



School Strategic Plan for Bona Vista Primary School 3612

2015- 2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p>Our goal is to ensure that every child is extended and supported to reach their full potential across all curriculum areas. Bona Vista students are involved in learning that is meaningful, exciting and innovative. We recognise the importance of individualised learning and offer a balanced yet comprehensive curriculum.</p>					
Values	<p>Our agreed values form the basis of the actions for the whole school community.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 20%;"> Respect Listen to others Accept difference Be patient </td> <td style="vertical-align: top; width: 20%;"> Caring Stand up for others Do things for others Check if someone is okay </td> <td style="vertical-align: top; width: 20%;"> Positive Try your best (be proud) Say positive things Think positively </td> <td style="vertical-align: top; width: 20%;"> Responsibility Think about your actions Solve problems Be helpful </td> <td style="vertical-align: top; width: 20%;"> Trustworthy Tell the truth Keep your promises Be reliable </td> </tr> </table>	Respect Listen to others Accept difference Be patient	Caring Stand up for others Do things for others Check if someone is okay	Positive Try your best (be proud) Say positive things Think positively	Responsibility Think about your actions Solve problems Be helpful	Trustworthy Tell the truth Keep your promises Be reliable
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Environmental Context	<p>Bona Vista Primary School has been serving the needs of the local community since it was established in 1909 and is situated approximately 6 kilometres south east of Warragul. It is a small, rural school with a proud history of educational excellence.</p> <p>Enrolments have increased over recent years from 24 in 2009 to 39 in 2015. The school is currently grouped into three classes three days a week and two classes two days a week. The daily curriculum includes English, Mathematics and Integrated Studies with Specialists providing specific weekly programs in Physical Education, Art, Music, Science, Japanese, Library, Religious Education, Social Skills and ICT.</p> <p>In 2015, the school has 3.2 EFT teaching staff (including 2 Co-Principals), 3 Integration Aids with a combined EFT of 1.3 and 0.4EFT Business Manager. The necessary increase in staffing reflects the ongoing commitment to providing the best learning environment to ensure optimal learning outcomes for all of the students at Bona Vista.</p> <p>Our school has undergone major refurbishments over the last 6 years through the following:</p> <ul style="list-style-type: none"> - 2012 School Improvement Program \$300,000 (staffroom and administration building), - 2012 Accessible Buildings Program (disabled toilet/ therapy space and staff toilet), - 2011 Supplementary Maintenance Grant \$43,000 (sealed carpark), - 2009/10 Building the Education Revolution Program \$300,000 including National School Program \$50,000 (mod 5 classrooms), - 2009/10 National Solar Schools Program \$43,000 (solar system), - 2009 Green Vouchers for Schools \$12,000 (2 water tanks), 					

	<ul style="list-style-type: none"> - 2009 Investing in Our Schools \$30,000 (student toilets). - Other smaller works carried out by external grants include ground works \$11,000 (cubby, sensory garden, chook cage, veggie beds) and school funded projects \$25,000 (deck and verandah on mod 5 and removal of old library space).
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • We commit to developing a strong educational partnership with families in order to encourage all children to achieve their best. • We guarantee all students access to a broad, balanced and flexible curriculum including skills for learning and life. • Students are at the centre of all of our decisions. • We will provide a safe and stimulating learning environment to ensure all students can achieve their full potential. <p>Specific</p> <ul style="list-style-type: none"> • We will have a consistent approach to teaching and learning at BVPS. • We will provide BVPS students with explicit teaching and learning. • We will use data to inform our teaching and enhance student improvement at BVPS. • BVPS students will play an active part in their learning. • Every BVPS classroom will reflect the approaches/ principals of visible teaching and learning. • We will develop and implement a set of BVPS agreed school values. • We will actively identify BVPS students who have particular needs and carry out intensive, on-going intervention. • We will optimise our BVPS resource allocations to achieve the strategic goals.

Achievement		Key improvement strategies
Goals	1. To improve student learning outcomes in Literacy and Numeracy to ensure a minimum of one year of growth for one year of learning.	<p>1.1 We will have a BVPS Teaching & Learning Framework with clear guidelines on, when and how we teach which ensures consistency in the delivery of curriculum across the school.</p> <p>1.2 Planning and classroom practice will reflect explicit teaching and learning.</p> <p>1.3 Build teacher capacity in collecting and using assessment data to identify the next level of learning for every student, including extension of high achievers and targeted support for under achievers.</p> <p>1.4 Review, develop and implement an effective, individual student assessment tracking system to inform teaching and learning.</p>
Targets	<p>30% of students working above expected levels in teacher judgments for Reading (2013- 18.8%, 2014- 19.5%), Writing (2013- 9.4 %, 2014- 19.5%) and Number (2013- 21.9%, 2014- 19.5%).</p> <p>Increase the Relative Growth year 3 to year 5 NAPLAN trend matched cohort data for Reading to 100% medium to high (2014 low- 20%) and Numeracy to 100% medium to high (2014-low 40%).</p> <p>Reduce the discrepancy between teacher judgements and NAPLAN results.</p>	
	Actions	Success criteria
Year 1	<p>1.1 BVPS Teaching & Learning Framework: WHY, WHAT & WHEN phase</p> <p>1.1.1 Develop the framework to document our teaching and learning.</p> <p>1.1.2 Develop the school vision and goals for teaching and learning at BVPS.</p> <p>1.1.3 Further develop our BVPS curriculum scope and sequence document detailing when Literacy and Numeracy topics/ concepts are taught throughout the year.</p> <p>1.1.4 Develop a common weekly planner (work program) format to be used by all teaching staff.</p> <p>1.2 Planning and classroom practice- explicit teaching and learning</p> <p>1.2.1 Audit curriculum and review current teaching and learning practices in Literacy and Numeracy with a focus on explicit teaching and learning.</p> <p>1.2.2 Develop knowledge about explicit teaching and learning.</p>	<ul style="list-style-type: none"> • There will be a draft BVPS Teaching and Learning Framework document with a shared school vision and goals for teaching and learning. • There will be BVPS curriculum scope and sequence for teaching of Literacy and Numeracy topics and concepts. • Curriculum audit completed by semester 1. • Staff will have knowledge of and will implement a whole school program that

	<p>1.2.3 Investigate and begin to implement a whole school Literacy program/ framework and Numeracy program/ framework eg. Western Australian First Steps and Maths300.</p> <p>1.2.4 Develop and implement ILP's for students identified as functioning above and below expectations.</p> <p>1.2.5 Develop and implement intervention programs targeting students with specific academic learning needs.</p> <p>1.3 Build teacher capacity in collecting and using assessment data</p> <p>1.3.1 Review and modify Assessment Schedule.</p> <p>1.3.2 Use staff meetings to develop an understanding of all performance data.</p> <p>1.3.3 Improve the moderation of student work by:</p> <ul style="list-style-type: none"> - setting tasks, collecting samples and evaluating student work on a regular basis (at least once a term) at curriculum meetings. - developing explicit and agreed assessment criteria for tasks to assist in forming judgements. - using benchmarks to assess student achievement. - planning relevant tasks that are sufficiently open-ended to allow students to demonstrate their ability across levels. <p>1.3.4 Build knowledge of different types of assessment-formative and summative.</p> <p>1.3.5 Develop and implement an 'Assessment and Intervention Coordinator' role within the school.</p> <p>1.4 Assessment tracking system</p> <p>1.4.1 Research and purchase a system (eg. SPA) that tracks individual student growth across the school.</p> <p>1.4.2 Develop and implement processes to upload and organise data across the school.</p>	<p>enables explicit teaching and learning in both Literacy and Numeracy.</p> <ul style="list-style-type: none"> ● All identified students will have an ILP. ● Intervention will be planned for and delivered in a comprehensive and consistent way across the school. <ul style="list-style-type: none"> ● Staff will have a better understanding of assessment and discuss data and student achievement on a frequent basis. ● Performance data will be used to guide planning and teaching. ● Student work samples will be moderated to evaluate student achievement. ● 2014- 2016 teacher judgements and NAPLAN data will be closer aligned. <ul style="list-style-type: none"> ● We will have sourced a software package to use to record and analyse student assessment data.
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<p>Year 2</p>	<p>1.1 BVPS Teaching & Learning Framework: HOW phase</p> <p>1.1.5 Further develop our BVPS Teaching and Learning Framework to include how we teach Literacy at BVPS. Include specific whole school agreed strategies, approaches, programs, etc.</p> <p>*Continue work on/ maintain: 1.1.3 & 1.1.4</p> <p>1.2 Planning and classroom practice- explicit teaching and learning</p> <p>1.2.3 Embed Western Australian First Steps (or something similar) and THRASS as a common and consistent approach to teaching and learning in Literacy.</p> <p>1.2.6 Timetable shared planning time for teachers to discuss and plan explicit teaching and learning tasks.</p> <p>1.2.7 Develop a whole school agreed approach to explicit teaching and learning.</p> <p>*Continue work on/ maintain 1.2.2, 1.2.4 & 1.2.5</p> <p>1.3 Build teacher capacity in collecting and using assessment data</p> <p>1.3.3 Use curriculum and/or planning meetings to moderate student work against benchmarks twice per term (1 Literacy and 1 Numeracy per term).</p> <p>1.3.6 Staff use agreed assessment data sets to identify each child's level of ability in Literacy and Numeracy and use this data to plan appropriate and specific learning activities.</p> <p>*Continue work on/ maintain 1.3.2, 1.3.4 & 1.3.5</p> <p>1.4 Assessment tracking system</p> <p>1.4.2 Input student assessment data on a regular/ agreed basis.</p> <p>1.4.3 Use the data to identify and group students operating at, above and below their expected level and plan appropriate activities that are documented in the teachers weekly planning.</p> <p>1.4.4 Use the data to plan and provide targeted intervention and extension.</p>	<ul style="list-style-type: none"> • There will be a draft BVPS Teaching and Learning Framework document that will also identify how we teach Literacy at BVPS. • Teachers will be planning together. • There will be evidence of a whole school approach to explicit teaching and learning. • There will be a common approach to teaching Literacy across the school. • There will be a shared accountability in using data to inform teaching and learning. • All student assessment data will be uploaded into the software package. • Staff will use multiple data sets to make informed judgements about each child's ability.
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Year 3	<p>1.1 BVPS Teaching & Learning Framework: HOW phase</p> <p>1.1.5 Further develop our BVPS Teaching & Learning Framework to include how we teach Numeracy at BVPS. Include specific whole school agreed strategies, approaches, programs, etc.</p> <p>*Continue work on/ maintain: 1.1.3 & 1.1.4</p> <p>1.2 Planning and classroom practice- explicit teaching and learning</p> <p>1.2.3 Embed Maths300 (or something similar) as a common and consistent approach to teaching and learning in Numeracy.</p> <p>*Continue work on/ maintain 1.2.2, 1.2.4, 1.2.5, 1.2.6 & 1.2.7</p> <p>1.3 Build teacher capacity in collecting and using assessment data</p> <p>1.3.6 Consolidate assessment practices and continue to monitor and examine student data to inform teaching and learning.</p> <p>*Continue work on/ maintain 1.3.2, 1.3.3, 1.3.4 & 1.3.5</p> <p>1.4 Assessment tracking system</p> <p>*Continue work on/ maintain 1.4.2, 1.4.3 & 1.4.4</p>	<ul style="list-style-type: none"> • By the end of 2018 we will have an agreed BVPS Teaching & Learning Framework with clear guidelines on why, what, when and how we teach at BVPS that will ensure consistency in the delivery of curriculum across the school. • There will be a common approach to teaching Numeracy across the school. • All staff will be able to demonstrate how the use of data analysis influences their teaching and learning approaches.
Year 4	<p>Review all elements of practice that influence Student Achievement.</p> <ul style="list-style-type: none"> • Reflect on what has been successful and what areas need improvement. • Plan how to sustain changed approaches. 	<ul style="list-style-type: none"> • School 'Self-Evaluation' and Review will be undertaken.
Engagement		Key improvement strategies
Goals	2. Develop a culture of high expectations through supporting and encouraging students to have a greater level of responsibility for their own learning.	2.1 Develop and implement practices across the school which value and create opportunities for the use of student voice .
Targets	Attitude to School Survey results show the Factor Mean Score trend analysis of Learning Confidence (2013, 2014 & 2015 below), School	2.2 Through the visible learning approaches/ principles including student goal setting, feedback and student

	<p>Connectedness (2014 & 2015 below) and Student Motivation (2015 below) is at or above the State mean.</p> <p>Parent Opinion Survey results indicate an improvement in Student Motivation (2014- 5.25, 2013- 6.20, 2011- 6.50).</p>	<p>expectations (monitoring of their learning), students will be aware of themselves as learners.</p>
	Actions	Success criteria
Year 1	<p>2.1 Student voice</p> <p>2.1.1 Develop a Student Engagement Policy.</p> <p>2.1.2 Teachers will develop their knowledge and implement classroom practices that allow students to have more input into their learning.</p> <p>2.1.3 Implement a program to develop positive relationships between all students within the school. Develop a ‘Buddies’ program (1 session per week) that allows both older and younger students to work together building leadership skills and empathy whilst also enhancing self-awareness, self-confidence and self-esteem.</p> <p>2.1.4 Student’s develop a ‘personal interest project’ model to be used by every student. Students will complete 1 project throughout the year that aligns with a whole school focus/ topic area.</p> <p>2.1.5 Develop ‘Positions of Responsibilities’. Students are nominated/ selected rather than made to do it. Change students termly.</p> <ul style="list-style-type: none"> - Pets monitors (ring and order pet supplies, organise person to pick it up) - Sports shed monitors (do stocktakes, research and order equipment) - Sustainability monitors (monitor waste, energy and water consumption and increasing biodiversity) - Veggie garden monitors <p>2.1.6 Enhance our School Captains role with improved roles and responsibilities.</p> <p>2.1.7 Continue with student directed clubs (electives).</p> <p>2.2 Visible learning approaches</p> <p>2.2.1 Staff build their knowledge of Visible Learning.</p>	<ul style="list-style-type: none"> • We will have a BVPS Student Engagement Policy. • There will be a Buddies program. • Students will have completed 1 ‘personal interest project’ using the developed model.

	<p>2.2.2 Teachers develop a shared understanding of the characteristics of an effective learner.</p> <p>2.2.3 Teachers provide effective feedback to students on their development and improvement.</p> <p>2.2.4 Students are taught how to set personal learning goals.</p> <p>2.2.5 Teachers develop Learning Intentions and Success Criteria for every lesson.</p> <p>2.2.6 Teachers create displays of student friendly learning continuums.</p> <p>2.2.7 Students are taught how to be reflective.</p> <p>2.2.8 Students share their learning achievements with parents during 3 way conferences in term 2 and term 3.</p>	<ul style="list-style-type: none"> • All staff will understand what an effective learner is. • Students will be able to set basic personal learning goals. • Effective feedback will be given daily by the teacher to every student.
Year 2	<p>2.1 Student voice</p> <p>2.1.4 Student's undertake 2 'personal interest projects' throughout the year.</p> <p>2.1.6 Students nominate and elect 'Student Representatives' to work alongside the School Captains. The Student Leadership Team meets twice a term to discuss fundraising ideas, organise school events and plans for school improvement.</p> <p>*Continue work on/ maintain 2.1.2, 2.1.3, 2.1.5 & 2.1.7</p> <p>2.2 Visible learning approaches</p> <p>2.2.1 Staff to regularly allocate staff/ curriculum meeting time to continue to build their knowledge and application of Visible Learning.</p> <p>2.2.3 Students are engaged in feedback that involves two-way dialogue.</p> <p>2.2.4 Students set learning goals for improvement in Literacy and Numeracy.</p> <p>2.2.5 Success Criteria is developed with the students.</p> <p>2.2.6 Students begin to use displays to identify and monitor how they are going.</p> <p>2.2.9 Teachers begin to make decisions about content, process and learning experiences with some input from students.</p> <p>*Continue work on/ maintain: 2.2.2, 2.2.7 & 2.2.8</p>	<ul style="list-style-type: none"> • Students will have completed 2 'personal interest projects' using the developed model. • School representatives will be elected and will form part of The Student Leadership Team. • Staff will have a growing knowledge of Visible Learning with evidence of this in their classrooms. • Students will set and explain specific goals for improvement in Literacy and Numeracy. • Students will use displays to monitor their learning.

Year 3	<p>2.1 Student voice 2.1.4 Student's undertake 3 'personal interest projects' throughout the year. *Continue work on/ maintain 2.1.2, 2.1.3, 2.1.5, 2.1.6 & 2.1.7</p> <p>2.2 Visible learning approaches 2.2.5 Success Criteria is developed by the students. 2.2.7 Through reflection students evaluate their learning and the learning process. 2.2.9 Teachers and students collaboratively make decisions about some content, process and learning experiences. *Continue work on/ maintain: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.6 & 2.2.8</p>	<ul style="list-style-type: none"> • Students will have completed 3 'personal interest projects' using the developed model. • When asked students understand what they are learning, how they will know if they are successful and why they are learning a particular fact or skill.
Year 4	<p>Review all elements of practice that influence Student Engagement.</p> <ul style="list-style-type: none"> • Reflect on what has been successful and what areas need improvement. • Plan how to sustain changed approaches. 	<ul style="list-style-type: none"> • School 'Self-Evaluation' and Review will be undertaken.
Wellbeing		Key improvement strategies
Goals	<p>3. Review and develop the school values collaboratively with the school community to reflect the desired school culture.</p> <p>4. Develop targeted and comprehensive intervention strategies to support students' social and emotional needs.</p>	<p>3.1 Review and develop ways in which to communicate and engage the students and the broader school community with the school values.</p> <p>4.1 Develop and implement a system to identify students wellbeing needs.</p>
Targets	<p>Attitude to School Survey results show the Factor Mean Score of Student Distress (2014 & 2015 below) and Student Morale (2013 & 2015 below) is at or above the State mean.</p> <p>Parent Opinion Survey results indicate an improvement in Classroom Behaviour (2014- 3.54, 2013- 5.75, 2012- 5.0, 2011-4.94).</p>	<p>4.2 Use a positive schools framework eg. KidsMatter to inform areas of wellbeing that require development and strengthening.</p> <p>4.3 Develop partnerships and work closely with DET work force and local services to better assist the wellbeing and welfare of students.</p>

	Actions	Success criteria
Year 1	<p>3.1 School values</p> <p>3.1.1 Review the 2009 school values and develop a new set of values through consultation with staff, students and families.</p> <p>3.1.2 Agreed values will be used to:</p> <ul style="list-style-type: none"> - develop class and school expectations - reward behaviour - give consequences <p>3.1.3 School Captains award a 'Value of the Week' award</p> <p>4.1 System to identify students wellbeing needs</p> <p>4.1.1 Explore ways to identify students wellbeing needs. Source a survey package (eg. ACER Social Emotional Wellbeing Survey or the KidsMatter surveys) that will enable us to survey all students wellbeing, emotional skills, social skills and perceptions of school, home and community life.</p> <p>4.1.2 All students to be surveyed at the end of term 1.</p> <p>4.1.3 Data will be used to identify student's social and emotional needs.</p> <p>4.2 Positive schools framework</p> <p>4.2.1 Research and adopt a positive schools framework that can be implemented.</p> <p>4.2.2 All staff to undertake professional learning on the selected framework/ program.</p> <p>4.2.3 Begin working on the framework's key components. Eg. 'Kids Matter' components:</p> <ul style="list-style-type: none"> - Positive school community - Social and emotional learning for students - Working with parents and carers - Helping children with mental health difficulties. 	<ul style="list-style-type: none"> • By the end of 2016 we will have a set of agreed school values. • School values will be used to promote a positive school culture. <ul style="list-style-type: none"> • We will have a wellbeing survey that will be used from Foundation to grade 6. • All students will be surveyed with data collected and analysed. <ul style="list-style-type: none"> • We will decide on and begin to implement a positive schools framework. • All staff will participate in professional learning in this area.

	<p>4.3 Partnerships with DET work force and local services</p> <p>4.3.1 Conduct an environmental scan of local services.</p> <p>4.3.2 Contact neighbouring schools and ask what services they use and for what purpose.</p> <p>4.3.3 Collate this information as a reference tool for all staff.</p>	<ul style="list-style-type: none"> • We will have knowledge of the local services that can provide support to students.
<p>Year 2</p>	<p>3.1 School values</p> <p>3.1.4 Develop an advertising program to inform the community of our agreed values:</p> <ul style="list-style-type: none"> - Signs around school - Weekly newsletter - Value of the week/ month <p>*Continue work on/ maintain 3.1.2 & 3.1.3</p> <p>4.1 System to identify students wellbeing needs</p> <p>4.1.3 Data will continue to be used to determine student wellbeing needs. Staff will align student's needs with targeted intervention provided both internally (teachers, ES staff, Assessment & Intervention coordinator) and externally (DET workforce, local services).</p> <p>*Continue work on/ maintain 4.1.2</p> <p>4.2 Positive schools framework</p> <p>4.2.4 Develop a consistent whole school approach to dealing with students social and emotional needs (eg. strategies, support structures, resources etc).</p> <p>*Continue work on/ maintain 4.2.2 & 4.2.3</p> <p>4.3 Partnerships with DET work force and local services</p> <p>4.3.4 Align student needs with external support providers and employ their services.</p>	<ul style="list-style-type: none"> • School values will be embedded in everyday practices and will continue to promote a positive school culture. • All students will be surveyed with data collected and analysed. • Targeted and comprehensive intervention will be planned for and implemented. • There will be evidence of a whole school approach to wellbeing.

Year 3	<p>3.1 School values *Continue work on/ maintain 3.1.2, 3.1.3 & 3.1.4</p> <p>4.1 System to identify students wellbeing needs *Continue work on/ maintain 4.1.2 & 4.1.3</p> <p>4.2 Positive schools framework *Continue work on/ maintain 4.2.2, 4.2.3 & 4.2.4</p> <p>4.3 Partnerships with DET work force and local services *Continue work on/ maintain 4.3.4</p>	<ul style="list-style-type: none"> • Every child and parent will be able to explain the school values and how this has led to a positive school culture.
Year 4	<p>Review all elements of practice that influence Student Wellbeing.</p> <ul style="list-style-type: none"> • Reflect on what has been successful and what areas need improvement. • Plan how to sustain changed approaches. 	<ul style="list-style-type: none"> • School 'Self-Evaluation' and Review will be undertaken.
Productivity		Key improvement strategies
Goals	5. Optimise resource allocations to support student achievement, engagement and wellbeing as recommended for the new Strategic Plan.	5.1 Develop budgets in line with the school's identified priorities. Strategically align human and physical resources to meet the goals of the new Strategic Plan.
Targets	<p>The Attitude to School Survey results show the Factor Mean Score trend analysis will be at or above the state mean for:</p> <ul style="list-style-type: none"> • Learning Confidence (2013, 2014 & 2015 below), • Teacher Effectiveness (2013, 2014 & 2015 below). 	5.2 Review and reposition parent input to ensure the school is maximising the expertise within the school community.
Actions		Success criteria
Year 1	<p>5.1 Budgets & strategic aligning resources</p> <p>5.1.1 Review school budgets. Create a budget that reflects the schools goals, key improvement strategies, actions and success criteria.</p>	<ul style="list-style-type: none"> • School budget will be aligned with new priorities. • Staff will have combined planning time.

	<p>5.1.2 Adjust the timetable to enable class teachers to plan together for a minimum two hour block per week.</p> <p>5.1.3 Review school levies and school subscriptions.</p> <p>5.1.4 Targeted high quality Professional Learning is sourced and/or provided.</p> <p>5.2 Parent input</p> <p>5.2.1 Survey parents to establish their interest areas/ areas of strength/ areas that they would be interested in being involved in (eg. gardens, reading program, coordinator roles, etc).</p> <p>5.2.2 Put notices in the newsletter when parent help is required and what the task involves.</p>	<ul style="list-style-type: none"> • We will have a list of parent interest areas/ strengths. • Parent help required notices will be placed in the newsletter as required.
Year 2	<p>5.1 Budgets & strategic aligning resources</p> <p>5.1.5 Audit all resources and budget appropriately to update required equipment.</p> <p>*Continue work on/ maintain 5.1.1, 5.1.2, 5.1.3 & 5.1.4</p> <p>5.2 Parent input</p> <p>5.2.1 Survey new families.</p> <p>5.2.3 Ask specific parents for assistance with particular items that match their survey responses.</p> <p>*Continue work on/ maintain 5.2.2</p>	<ul style="list-style-type: none"> • We will have an extensive list of all school resources. • Parent help is targeted.
Year 3	<p>5.1 Budgets & strategic aligning resources</p> <p>*Continue work on/ maintain 5.1.1, 5.1.2, 5.1.3, 5.1.4 & 5.1.5</p> <p>5.2 Parent input</p> <p>*Continue work on/ maintain 5.2.1, 5.2.2 & 5.2.3</p>	
Year 4	<p>Review all elements of practice that influence Productivity.</p> <ul style="list-style-type: none"> • Reflect on what has been successful and what areas need improvement. • Plan how to sustain changed approaches. 	<ul style="list-style-type: none"> • School 'Self-Evaluation' and Review will be undertaken.