

School Strategic Plan for
Eagle Point Primary
3215
2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Jenny Leggatt</p> <p>Date.....22.04.15.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Kym Paterson</p> <p>Date.....22.04.15.....</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>Eagle Point Primary School's purpose is :</p> <p>For each child to reach their full potential academically, socially and emotionally</p> <p>For each child to make improvements in their learning across the curriculum each year</p> <p>For each child to provide a curriculum which targets the needs of all of the students and their learning styles</p> <p>To instill a passion of life-long learning for all school community members and to value this journey</p>
Values	
	<p>That all school community members reflect and role model our school values of Respect, Responsibility, Care and Commitment</p> <p>There is an expectation that the students and teachers will do their best at all times striving to reach their full potential.</p> <p>There is shared responsibility of all students and their learning and development</p> <p>To build resilient, confident students who will be able to leave primary school well equipped to face the challenges ahead both at Secondary School and beyond</p>
Environmental Context	
	<p>Eagle Point Primary School (No 3215) was established in 1894. It is a rural school situated in the township of Eagle Point between Bairnsdale and Paynesville in a picturesque setting overlooking Lake King, one of the Gippsland Lakes. Students enrolling at Eagle Point Primary School come from a broad area encompassing Eagle Point, Newlands Arm, Forge Creek, Paynesville and Bairnsdale.</p>

	<p>Eagle Point has been known as a small caring school community, in recent years it has begun to grow quite quickly. Numbers of families outside of our catchment area choose to drive their children to Eagle Point Primary School or travel by bus from Newlands Arm and Forge Creek.</p> <p>The central focus of the school is to cater for the individual needs of all students, providing them with sound and challenging experiences in a secure and supportive environment. The school promotes the principles of equity and ensures that all children are able to access all aspects of the curriculum. Our school is an inclusive school and values the difference of others and acceptance of all. Our philosophy is that all of our students have the right to learn, to belong, to be safe and have fun. This expectation is becoming ingrained in all of our students and teachers, with our parents developing further understanding over time. We have four values of responsibility, commitment, care and respect that our school demonstrates.</p> <p>Our school strives for success through using the approach of 'Choice Theory' developed by William Glasser which centres on authentic relationships, teachers knowing and meeting the needs of individuals and understanding that each person has a quality world that differs to their own. Our students are developing understandings that every action is chosen and consequences occur because of their actions. In the classroom students strive for quality in their work and take responsibility for their learning.</p> <p>Our teaching philosophy is that teachers know their students academically, know where they are at, know what needs to be taught next and that they assess and monitor students' progress. Teachers plan for a differentiated curriculum honing in on the needs of their students. Professional development, coaching and team planning support teachers. The school offers a sequential program according to AusVELS, the national curriculum.</p> <p>There is a family atmosphere and a feeling of belonging in the school community. The school is proud of the connections it has with parents and the local community, with active participation in the school's functions including School Council, education programs, fundraising, grounds maintenance, programs to support students and their families and social activities.</p>
Service Standards	
	<ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	To improve student learning outcomes in Literacy and Numeracy with a focus on Writing and Numeracy.	To increase learning by at least a year's growth for every child against AusVELS, each year in the period from 2015-2018.	<p>Develop a common understanding of the practices of Quality Teaching and Learning to strengthen teacher practice and guide teacher capacity building.</p> <p>Increase the rigour in the use of data to analyse student learning, provide feedback to students and inform the planning for differentiated teaching at point of need.</p> <p>Develop a school assessment schedule that enables teachers to use multiple sources of data and evidence to inform assessment, planning and reporting</p> <p>Develop team structures to enable team teaching in order to:</p> <ul style="list-style-type: none"> • Build teacher consistency and share expertise • Implement classroom observation and a rigorous coaching model • Support a 5 week cycle of planning and assessment <p>Transfer the High Reliability Literacy Strategies to all curriculum areas.</p>

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Increase student ownership of learning.</p>	<p>By 2018 the following outcomes to be evidence in the Student Attitudes to School Survey:</p> <p>Student Morale 5.21 to 6.00</p> <p>Stimulating Learning From 3.40 to 4.3</p> <p>Learning Confidence From 3.75 to 4.3</p> <p>Student Motivation From 3.87 to 4.3</p> <p>School Connectedness From 3.70 to 4.3</p> <p>By 2018 the students will show through the Polt survey that all questions have an 80% of students either agree with the statements or above.</p>	<p>Build teacher and student knowledge of quality learning as opposed to quality work.</p> <p>Increase student engagement by providing learning tasks that are purposeful, authentic and utilise student and teacher interests and passions.</p> <p>Build the capacity of teachers and students to question in order to deepen learning and understanding</p> <p>Build the resilience of students as learners</p> <p>Build the capacity of teachers to support students to set personal learning goals, measure and report their own progress and achievement.</p> <p>Engage in quality, collaborative learning networks using ICT</p>
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>Improve the learning environment to provide stimulating and challenging learning that meets the needs of all students.</p>	<p>By 2018 the following outcomes to be evidence in the Student Attitudes to School Survey:</p> <p>School Connectedness From 3.70 to 4.3</p> <p>Student Distress From 5.65 to 6.00</p> <p>Student Safety 4.35 to 4.6</p> <p>Classroom Behaviour 2.68 to 3.7</p>	<p>Move the focus of Choice Theory from quality behaviour to quality learning.</p> <p>Hold higher expectations for all students and develop their aspirations.</p> <p>Develop a common understanding of quality learning for teachers and students.</p> <p>Provide the frameworks for students to know their current level of learning and</p>

			<p>set learning goals that challenge them. Students articulate their learning and demonstrate it in their work.</p> <p>Track data for attendance, behaviour strategy usage and student achievement to communicate regularly and positively with parents</p> <p>Engage parents in an understanding of Choice Theory using students as tutors.</p> <p>The school follow the East Gippsland School's Network Indigenous Education Strategy and Belief Statement and implement the strategies recommended each year.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To effectively allocate school resources to achieve improved student learning outcomes.</p>	<p>To have a choice for parents on how they can be involved in our school community through classroom assistance, PFA, School Council, fundraising, social events, Clubs, grounds maintenance, camps and/or excursions in the period between 2014-2018.</p> <p>To formalise a leadership team that meets weekly by 2016.</p> <p>From 2015 provide access of network professional development that supports building the capacity of teachers to take on leadership roles and responsibilities.</p> <p>To provide ICT professional development for all staff on a regular basis in the period from 2015-2018.</p> <p>For students to be able to work collaboratively using ICT with students locally and abroad by 2018.</p>	<p>Increase the level of Parent Engagement to support student learning and build a Learning Community.</p> <p>Ensure team structures support leadership development and the regular monitoring of progress against school goals and targets.</p> <p>Network to maximize resourcing to support teacher capacity building, including accessing Network Professional Learning whenever possible</p> <p>Further develop facilities and ICT infrastructure to support the pedagogical practices of the school</p> <p>Provide Before and After School Care</p> <p>Resource ICT to support collaborative online networking and engagement with rich learning tasks.</p>

School Strategic Plan 2014- 2017: Indicative Planner

		Actions	Achievement Milestone
	Year 1	<ul style="list-style-type: none"> ▪ Develop protocols about teaching in Maths and Writing developed by teachers ▪ Defining Quality Work and striving for success in Numeracy and Writing in both students and teachers ▪ Teachers will begin to set student goals in Writing and Number ▪ Teachers set student targets and work towards achieving these ▪ Start to plan 5 week units of work devised in Numeracy and Writing ▪ Planning is differentiated meeting needs of all students ▪ Link assessment to the 5 week blocks ▪ Assessment schedule shows 3 different forms of assessment to plot children on AusVELS in Maths, Writing, Spelling & Reading ▪ Teachers plan in teams and in some cases begin to trial team teaching lessons ▪ Teachers will participate in a coaching program aligned with school foci and performance plans ▪ Teachers will visit other classrooms to view lessons undertaken in Writing and Maths ▪ Teachers will set goals for improvement after coaching and work towards 	<ul style="list-style-type: none"> ▪ Defined protocols in how to teach Maths and Writing. Lesson structures formalised. ▪ Teachers provide scaffolded core skills in Maths and Writing to students to assist writing goals ▪ Students record goals and monitor their progress. ▪ Students strive for quality and know when they have achieved it. ▪ Students receive different forms of feedback regularly ▪ Teachers plan 5 week blocks in Writing and Number and know the students targets they are striving for. They know their strengths and weaknesses and what has to be taught next ▪ Students complete pre tests, are given feedback and know what is to be learnt next. Students participate in post tests at the end of a unit ▪ Teachers provide feedback on students work in a variety of ways in each lesson ▪ Each teacher has an assessment folder showing the testing undertaken as per the school schedule. ▪ Teachers use this assessment when writing reports.

		<p>attaining these, providing evidence to support their learning</p> <ul style="list-style-type: none"> ▪ Teachers will evidence the HRLTP's in their planning in Reading and Writing ▪ Students will receive feedback regularly and across subjects ▪ Each lesson will have a review component to consolidate learning and to plan for future learning ▪ Each child will know the focus of each lesson ▪ Teachers understand the importance of Oral Language in their classroom 	<ul style="list-style-type: none"> ▪ Teachers complete yearly, termly planners in teams and consult and share their planning with each other about weekly planners. ▪ Teachers analysis targets twice a year and reflect on their teaching ▪ Teachers participate in professional learning centred on Maths, Writing and Quality Work ▪ Teachers will trial new ways of teaching after reflection from coaching or visiting other classrooms ▪ Teachers will provide opportunities to celebrate achievements regularly ▪ For students to be able to identify and explain why their work is quality and to know what is the next stage of learning ▪
	Year 2	<ul style="list-style-type: none"> ▪ Develop protocols about learning and ownership of learning both at a teacher level and a student level ▪ Teachers will continue to reflect on Teaching Protocols and make adjustments if required in Writing and Maths ▪ Develop teaching protocols in Oral Language and Reading ▪ Teachers will begin to devise a whole school Oral Language Program for P-6 ▪ Teachers will continually talk about Quality Learning and how that looks ▪ Students will be able to set their own goals and know they have succeeded in Writing and Maths 	<ul style="list-style-type: none"> ▪ Teachers will begin to report to parents on the 5 week blocks undertaken and continue to provide feedback to their students ▪ Students will begin to understand what they need to learn and are able to verbalise what they need to do next. ▪ Students will understand the structure of a lesson and know the importance of each component ▪ Students will know that they need to strive for success and that motivation comes from within ▪ Students will receive feedback from teachers and their peers each lesson ▪ Teachers will formalise 5 week blocks and these will begin to be entered on the Compass program

		<ul style="list-style-type: none"> ▪ Students will record their goals and begin to share them with their parents, teachers and peers ▪ Teachers will start to team teach in each of the school levels in at least two subject areas ▪ Teachers use 3 different forms of assessment to plot children on AusVELS in Maths, Writing, Spelling & Reading ▪ Teachers devise 5 week planning blocks in Reading, Oral Language, Spelling & Theme and continue 5 week blocks in Maths and Writing ▪ Teachers will provide feedback to students daily ▪ Teachers will evidence the HRLTP's in their planning in Maths 	<ul style="list-style-type: none"> ▪ There will be a consistent whole school approach to the 5 week planning block ▪ Celebration of learning and recognition will be a normal occurrence
	Year 3	<ul style="list-style-type: none"> ▪ Teachers will revise the HRLTPs and develop a P-6 Reading Program ▪ Teachers will learn how to question deeply and professional development will centre on this ▪ Teachers will team teach in their respective levels of the school ▪ Students will report to parents re: their current goals and their successes ▪ Teachers devise 5 week planning blocks in all curriculum areas ▪ Teachers will continue to participate in a coaching program that is linked to the school's Strategic Plan. ▪ Teachers will evidence the HRLTP's in their planning in all subjects ▪ 	<ul style="list-style-type: none"> ▪ Students will value all types of feedback given and use this to make improvements ▪ Senior students will be able to verbalise the 7 HRLTP's and how they aid learning. ▪ Middle and senior students will begin to be part of a shared conference where they will be able to share their learning with their parents and teachers. ▪ Students will think about what they know and what they still need to know.
	Year 4	<ul style="list-style-type: none"> ▪ Use the HRLTPs in all curriculum areas 	<ul style="list-style-type: none"> ▪ HRLTP's are evidenced in all weekly planners

		<ul style="list-style-type: none"> ▪ Consolidate Quality Learning and Quality work ▪ Continue planning a differentiated curriculum ▪ Planning is purposeful and is linked to school documents ▪ Assessment is rigorous and is fundamental to all planning, with post assessments a reflection on the teaching undertaken 	<ul style="list-style-type: none"> ▪ Quality Work is displayed in each classroom ▪ All students have a Quality Work and goal setting portfolio ▪ Planning reflects the Strategic Plan and Annual Implementation Plan ▪ Assessment is part of every day and students welcome it. ▪ Team Teaching is evident in our school
	Year 1	<ul style="list-style-type: none"> ▪ In each lesson there is a purpose and teachers let students know this purpose ▪ Teachers participate in Professional Development centring on Quality Learning and Teaching Protocols ▪ Teachers know what is a successful lesson in Number and Writing ▪ Teachers seek input from children when starting a new theme and gauge their interests ▪ Teachers know their students and have developed positive relationships ▪ Teachers are clear on what is expected from units of work and students are informed ▪ Assessments are known at the start of the unit and students are given guidelines on what has to be achieved ▪ Children receive regular feedback from staff and they know what needs to be learnt next ▪ Senior students are given opportunities to choose elements of their learning through Bloom's or Gardiners Taxonomies 	<ul style="list-style-type: none"> ▪ Children show confidence in each lesson as they know what has to be learnt ▪ Teachers guide students with goal setting and know the curriculum well so they can scaffold the learning. ▪ Teachers participate in Professional Learning centring on Writing and Number ▪ Teachers consult with their students on what the next unit of work will be ▪ Teachers provide small targeted group work honing in on the zone of proximal development ▪ Teachers have units of work where students are able to select activities that meets their learning style ▪ Teachers provide core skill documents that show students the next step for learning in Writing and Number to assist their goal setting ▪ Teachers provide times for celebrations both within the classroom and school ▪ Students have units of work based on their theme ▪ Students receive feedback in multiple forms

		<ul style="list-style-type: none"> ▪ Students will be exposed to setting their own goals in Writing and Numeracy ▪ Teachers provide opportunities for celebration within the classroom, school and broader community ▪ Teachers will know their students and their interests and incorporate interests into the 5 week blocks ▪ Teachers will find out the way each of their students learn best and provide lessons that have an element of choice 	<ul style="list-style-type: none"> ▪ Teachers provide class meetings for students to discuss what interests them and what they are passionate about
	Year 2	<ul style="list-style-type: none"> ▪ Students know there is a purpose for each lesson ▪ Students know how they have gone by the feedback that is given to them ▪ Teachers attend PD on Learning Protocols, Oral Language and Reading ▪ Teachers learn about different styles of learning across the school ▪ Celebration is an expectation in all grades ▪ Students know what to do when they get stuck with their learning ▪ Students expect to be informed on how they are going to be assessed in a unit of work ▪ Students know that they can learn from their teacher but also their peers ▪ Students know how to use various resources to find answers ▪ Teachers set up opportunities for their students to work collaboratively on projects ▪ Students make links with other students in other schools 	<ul style="list-style-type: none"> ▪ Students have gained more knowledge on what has to be achieved ▪ Students begin to set goals that are related to the outcomes of units of work ▪ Teachers plan lessons around different styles of learning ▪ Teachers have PD in supporting students with resilience ▪ Students know what they are going to be assessed on ▪ Students work collaboratively together in class lessons and in specific units of work ▪ Teachers teach how to find answers in particular with the use of ICT ▪ Students have shared projects with other students from other schools within Australia and beyond

	Year 3	<ul style="list-style-type: none"> ▪ Students continue to consolidate skills that enable them to succeed ▪ Students see learning as individual or as a partnership ▪ Students know that a teacher is a facilitator of learning rather than just a teacher ▪ Teachers provide opportunities to share knowledge and celebrate learning ▪ Students make links with other students locally and abroad 	<ul style="list-style-type: none"> ▪ Students are able to set goals that are related to the outcomes of units of work ▪ Students celebrate when they have done well ▪ Senior students approach the teacher as a resource and someone to clarify understanding
	Year 4	<ul style="list-style-type: none"> ▪ Embed the skills learnt in the previous 3 years 	<ul style="list-style-type: none"> ▪ Students will share knowledge and students will learn from each other ▪ Students will share what they have learnt and present their learning in a variety of ways
	Year 1	<ul style="list-style-type: none"> ▪ As per Achievement and Student Engagement actions ▪ Monitor student absences through the new program Compass ▪ Begin to monitor student behaviours through the new program Compass ▪ Reports will be available through Compass ▪ Teachers will continue to use Cleartrack to track academic data and be exposed to the use of Compass ▪ To continue to use Choice Theory, our values and what we stand for as the basis of our school culture ▪ Students review what they know about Choice Theory and this is reflected in the choices they make ▪ New students and staff have an induction to Choice Theory ▪ Parents will be able to attend Information nights where Choice Theory is explained. 	<ul style="list-style-type: none"> ▪ As per Achievement and Student Engagement Milestones ▪ Teachers and leadership will have easily identified data of student absences. ▪ Teachers will know where students are throughout the day. ▪ All classrooms will have displays that centre around our School Values and What we stand for. ▪ Displays of Quality Work and celebrations will also be evidence in classrooms ▪ Students will have lessons centring around positive relationships, people's needs and how to deal with situations that are not working for you. ▪ Students will participate in Choice Theory nights explaining what Choice Theory looks like in our school.

<p>Engage parents in an understanding of Choice Theory using students as tutors.</p> <p>The school follow the East Gippsland School's Network Indigenous Education Strategy and Belief Statement and implement the strategies recommended each year.</p>		<ul style="list-style-type: none"> ▪ Parents will be offered to have professional development centring on Choice Theory ▪ Parents will be provided with policies related to Choice Theory ▪ Students are able to identify quality work and can explain why it is. ▪ Class meetings take place weekly giving students a voice ▪ Provide opportunities for students to participate in activities that centre on celebrating difference eg NAIDOC week, Harmony Day, Reconciliation Day ▪ Teachers plan for indigenous perspectives in units of work ▪ Our school community learns more about our local Koories 	<ul style="list-style-type: none"> ▪ The school newsletter will be an avenue to communicate to the broader community about Choice Theory and the related policies ▪ Students participate in activities that celebrate difference. ▪ Students accept each other for their differences and show respect ▪ Children learn about the culture of Indigenous Australians ▪ Developed understandings of our local Koorie people by our whole school community through attendance of special activities undertaken throughout the year.
	Year 2	<ul style="list-style-type: none"> ▪ Parents will be able to report absences electronically ▪ Teachers will track student behaviours on Compass ▪ Teachers and Leadership will be able to inform parents of recurring behaviours ▪ Transfer data collection from Cleartrack to Compass ▪ Class meetings are beginning to be led by students ▪ The school provides opportunities for our students to visit local sites/museums 	<ul style="list-style-type: none"> ▪ Teachers will have a clear understanding of the behaviours exhibited by students and it will show if there are any patterns formed. ▪ Teachers will be able to access data to inform parents ▪ Students will be responsible for their actions and required to own their behaviour. ▪ Students will identify what they need to do in the future displaying successful choices. ▪ Students are accepting and interested in our local Koorie students and their families

	Year 3	<ul style="list-style-type: none"> ▪ Parents will be able to access progress reports from Cleartrack every 5 weeks after units have been completed ▪ Individual Learning Plans will be entered on Compass ▪ Homework will be accessible on Compass and students will be able to upload their homework when completed ▪ Students set class meetings and develop protocols related to the meetings. Agendas are devised by students ▪ Continue to follow the East Gippsland School's Network Indigenous Education Strategy and Belief Statement 	<ul style="list-style-type: none"> ▪ Teachers will update Compass with the data collected and the feedback given to students ▪ Reports will be composed of results and comments made after each 5 week unit. ▪ Individual Learning Plans will be able to be accessed by parents online. ▪
	Year 4	<ul style="list-style-type: none"> ▪ Consolidate all of the above, 	<ul style="list-style-type: none"> ▪ Consolidate all of the above
	Year 1	<ul style="list-style-type: none"> ▪ To re-establish a Parent Body in our school ▪ Parents are sought to assist in classrooms and programs ▪ Parents are offered professional learning around Choice Theory both in a formal way and informally ▪ Leadership meets weekly to discuss progress of the school against the Strategic Plan goals. ▪ Leadership Professional Development is offered to targeted staff. ▪ School will access Professional Development in the area of Mathematics that is offered through the Network. ▪ A computer pod will be purchased for the Middle School Team 	<ul style="list-style-type: none"> ▪ Parents meet regularly to socialise and make connections with our school ▪ Parents are valued helpers in the classrooms and our programs ▪ Some parents participate in the Basic Intensive Program of Choice Theory at the start of the year. ▪ Parents are offered an Information Evening on Choice Theory that is led by staff. ▪ Leadership Professional Development will be through Stronger Smarter and John Crofts with both programs being offered through the Network

Resource ICT to support collaborative online networking and engagement with rich learning tasks.		<ul style="list-style-type: none"> ▪ School will work in partnerships with other schools in relation to Wayne Craig's Protocols for Teaching and Learning ▪ ICT professional development will be offered to staff on Compass ▪ Whole School ICT Plan to be formalised and followed ▪ Start an After School Program to meet the needs of the school community 	<ul style="list-style-type: none"> ▪ Staff will attend Professional Development with Mike Askew and Gaye Williams ▪ Staff will work on Teaching Protocols ▪ Students have opportunities to access computers to support classroom programs ▪ Staff will use some components of Compass this year, attendance and reports ▪ Staff know what is expected and can plan accordingly for ICT ▪ OSHC4Kids starts 2 nights a week
	Year 2	<ul style="list-style-type: none"> ▪ Parent Club body to hold varying events meeting the needs of all the school community ▪ Leadership continues to meet weekly reflecting on targeted foci ▪ Continuation of schools working in partnerships with other schools in relation to Wayne Craig's Protocols for Teaching and Learning ▪ ICT infrastructure to be reviewed each year by ICT committee and recommendations made for following year ▪ Continue with OSHC4Kids program and survey community re extending hours 	<ul style="list-style-type: none"> ▪ Welcome BBQ's, Fundraising events, social events are organised by PFA (Parent Friends Association) ▪ Expansion of leadership incorporating one more staff member on a weekly basis ▪ Offer Changemakers Program to identified staff for building Leadership ▪ More parents are interested in learning about Choice Theory and attend PD provided. ▪ School Community will provide feedback on OSHC4Kids and extend to more days and the possibility of beginning a before school program
	Year 3	<ul style="list-style-type: none"> ▪ Parent Club to continue to encourage new parents to join. ▪ More parents are assisting within the school in varying capacities ▪ Consolidate leadership and continue to reflect on Strategic Plan and report back to School Council ▪ ICT infrastructure and ICT Plan to be reviewed each year by ICT 	<ul style="list-style-type: none"> ▪ Increasing numbers of PFA ▪ Each classroom has some form of parental assistance ▪ Parents are involved in the Clubs Program ▪ Leadership are constantly in consultation with school community and School Council keeping abreast

		committee and recommendations made for following year	of the progress being made on the Strategic Plan
	Year 4	▪ Continue as above	▪ Continuation of above