

School Strategic Plan for Eppalock Primary School 1788 2015 – 2018



EPPALOCK
PRIMARY SCHOOL

No. 1788

*Quality Education in a
Rural Environment*



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed...<i>Emily Ryan</i>.....</p> <p>Name...Emily Ryan.....</p> <p>Date...10/12/2014.....</p>
<p>Endorsement by School Council</p>	<p>Signed: <i>Andrew Gallagher</i></p> <p>Name: Andrew Gallagher</p> <p>Date:19/2/15</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.....<i>Anne Cunniff</i>.....</p> <p>Name.....Anne Cunniff.....</p> <p>Date.....23/03/2015.....</p>

School Profile

Purpose	At Eppalock Primary School we strive to provide a nurturing and positive learning environment that caters for the needs of all students, enabling them to reach their individual academic and personal potential. We ensure that teaching and learning activities are relevant and challenging and promote respect and responsibility. Students at our school are supported to be individuals who care for themselves, others and their environment. They are encouraged to share their knowledge, friendship and learning with others and are supported to try new things and have high personal standards.
Values	<p>Care and Compassion: Care for self and others</p> <p>Respect: Treat others with consideration and regard-respect another person's point of view</p> <p>Honesty and Trustworthiness: Be honest, sincere and seek the truth.</p> <p>Responsibility: Be accountable for one's own actions. Resolve differences in constructive, non-violent and peaceful ways. Contribute to Society and civic life. Take care of the environment.</p> <p><i>Be Caring</i></p> <p><i>Be Respectful</i></p> <p><i>Be Honest</i></p> <p><i>Be Responsible</i></p>
Environmental Context	Eppalock Primary School is set in attractive, well maintained, spacious grounds in the rural community of Axe Creek, just 17 kms east of Bendigo. The school is highly regarded because of its child-centred approach to learning, its focus on students accepting responsibility for their progress, the development of self-discipline and the pursuit of excellence in a caring and nurturing environment. The school values its partnership with parents and the wider community, being the hub of the Axe Creek community and works hard to promote positive parenting partnerships and the ethos of a family friendly school. The school further connected with the broader community in 2013 through its upgraded website, newly established Twitter and Facebook accounts and the

introduction of a Community Playgroup to cater for the needs of the many young families in the local community. School enrolments at the beginning of the 2014 school year sat at 43 students and are trending gradually up with 2015 confirmed enrolments already surpassing the projected figure.

In April 2012 the School moved into a new building. This facility was funded via the Building the Education Revolution program. The new building features 3 classrooms, a project space, withdrawal room, staff room, office, staff and student toilet facilities and a meeting room. In addition the school has retained the old school building, (currently used for our After School Care program, Living Green Kitchen, Community Playgroup and Parents Club Meeting area). We also have a designated Art Room that also services the Living Green classroom program.

The school has a .8 teaching Principal, 1.8 expert teachers, .2 accomplished teacher and three student support staff. We are also serviced by a .6 Office Manager and .2 Student Wellbeing Officer. The long standing Principal retired at the end of the 2012 school year and a new substantive Principal was employed at the beginning of 2013 and remains in the role.

Students work in three small multi-age groups supported by highly experienced teachers and a support staff member in each classroom. Mandarin is taught from Prep to Grade 6 and children benefit from specialist areas of Drama, Music, MARC library van as well as our Living Green Sustainability Program. Children take part in Physical Education each morning as well as a sport session one afternoon per week. We also take part in cluster athletics sports with other neighbouring schools. Art and SOSE are taught through the Inquiry Based Model and teachers have worked with Kath Murdoch in 2013 to develop their skills in this area.

The explicit teaching of literacy and numeracy skills is a priority across all year levels and teachers work closely to develop and document whole school yearly, termly and weekly planners for Literacy and Numeracy to ensure a consistent, whole school approach is achieved and enhanced student learning outcomes are realized. Students have Individual Learning Plans when needed and staff and parents work together in a cooperative and supportive environment.

Senior students are elected as Junior School Councillors and take a leading role in the organization of community service activities. Classrooms are well resourced with each classroom having an interactive whiteboard and Grade 2-6 students all have an individual Net-book computer. A Polycorn system was provided to the school in early 2014 and is used extensively, especially by the senior grade, to link in with schools and communities across the country to provide a broad range of varied and interesting learning experiences.

Student relationships are enhanced by the use of the Restorative Practices approach and using the resiliency program, Bounce Back, across the school. The KidsMatter Framework was introduced in 2013 and has provided proven methods, tools and support to help the school work with parents and the wider community, to nurture happy, balanced kids through the provision of a mental health and wellbeing framework. Students receive explicit 'Values' education sessions on a weekly bases to enhance their emotional

	<p>intelligence and social and emotional skills. Mindfulness meditation sessions are conducted on a daily bases before learning begins at the beginning of the day and have shown to improve the children's concentration and ability to remain focused on their learning. The school was included in the 'School Wide Positive Behaviours Support' program in 2014 and is working through redefining the behaviours and values of the school.</p> <p>All transition programs are based upon the individual needs of students and the school recognises the importance of a successful transition program for incoming and exiting students. In 2013 the school joined the Flora Hill Cluster which initiated a 'Cluster Sports Carnival' between students from Eppalock PS, Quarry Hill PS, Spring Gully PS and Kennington PS. This round robin event that runs for around 6 weeks twice yearly has really enhanced the transition of grade 6 students to secondary college and in particular our Government feeder school, Bendigo South East Secondary College. Students also take part in small group sessions at BSE and other transition sessions as necessary. Our Prep transition program is very extensive with a School Tour for prospective parents in Education Week (or as needed), a four session orientation program, a term four parent information session and an informal Prospective Prep Family Picnic in November</p> <p>Eppalock Primary School is an open, friendly and caring school that strives to provide quality education that maximizes all student abilities and produces well-adjusted, responsible and self-reliant students.</p>
Service Standards	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Maximise student learning growth and ensure each student makes or exceeds expected development in all areas but particularly in the key areas of Literacy and Numeracy.</p>	<p>All teachers assign accurate AUSVELS levels based on multiple sources of assessment.</p> <p>All students, deemed capable, to experience at least one year's AUSVELS growth in reading, writing and numeracy each year.</p> <p>At least 10-15% of students to achieve a learning growth of more than one year above their previous baseline standard in AUSVELS English and Mathematics.</p> <p>At least 10-15% of students to be assessed at 12 months or more ahead of the expected AUSVELS level in English and Mathematics.</p> <p>At least 85%-95% of students to achieve more than one AUSVELS level improvement above their Year 3 NAPLAN baseline standard in Year 5 NAPLAN testing.</p> <p>Foundation – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number.</p> <p>Foundation – 6 student achievement data demonstrates a decrease each year in the number of students working below the expected level in reading, writing and</p>	<ul style="list-style-type: none"> • Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data. • Empower students to understand and use their own data to set and monitor learning goals. • Further build quality teacher practice through whole school teaching and learning strategies, shared planning and structured professional development opportunities.

		<p>number.</p> <p>The DEECD Year 5/6 Attitudes to School Survey shows improvement in the lowest two areas each year over the life of the strategic plan under the heading of 'Teaching & Learning'.</p> <p>The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the lowest two areas each year over the life of the strategic plan under the heading of 'School Climate'.</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>Further develop a relevant, challenging and stimulating learning environment that creates consistently high levels of student engagement and positive behaviours.</p>	<p>85% - 95% of students to be at or above the expected AUSVELS level in Personal Learning and Interpersonal Development.</p> <p>The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'learning confidence', 'teacher effectiveness', 'stimulating learning' and 'teaching effectiveness' demonstrates annual improvement.</p> <p>The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the area of 'Stimulating Learning' and 'Learning Focus'.</p> <p>Average attendance rate for all year levels to be above 95%.</p>	<ul style="list-style-type: none"> • Develop and implement strategies to support positive behaviours and improved engagement for all students. • Plan for the provision of challenging goals and effective feedback for students and teachers. • Plan, document and implement co-ordinated strategies to engage students and parents as partners in learning. • Continue to provide a differentiated learning program that engages and motivates students.
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning</p>	<p>Foster a vibrant school community that ensures support for every student and enhances positive mental health and emotional and social wellbeing.</p>	<p>The DEECD Year 5/6 Attitudes to School Survey, in the areas of 'student moral', 'student distress', 'classroom behaviour' and 'student safety' demonstrates annual improvement.</p>	<ul style="list-style-type: none"> • Further build strategies to enhance both home and school partnerships and those with the wider community.

is critical to achieving and sustaining students' positive learning experiences.		The DEECD Parent Opinion Survey, in the areas of 'behaviour management' and 'student safety' demonstrates annual improvement.	<ul style="list-style-type: none"> • Embed a whole school approach to student wellbeing that includes proactive strategies that focus on promotion of positive relationships, student resilience and individual efficacy. • Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management.
<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>	To clearly align available resources (human, financial, time, space and materials) with school goals to maximize student learning, wellbeing and community and student engagement outcomes.	<p>The annual confirmed School Global budget shows that funding priority has been given to the significant projects, as documented in the School Strategic Plan.</p> <p>The School Budget shows a surplus for each year of the SSP.</p>	<ul style="list-style-type: none"> • Develop a resource plan to support school priorities, review resource allocations annually and match to priorities. • Align all purchases and activities with Strategic Plan Goals.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p><i>Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data.</i></p> <p><i>Empower students to understand and use their own data to set and monitor learning goals.</i></p> <p><i>Further build quality teacher practice through whole school teaching and learning strategies, shared planning and structured professional development opportunities</i></p>	Year 1	Build upon the current programs for students at risk through the Supported Learning Program in Literacy and Numeracy and extend the program to ensure extension tasks for students who are, or are capable of, achieving well above the expected levels.	<ul style="list-style-type: none"> Supported Learning Program implemented every day - 1/2 hour in the morning for Literacy and 1/2 hour after recess for Mathematics. Groups include Intervention and Extension, 4-5 groups of 3-4 students daily.
		Adopt the <i>Words our Way</i> program as a whole of school approach to the teaching of Word Study and Vocabulary supporting improved Spelling skills and knowledge.	<ul style="list-style-type: none"> <i>Words our Way</i> Program purchased. All staff received Professional Development in its use. All teachers using the program in their everyday classroom practise.
		Adopt a whole of school approach to assessment collection and storage through the use of the <i>Grade Expert Program</i> .	<ul style="list-style-type: none"> <i>Grade Expert</i> Program purchased. All existing data up loaded. Staff PD in its use. All staff using the program on a regular basis to inform teaching and learning programs and set goals and strategies for individual student learning.
		Develop a School Data Wall to track the progress of every student and ensure teacher judgment against AUSVELS is informed through the triangulation of data.	<ul style="list-style-type: none"> Data Wall for Literacy & Numeracy developed and displayed in the Meeting Room. Three sets of data used to inform teacher judgement against AUSVELS.
		Implement the Professional Learning's and associated strategies and concepts from the Principals As Literacy Leaders Program across the whole school.	<ul style="list-style-type: none"> All staff received Professional Development from Anne Bayetto on the Big Six. All staff implementing strategies from the Big Six, with a particular focus on Oral Language and Phonological Awareness, in their daily teaching practise.

		Implement a whole school approach to Curriculum planning and documentation.	<ul style="list-style-type: none"> • Whole School Numeracy Planners developed for each term based on Michael Ymer planning documentation. • Whole School Literacy Planners developed for each term based on the Big Six.
		Empower students to understand and use their own data to set and monitor learning goals.	<ul style="list-style-type: none"> • Grade 4/5/6 students using My Individual Data Plans to inform their learning and set goals for improvement.
		Extend the current focus on the teaching of Chinese as part of the LOTE program by becoming involved in the Team China Network initiative.	<ul style="list-style-type: none"> • School is involved in the Team China initiative with students taking part in the China Overseas Learning Experience and other ongoing projects.
	Year 2	Further build upon the programs for students at risk and in need of extension through the Supported Learning Program in Literacy and Numeracy.	<ul style="list-style-type: none"> • Supported Learning Program revised & improved where needed. • Groups include Intervention and Extension & thorough analysis of data used to inform learning.
		Further build on the implementation of the <i>Words our Way</i> program to improve whole school Spelling skills and knowledge	<ul style="list-style-type: none"> • <i>Words our Way</i> Program continued to be imbedding into everyday practise across the whole school. • Teachers more confident in its use & sharing of best practise ideas & activities occur regularly at Staff Meetings. • Data shows improvement across the whole school in this area.
		Further build on the whole of school approach to assessment collection and storage through the use of the <i>Grade Expert Program</i> .	<ul style="list-style-type: none"> • All staff continue to use the program on a regular basis to inform teaching and learning programs and set goals and strategies for individual student learning.

		Further develop School Data Wall to track the progress of every student and ensure teacher judgment against AUSVELS is informed through the triangulation of data.	<ul style="list-style-type: none"> Data Wall used & updated regularly. Teacher judgements accurate and based on clear evidence.
		Further implement the Professional Learning's and associated strategies and concepts from the Principals As Literacy Leaders Program across the whole school.	<ul style="list-style-type: none"> All staff implementing strategies from the Big Six, with a particular focus on Phonics & Vocabulary, in their daily teaching practise.
		Further implement a whole school approach to Curriculum planning and documentation.	<ul style="list-style-type: none"> Refined & improved Whole School Numeracy Planners developed and used consistently across the school. Refined & improved Whole School Literacy Planners developed and used consistently across the school.
		Continue to extend the focus on the teaching of Chinese as part of the LOTE program.	<ul style="list-style-type: none"> Ongoing involvement in Team China & OSLE. Possible Sister City links developed.
	Year 3	Review, refine and improve intervention & extension practises.	<ul style="list-style-type: none"> Intervention practises cater for the individual needs of all students with evidence of fluid groupings. All students have explicit, meaningful ILP's with goals based on extensive data analysis & evidence
		Review implementation of the <i>Words our Way</i> program & make improvements as required.	<ul style="list-style-type: none"> <i>Words our Way</i> implementation reviewed and improvements instigated as required.
		Continue to extend the use of the <i>Grade Expert Program</i> .	<ul style="list-style-type: none"> Data analysed and used on a daily bases to support planning & improve individual teaching & learning programs.
		Continue to use School Data Wall to track the progress of every student through the triangulation of data sets.	<ul style="list-style-type: none"> Data Wall updated regularly & shows improvement in student learning outcomes across all grade levels.
		Continue to implement the Professional Learning's and associated strategies and concepts from the Principals As Literacy Leaders Program across the whole school.	<ul style="list-style-type: none"> All staff implementing strategies from the Big Six, with a particular focus on Phonics & Vocabulary, in their daily teaching practise.

<p>Engagement</p> <p><i>Develop and implement strategies to support positive behaviours and improved engagement for all students.</i></p> <p><i>Plan for the provision of challenging goals and effective feedback for students and teachers.</i></p> <p><i>Plan, document and implement co-ordinated strategies to engage students and parents as partners in learning.</i></p> <p><i>Continue to provide a differentiated learning program that engages and motivates students.</i></p>		Continue to extend the focus on the teaching of Chinese as part of the LOTE program.	<ul style="list-style-type: none"> Sister City links further developed. Emergent Program developed with links to AusVels Pathways.
	Year 4	Review & modify practise from year 1-3 with a focus on continued improvement in all areas.	<ul style="list-style-type: none"> Practise shows continued reflection and ongoing improvement.
	Year 1	Implementation of the Mind Up Program.	<ul style="list-style-type: none"> Mind Up Program & books purchased. All staff provided with PD in its application. Mind Up Program consistently applied across the whole school.
		Explicit teaching of Mindfulness techniques and of emotional intelligences.	<ul style="list-style-type: none"> Mindfulness sessions conducted daily across the whole school. Explicit Mindfulness techniques taught to students & reinforced daily. Weekly Values education sessions conducted across the whole school with a focus on development of student EI.
		Continue to work on the KidsMatter Framework – implementation of Component 4 and reinvigoration of the other components.	<ul style="list-style-type: none"> Audit conducted of previous KidsMatter application. Areas for improvement & development highlighted & addressed. All staff to receive internal PD around Component 4. Features of Component 4 implemented at a school wide level.
	Year 2	Continued implementation of the Mind Up Program.	<ul style="list-style-type: none"> Mind Up Program consistently applied across the whole school on a regular bases.

		Continued explicit teaching of Mindfulness techniques and emotional intelligences.	<ul style="list-style-type: none"> • Mindfulness sessions continue to be conducted daily across the whole school. • Explicit Mindfulness techniques continue to be taught to students & reinforced daily. • Weekly Values education sessions conducted across the whole school with a focus on development of student EI.
		Further development of the KidsMatter Framework & further reinvigoration of all components.	<ul style="list-style-type: none"> • Continued refinement & application of KidsMatter Framework with a focus on informing & supporting new families. • Ongoing audit of practise conducted & changes implemented where necessary. • All staff using the online resources to further expand their understanding & knowledge of the framework.
	Year 3	Embedding of the Mind Up Program across the whole school.	<ul style="list-style-type: none"> • Mind Up Program embedded across the school & conducted as required as part of the everyday classroom program.
		Embedding of Mindfulness techniques and emotional intelligences.	<ul style="list-style-type: none"> • Mindfulness techniques and emotional intelligences embedded into the school wide learning framework.
		Embedding of KidsMatter Framework.	<ul style="list-style-type: none"> • KidsMatter Framework entrenched into school wide culture.
	Year 4	Review & modify practise from year 1-3 with a focus on continued improvement in all areas.	<ul style="list-style-type: none"> • Practise shows continued reflection and ongoing improvement.
Wellbeing <i>Further build strategies to enhance both home and school partnerships and those with the wider community.</i>	Year 1	Further application and consistent progression through the School Wide Positive Behaviour Support Program	<ul style="list-style-type: none"> • SWPBS Program implemented across the whole school with clear expectations of behaviours communicated to students & parents.

<p><i>Embed a whole school approach to student wellbeing that includes proactive strategies that focus on promotion of positive relationships, student resilience and individual efficacy.</i></p> <p><i>Enable each student to influence their environment in a positive way by using proactive approaches to behaviour management.</i></p>			<ul style="list-style-type: none"> Rewards system implemented. Improvement in students ability to regulate own behaviours noted. Continued Staff PD provided to ensure consistent & ongoing application of the program.
		Continue with all the transitions initiatives ensuring that the collection and analysis of information/feedback from different sources on the various programs remains a priority.	<ul style="list-style-type: none"> Transition Surveys conducted with all new prep parents and parents of students entering other grades. Data collected analysed & used to improve transition processes.
		Introduce the Better Buddies Program as a formal buddy and transition program for EPS students across the school.	<ul style="list-style-type: none"> Professional Development provided to all staff on the Better Buddies Program. Better Buddies Program introduced as a formal transition program school-wide.
	Year 2	Continued application of the School Wide Positive Behaviour Support Program.	<ul style="list-style-type: none"> SWPBS Program continue to be implemented with a common language for acceptable behaviours used by all members of the school community. Rewards system reviewed & revised as necessary.
		Maintain transitions initiatives and update and improve as required ensuring that the collection and analysis of information/feedback from different sources on the various programs remains a priority.	<ul style="list-style-type: none"> Successful transition practises maintained & changes initiated as appropriate.
		Continue implementation of the Better Buddies Program as a formal buddy and transition program for EPS students across the school.	<ul style="list-style-type: none"> Better Buddies program continues to be implemented across the whole school.

	Year 3	Embedding of the School Wide Positive Behaviour Support Program into the school wide culture.	<ul style="list-style-type: none"> SWPBS Program embedded across the school and intertwined into the school culture. Improved student behaviours noted as evidenced by Parent Opinion Survey & Student Attitudes to School Survey data.
		Maintain transitions initiatives and update and improve as required.	<ul style="list-style-type: none"> Successful transition practises maintained & changes initiated as appropriate.
		Embed the Better Buddies Program as a formal buddy and transition program for EPS students across the school.	<ul style="list-style-type: none"> Better Buddies program embedded across the whole school.
	Year 4	Review & modify practise from year 1-3 with a focus on continued improvement in all areas.	<ul style="list-style-type: none"> Practise shows continued reflection and ongoing improvement.
Productivity <i>Develop a resource plan to support school priorities, review resource allocations annually and match to priorities.</i> <i>Align all purchases and activities with Strategic Plan Goals.</i>	Year 1	Maintain the strong relationships with Network based staff including social workers and psychologists.	<ul style="list-style-type: none"> Network Staff engaged as required & liaised with regularly.
		Ensure that the landscaping map accommodates the needs associated with the school's interest in outdoor learning for students.	<ul style="list-style-type: none"> External professional employed to developed overall School Landscape Plan. Landscape Plan accommodates outdoor learning experiences to support Living Green Program.
		Identify goals and structures for staffing that align with budget and current funds.	<ul style="list-style-type: none"> Graduate teacher employed to teach grade 4/5/6.
		Develop a resource plan to support school priorities, review resource allocations annually and match to priorities.	<ul style="list-style-type: none"> Detailed Budget Plan developed that shows clear resource management aligned with school-wide priorities.

		Align all purchases and activities with Strategic Plan Goals.	<ul style="list-style-type: none"> Audit of school-wide expenditure shows clear alignment with School Strategic Plan priorities.
	Year 2	Continue to maintain the strong relationships with Network based staff including social workers and psychologists.	<ul style="list-style-type: none"> Network Staff engaged as required & liaised with regularly.
		Continue to monitor and evaluate progress of the school strategic plan for resourcing the key areas of achievement, engagement and wellbeing.	<ul style="list-style-type: none"> School Strategic Plan targets continue to be met & resources are allocated appropriately.
		Analyse existing pattern of resource allocation in terms of alignment to learning goals	<ul style="list-style-type: none"> Analysis of resourcing patterns show clear alignment to learning goals.
	Year 3	Review & modify practise from year 1-2 with a focus on continued improvement in all areas.	<ul style="list-style-type: none"> Practise shows continued reflection and ongoing improvement.
	Year 4	Review & modify practise from year 1-3 with a focus on continued improvement in all areas.	<ul style="list-style-type: none"> Practise shows continued reflection and ongoing improvement.
		Evaluate the resourcing during current strategic plan to ensure maximum use of all available resources was achieved.	<ul style="list-style-type: none"> All resources were used to maximise student learning outcomes.

