, writing and speaking. <ul style="list-style-type: none"> • Nyangumarta needs to be kept strong. • Working towards all kids reading & writing in English at their age level. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Families reading to pre-schoolers at home. • Older students reading to young children. • Employment of Aboriginal Teacher Aides to assist learning process and cross-cultural barriers. • Formal training for Indigenous teachers and community members. 	<ul style="list-style-type: none"> • 2 times / term. • Once a week. • Aboriginal Teacher Aides in each classroom. • 2 training sessions each term. 	<ul style="list-style-type: none"> • Parent feedback. • School timetable. • Number of Aboriginal Teacher Aides. • Number of training sessions.
SCHOOL	<ul style="list-style-type: none"> • Books coming home from school for young students to read at home. • Accelerated Literacy program in place. • Students exposed to a variety of text genre. • Students engaged in letter recognition activities. • “Community teachers” engaged in AL professional development. • Teachers regularly review data and develop programs. • Employ appropriate assessment tools. 	<ul style="list-style-type: none"> • 5 times per term. • 90 minutes / day. • 30 minutes/day. • Once per term. • 3 times per term. • All tools used. 	<ul style="list-style-type: none"> • School Records. • Teachers’ programs. • Teachers’ programs. • Number of PDs. • Number of review meetings. • PM Benchmarks, Marie Clay, PIPS, ESL Band Scales. NAPLAN.

LITERACY: MIDDLE AND UPPER PRIMARY

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OBJECTIVES	<ul style="list-style-type: none"> We want our children to be strong in English – reading, writing and speaking. <ul style="list-style-type: none"> Nyangumarta needs to be kept strong. Working towards all kids reading & writing in English at their age level. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Families reading to pre-schoolers at home. Older students reading to young children. Employment of Aboriginal Teacher Aides to assist learning process & cross-cultural barriers. Formal training for Indigenous teachers and community members. 	<ul style="list-style-type: none"> 2 times / term. Once a week. Aboriginal Teacher Aides in each classroom. 2 training sessions each term. 	<ul style="list-style-type: none"> Parent feedback. School timetable. Number of Aboriginal Teacher Aides. Number of training sessions.
SCHOOL	<ul style="list-style-type: none"> Books coming home from school for students to read at home. Accelerated Literacy (AL) program in place. Students engaged with wide range of genre types. Students engaging with comprehension, both oral and written. Students engaging in “test literacy”. “Community teachers” engaged in AL professional development. Teachers regularly review data and develop programs. Employ appropriate assessment tools. 	<ul style="list-style-type: none"> 5 times per term. 90 minutes / day. 30 minutes/day. Once per term. 3 times per term. All tools used. 	<ul style="list-style-type: none"> School Records. Teachers’ programs. Teachers’ programs. Number of PDs. Number of review meetings. PM Benchmarks, Marie Clay, PIPS, ESL Band Scales. NAPLAN.



LITERACY: SECONDARY

OBJECTIVES	<ul style="list-style-type: none"> We want our children to be strong in English – reading, writing and speaking. <ul style="list-style-type: none"> Nyangumarta needs to be kept strong. Working towards all kids reading & writing in English at their age level. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Employment of Aboriginal Teacher Aides to assist learning process and cross-cultural barriers. Formal training for Indigenous teachers and community members. 	<ul style="list-style-type: none"> Aboriginal Teacher Aides in each classroom. 2 training sessions each term. 	<ul style="list-style-type: none"> Number of Aboriginal Teacher Aides. Number of training sessions.
SCHOOL	<ul style="list-style-type: none"> Secondary students reading to younger students. Use of an outcomes approach based on the Curriculum Frameworks document. Deliver relevant skills through Curriculum Frameworks document. Use of Accelerated Literacy, supported by EALD, Establish context for learning within work skills ie Pathways Plan for students to employment. Relevant teacher PD. Development on individual learning plans for all students. Reporting to parents and community. 	<ul style="list-style-type: none"> Once each week. 10% improvement against NAPLAN / WA Curriculum F/work each year. Students achieve level 1 of EALD. Pathways Plan by end term 1, 2009. PD Plan in place by week 5. Term 1. ILPs, term 1, 2009. Reporting Plan in place by week 8, term 1, 2009. 	<ul style="list-style-type: none"> School Timetable. NAPLAN / WA Curriculum Framework. WL (Running Records). TORCH. NLLIA ESL Bandscales (writing) / ILs. EALD Framework. Pathways Plan. PD Plan. Individual Learning Plans. Reporting Plan and number of reports to parents.

NUMERACY: EARLY YEARS / JUNIOR PRIMARY

OBJECTIVES	All students to be numerate at age appropriate levels against the Western Australian Curriculum Framework in Mathematics. 10		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Parents engaged in numeracy information sessions prepared and presented by school staff. <ul style="list-style-type: none"> Particular focus on what can be done to support pre-school students in school numeracy readiness. 	<ul style="list-style-type: none"> At least 2 sessions per term. 	<ul style="list-style-type: none"> Number of sessions and number of participants.
SCHOOL	<ul style="list-style-type: none"> All staff program using the West Australian Curriculum Framework (Mathematics) and programs reviewed by principal. Staff investigate new developments in numeracy teaching for inclusion in teaching programs. Students engaging in “Test Literacy” exercises. Employ appropriate assessment tools. Teachers regularly review assessment data to improve teaching programs. 	<ul style="list-style-type: none"> Review week 2 each term. 20% of students achieve age appropriate outcomes in Number and Measurement. Completed by end term 2, 2009 and developments implemented. At least 2 exercises per term. Achieve a consistent cohort of students who sit NAPLAN. All tools used. 3 times per term. 	<ul style="list-style-type: none"> Teacher programs. Assessment data. Recommendations and teacher programs. Number of exercises. Student cohort data. PIPS, WOMBAT, Curriculum Framework Outcomes. Number of Review Meetings.



NUMERACY: MIDDLE AND UPPER PRIMARY

OBJECTIVES	All students to be numerate at age appropriate levels against the Western Australian Curriculum Framework in Mathematics.		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Parents engaged in numeracy information sessions prepared and presented by school staff. 	<ul style="list-style-type: none"> At least 2 sessions per year. 	<ul style="list-style-type: none"> Number of sessions and number of participants.
SCHOOL	<ul style="list-style-type: none"> All staff program using the West Australian Curriculum Framework (Mathematics) and programs reviewed by principal. Staff investigate new developments in numeracy teaching for inclusion in teaching programs. Students engaging in “Test Literacy” exercises. Employ appropriate assessment tools. Teachers regularly review assessment data to improve teaching programs. 	<ul style="list-style-type: none"> Review week 2 each term. 20% of students achieve age appropriate outcomes in Number and Measurement. Completed by end term 2, 2009 and developments implemented. At least 2 exercises per tem. Achieve a consistent cohort of students who sit NAPLAN. All tools used. 3 times per term. 	<ul style="list-style-type: none"> Teacher programs. Assessment data. Recommendations and teacher programs. Number of exercises. Student cohort data. WOMBAT, PIPS, Curriculum Framework Outcomes. Number of Review Meetings.





NUMERACY: SECONDARY

OBJECTIVES	All students to be numerate at age appropriate levels against the Western Australian Curriculum Framework in Mathematics. 12		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> Parents engaged in numeracy information sessions prepared and presented by school staff. 	<ul style="list-style-type: none"> At least 2 sessions per year. 	<ul style="list-style-type: none"> Number of sessions and number of participants.
SCHOOL	<ul style="list-style-type: none"> All staff program using the West Australian Curriculum Framework (Mathematics) and programs reviewed by principal. Staff investigate new developments in numeracy teaching for inclusion in teaching programs. Students engaging in “Test Literacy” exercises. Employ appropriate assessment tools. Teachers regularly review assessment data to improve teaching programs. 	<ul style="list-style-type: none"> Review week 2 each term. 20% of students achieve age appropriate outcomes in Number and Measurement. Completed by end term 2, 2009 and developments implemented. At least 2 exercises per tem. Achieve a consistent cohort of students who sit NAPLAN. All tools used. 3 times per term. 	<ul style="list-style-type: none"> Teacher programs. Assessment data. Recommendations and teacher programs. Number of exercises. Student cohort data. Curriculum Framework Outcomes. Number of Review Meetings.



VOCATIONAL EDUCATION

OBJECTIVES	All students educated to be ready for work.		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Community encourages older students to come to school. • Aboriginal Teacher Aides employed. 	<ul style="list-style-type: none"> • 60% of older school age students attending school. • School provides employment to young men and women in 2009. 	<ul style="list-style-type: none"> • Attendance data. • Number of Aboriginal Teacher Aides employed.
SCHOOL STAFF	<ul style="list-style-type: none"> • Liaise with mining companies / pastoral company, etc about how the school can play its part in assisting the students in their transition to real work and training. • School to provide adult education classes to young men and woman if feasible (wages, housing). 	<ul style="list-style-type: none"> • Pathways to employment identified in 2009. • One work experience trip offered for older students. 	<ul style="list-style-type: none"> • Employment Pathways Map. • Number of work experience events.

IMPLEMENTATION OF CURRICULUM FRAMEWORK

OBJECTIVES	All school staff implementing the Western Australian Curriculum Framework		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> School Council discuss and give feedback about making teaching and learning at school better, especially with teaching about Nyangumarta culture and language. 	<ul style="list-style-type: none"> Meetings held at least once each term. 	<ul style="list-style-type: none"> Number of meetings held each term.
SCHOOL	<ul style="list-style-type: none"> All programming and planning to be referenced to WA Curriculum Frameworks. All staff engaging in Professional Development around implementation of WA curriculum Framework. 	<ul style="list-style-type: none"> Staff meet with Principal at least twice each term to review program planning against WA Curriculum Framework. Staff engage in Professional Development around implementing WA Curriculum Framework at least twice each year. 	<ul style="list-style-type: none"> Number of review meetings held each term. Number of Professional Development sessions each year.



LANGUAGE AND CULTURE

OBJECTIVES	<ul style="list-style-type: none"> • Kids learn reading and writing in Nyangumarta and English • Community language (Nyangumarta) and community culture to be taught at school by community members. Culture to be strong. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Find teacher linguist to work with and train young people. • Kids learn the history of the mob (would be good for court cases). • Manguny stories during bush trips around the campfire, lead by community. • Make videos of bush trips. • Community coming to school to teach language. 	<ul style="list-style-type: none"> • By the end of term 2, 2009. • Seek grant to document history as teaching resource—end term 2, 2009. • 1 bush trip per term. • 1 video / term. • Once per fortnight. 	<ul style="list-style-type: none"> • Availability of teacher linguist. • Success of grant application. • Number of bush trips. • Number of videos. • Number of language teaching sessions.
SCHOOL	<ul style="list-style-type: none"> • Work with community to find young men and women to do this work and help develop training. <ul style="list-style-type: none"> • Young men and women to get certificates in language work. • Work with community to support going bush to learn culture. • Work with community to support the making of videos of bush trips as language / culture resources. • Teachers link learning outcomes from bush trips to the WA Curriculum Framework outcomes. 	<ul style="list-style-type: none"> • Investigate options with language centre by end of term 1, 2009. • 1 bush trip / term. • 1 video / term. • All learning outcomes linked to Curriculum Framework. 	<ul style="list-style-type: none"> • Investigation Report / Recommendations. • Number of trips. • Number of videos. • Teachers programs. • Assessment Records.



LEADERSHIP

OBJECTIVES	<ul style="list-style-type: none"> • Strong community involvement in school leadership. • Strong collaborative leadership roles for all staff. • Development of student empowerment / responsibility. 		
PARTNERS RESPONSIBLE	STRATEGIES	TARGETS	INDICATORS AND/OR ASSESSMENT TOOLS
COMMUNITY	<ul style="list-style-type: none"> • Board members of the Nomads Charitable and Educational Foundation (NCEF) are senior men and women within the Law. • The School Committee consists of the parents and carers of students. • The school committee provides advice on day-to-day matters but defers to the authority of senior men and women within the Law. 	<ul style="list-style-type: none"> • NCEF Board meets at least 3 times a year. • School Committee meets at least 5 times a year. 	<ul style="list-style-type: none"> • Records of School Board meetings. • Records of School Committee meetings.
SCHOOL	<ul style="list-style-type: none"> • Staff taking responsibility for developing their own leadership skills, including whole staff wellbeing. • Staff develop processes to ensure the growth of student empowerment / responsibility. 	<ul style="list-style-type: none"> • Every staff member engages with leadership professional development at least once each year. • By the end of term 2, 2009, the school has in place a process for developing student empowerment / responsibility. 	<ul style="list-style-type: none"> • Number of leadership professional development workshops engaged in. • Number of staff engaging in collaborative leadership roles. • Process developed. • Process implemented and sustained.



Chairman

Date

Principal

Date

Community Representative

Date