

# School Strategic Plan for Camelot Rise Primary School 5111

## 2015 – 2018



### Endorsements

<p>Endorsement by School Principal</p>	<p>Signed..... <i>Kirrilly George</i> .....</p> <p>Name..... Kirrilly George .....</p> <p>Date..... 11-5-15 .....</p>
<p>Endorsement by School Council</p>	<p>Signed..... <i>Gerard De Vries</i> .....</p> <p>Name..... Gerard De Vries .....</p> <p>Date..... 11/5/15 .....</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>R Stephens</i> .....</p> <p>Name..... R Stephens (NEVR) .....</p> <p>Date..... 8 May 2015 .....</p>



## School Profile

<p><b>Purpose</b></p>	<p><u>Purpose:</u> To maximise student learning through building a desire for personal excellence, a high sense of self-worth and a love of learning.  <u>Vision:</u> Our vision is to be a connected community learning, growing and achieving together.  <u>Motto:</u> Where legends begin</p>																	
<p><b>Values</b></p>	<p>The following values have been defined as central to life at Camelot Rise Primary School.</p> <table border="1"> <thead> <tr> <th data-bbox="549 1285 603 1912">VALUE</th> <th data-bbox="549 725 603 1285">STUDENTS</th> <th data-bbox="549 56 603 725">ADULTS</th> </tr> </thead> <tbody> <tr> <td data-bbox="603 1285 767 1912"> <p><b>OPTIMISM</b> - Optimism means being positive and trying to see the good in thing.</p> </td> <td data-bbox="603 725 767 1285"> <p>Students demonstrate the value by:  <b>Seeing the good in life.</b>  <b>Thinking that things can get better.</b>  <b>Being a problem solver.</b></p> </td> <td data-bbox="603 56 767 725"> <p>Adults demonstrate the value by:  <ul style="list-style-type: none"> <li>Finding the positive characteristics in every child</li> <li>Using optimistic language</li> </ul> </p> </td> </tr> <tr> <td data-bbox="767 1285 932 1912"> <p><b>RESPONSIBILITY</b> - Responsibility means taking ownership of our actions and making wise choices</p> </td> <td data-bbox="767 725 932 1285"> <p><b>Taking ownership of their actions.</b>  <b>Doing what you say you'll do.</b>  <b>Being a self-manager.</b></p> </td> <td data-bbox="767 56 932 725"> <ul style="list-style-type: none"> <li>Providing a safe, friendly and challenging environment</li> <li>Supporting the school's endeavours to provide the best education outcomes for each child</li> </ul> </td> </tr> <tr> <td data-bbox="932 1285 1096 1912"> <p><b>RESPECT</b> - Respect means being accepting and considerate of yourself, others' feelings and differences. It means using good manners and caring for the environment.</p> </td> <td data-bbox="932 725 1096 1285"> <p><b>Treating others as you'd like to be treated.</b>  <b>Celebrating differences.</b>  <b>Being polite.</b></p> </td> <td data-bbox="932 56 1096 725"> <ul style="list-style-type: none"> <li>Modelling respectful behaviours at all times</li> <li>Treating all members of the school community in a polite and respectful manner.</li> <li>Appreciating diversity</li> </ul> </td> </tr> <tr> <td data-bbox="1096 1285 1283 1912"> <p><b>RESILIENCE</b> - Resilience means staying positive even after facing setbacks and challenges.</p> </td> <td data-bbox="1096 725 1283 1285"> <p><b>Keeping going when things are challenging.</b>  <b>Learning from mistakes.</b></p> </td> <td data-bbox="1096 56 1283 725"> <ul style="list-style-type: none"> <li>Allowing students to make mistakes and be responsible for their actions</li> <li>Accepting that things sometimes go wrong.</li> <li>Discussing and appreciating both sides of an issue.</li> </ul> </td> </tr> </tbody> </table>			VALUE	STUDENTS	ADULTS	<p><b>OPTIMISM</b> - Optimism means being positive and trying to see the good in thing.</p>	<p>Students demonstrate the value by:  <b>Seeing the good in life.</b>  <b>Thinking that things can get better.</b>  <b>Being a problem solver.</b></p>	<p>Adults demonstrate the value by:  <ul style="list-style-type: none"> <li>Finding the positive characteristics in every child</li> <li>Using optimistic language</li> </ul> </p>	<p><b>RESPONSIBILITY</b> - Responsibility means taking ownership of our actions and making wise choices</p>	<p><b>Taking ownership of their actions.</b>  <b>Doing what you say you'll do.</b>  <b>Being a self-manager.</b></p>	<ul style="list-style-type: none"> <li>Providing a safe, friendly and challenging environment</li> <li>Supporting the school's endeavours to provide the best education outcomes for each child</li> </ul>	<p><b>RESPECT</b> - Respect means being accepting and considerate of yourself, others' feelings and differences. It means using good manners and caring for the environment.</p>	<p><b>Treating others as you'd like to be treated.</b>  <b>Celebrating differences.</b>  <b>Being polite.</b></p>	<ul style="list-style-type: none"> <li>Modelling respectful behaviours at all times</li> <li>Treating all members of the school community in a polite and respectful manner.</li> <li>Appreciating diversity</li> </ul>	<p><b>RESILIENCE</b> - Resilience means staying positive even after facing setbacks and challenges.</p>	<p><b>Keeping going when things are challenging.</b>  <b>Learning from mistakes.</b></p>	<ul style="list-style-type: none"> <li>Allowing students to make mistakes and be responsible for their actions</li> <li>Accepting that things sometimes go wrong.</li> <li>Discussing and appreciating both sides of an issue.</li> </ul>
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<p><b>RELATIONSHIPS</b> are a vital component of Camelot Rise PS. The high value we place on these and the work we do on fostering them, underpin the school values.</p>																		

**Environmental  
Context**

Social

- We strive to achieve a connected and cohesive learning culture which values the contributions of our students, parents, teachers and the wider community.
- The community is demographically and culturally diverse.
- Parental involvement is a key feature of the school. Parents have high aspirations for their children and high expectations of the school.

Environmental

- Learning spaces have become more flexible to accommodate the requirements of effective teaching and learning.
- A master plan for development has been created in the last two years, based on flexible internal and external learning spaces in an effort to create an environment where people love to learn.
- Specialist area spaces provide environments which support the development of physical, musical, artistic and language skills and knowledge.
- The ample and varied outdoor space encourages interaction, cooperation and appreciation and facilitates positive play.

Educational

- We take a holistic approach to learning where the aim is to develop individuals who are excellent learners and excellent people.
- There is a commitment to developing inquiring learners who develop the skills, knowledge and dispositions to support them in the learning now and into the future.
- Structures exist to support all students in their learning, including students who require extension and those needing further support to get to where they're meant to be.

Technological

- Technology is easily accessible to students across all year levels, the aim is to provide a variety of 'fit for purpose' tools to support effective teaching and learning.

**Service  
Standards**

The school services the local community in the provision of an excellent primary school education for children.

The school provides a safe and stimulating learning environment, within and beyond the classroom.

The service we provide for families will be underpinned by the tenets of communication, consistency and clarity.

The school actively promotes meaningful community input and partnerships, including parents and students.

The school develops personalized learning programs for students who will experience 'point of need' learning.

The school designs learning programs built upon our knowledge of current evidence and research based practices.

The school implements a whole school behavior management approach that is based on pro-social behaviours, positive peer relationships and building in students the ability to become managers of their own behavior.

The staff work collaboratively to support the learning and growth of each individual child.

The school sees effective leadership as vital to ongoing school improvement.

## Strategic Direction

	<b>Goals</b>	<b>Targets</b>	<b>Key Improvement Strategies</b>
<b>Achievement</b>	<p>Improve the learning growth for students of all abilities with a particular focus on literacy and numeracy.</p>	<p><u>Quantitative Targets</u>            All students deemed capable, to progress at least one AusVELS year level in literacy and numeracy.            At least 70% of students assessed in Reading and Number achieving above the expected AusVELS level in English and Mathematics.            By 2018, to increase the number of students achieving medium and high growth in Years 3-5 Matched cohort data in NAPLAN.            In Year 5, at least 40% of students in the high relative growth range.            In Year 3 NAPLAN students to achieve at least 80% in the top two bands in Literacy and Year 3 NAPLAN at least 70% in Numeracy.            Steady improvement in effect size data between matched cohort years.            By 2018, all Teaching and learning variables in the Grades 5 and 6 Attitudes to Schooling survey to be at above regional mean.  <u>Qualitative targets:</u>            Consistent use of teaching strategies as outlined in the instructional framework.            Implementation of school wide assessment strategies as outlined in schedule/ plan</p>	<p>Build teacher self-efficacy in using a range of assessment strategies to plan for and assess personalised teaching and learning (1)             Build an agreed instructional framework that provides a purposeful, guaranteed and viable curriculum (2)</p>

<p><b>Engagement</b></p>	<p>Build higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking.</p>	<p><u>Quantitative Targets:</u>  <i>AtoS</i>          By 2018, increase all Attitudes to School Survey variables to be at or above the 3rd percentile.  <i>Attendance</i>          By 2018, to maintain the average days per student absence across the school at 11.5 or below.  <i>Parent Opinion Survey</i>          By 2018, Student Motivation to be consistently in the third quartile.          By 2018, Learning Confidence to be consistently in the third quartile.  <u>Qualitative Targets:</u>          Students are able to independently explore and initiate projects/learning in-school and beyond.</p>	<p>Develop staff capacity to facilitate personalised and active learning which stimulates student interest, curiosity, questioning and connects to the real world (3)</p> <p>Create opportunities to promote student voice and decision-making(4)</p>
<p><b>Wellbeing</b></p>	<p>Improve learner connectedness to the school within a supportive school environment.</p>	<p><u>Quantitative Targets:</u>  <i>AtoS</i>          By 2018 <i>Student Distress</i> and <i>Student Morale</i> scores to be at or above the regional mean score.  <i>Parent Opinion Survey</i>          By 2018, to increase Transitions variable mean from 5.79 to 6.0  <i>Staff Opinion Survey</i>          By 2018, the overall School Climate score will be at the state mean.  <u>Qualitative Targets:</u>          Consistent documentation of support processes (Behaviour support plans, parent meeting/SSG notes, ILP's, yard documentation)</p>	<p>To monitor cohort wellbeing and engagement at each stage of their learning (5)</p>

<p><b>Productivity</b></p>	<p>To improve the performance and development culture within the school</p>	<p><u>Quantitative Targets:</u>  <i>Staff Opinion Survey</i>          By 2018, the Professional Learning: Active Participation variable will be at state mean.          By 2018, the Professional Learning: Feedback variable will be at state mean.  <u>Qualitative Targets:</u>          Classroom observations and feedback are a core feature of the school Professional Learning plan.</p>	<p>Create opportunities for all members of the community to increase their knowledge, improve their practice and engage with their colleagues (6)</p>
	<p>Improve communication within the school and broader community.</p>	<p><u>Quantitative Targets:</u>          98% of the school community using COMPASS by 2018  <i>Parent Opinion Survey</i>          By 2018, to increase Approachability and Parent Input variables to the third quartile.  <u>Qualitative Targets:</u>          Consistent approaches to communication across all levels and groups.          High level of involvement from all cultural groups within the school.</p>	<p>Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community (7)</p>

## School Strategic Plan 2014- 2017: Indicative Planner

**Purpose:** the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
<b>Achievement</b> 1. Build teacher self-efficacy in using a range of assessment strategies to plan for and assess personalised teaching and learning  2. Build an agreed instructional framework that provides a purposeful, guaranteed and viable curriculum	Year 1	1.1 Source research based assessment practices 1.2 Develop an Assessment and Data schedule 1.3 Develop a clear whole school Professional Learning plan based on all elements of the Strategic Plan 1.4 Implement consistent Learning Intentions and Success Criteria (highlighting the relationship to planning and student learning feedback) 2.1 Project teams to develop belief statements, and scope and sequence documents regarding their learning area 2.2 Develop consistent teaching protocols with a focus on reading 2.3 Implement a new whole school structure to better support consistency of practice	1.1 Research around assessment is better understood 1.2 A completed Assessment and Data schedule 1.3 A PL plan which is purposeful  1.4 More consistent practice evident in classrooms  2.1 Documentation developed  2.2 Reading planning protocols developed and documented  2.3 Sub-school meetings and structure in place
	Year 2	1.1/1.2 Implement a combination of diagnostic and formative assessment data to identify students at risk at both ends of the scale, and develop and monitor appropriate supports 1.2 Implement the Assessment and data schedule 1.3 Implement the Professional Learning plan 1.4 Use consistent Learning Intentions and Success Criteria (highlighting the relationship to assessment of teaching, student self-assessment) 1.5 Apply 'problems of practice' and focussed learning/assessment conversations at the team and sub-school level 1.6 Investigate and develop effective student tracking measures. 1.7 Employ measures to support teams to plan for personalised learning 2.1 Review and refine learning area belief statements 2.2 Continue consistent reading protocols and develop consistent	1.1/1.2 The support team have developed a plan for students at risk  1.2 More consistent use of assessment and data 1.3 Professional Learning plan is being followed 1.4 increasingly consistent and broadened use of LI and SC is evident  1.5 Team minutes highlight learning conversations   1.7 Greater level of challenge experienced by students



<p><b>Engagement</b></p> <p>3. Develop staff capacity to facilitate personalised and active learning which stimulates student interest, curiosity, questioning and connects to the real world</p> <p>4. Create opportunities to promote student voice and</p>		<p>numeracy protocols</p> <p>2.3 Continue and refine whole school structure</p> <p>2.4 Develop consistent learning protocols</p> <p>2.5 Audit and analyse programs for highly effective teaching practices</p>	<p>2.2 Clear numeracy protocols in use</p> <p>2.4 There is a clear outline of the skills, knowledge and dispositions to be developed in CRPS students</p> <p>2.5 A report re teaching practices written</p>
	Year 3	<p>1.1/1.2 Review and refine assessment and data schedule and implementation</p> <p>1.3 Review and refine Professional Learning schedule</p> <p>1.4 Review and refine the use of LI and SC</p> <p>1.5 Build on the use of focussed data and learning conversations</p> <p>1.6 Implement effective student tracking measures</p> <p>1.7 Review and refine personalised learning</p> <p>1.8 Develop an Assessment and Reporting leader</p> <p>2.2 Continue consistent reading and numeracy protocols and develop/ensure consistent writing protocols</p> <p>2.4 Continue and refine consistent learning protocols</p> <p>2.5 Implement recommendations from teaching practice audit report</p> <p>2.6 Review and refine structures for staff induction.</p>	<p>Achievements linked to progress and reflection from Years 1, 2 and 3.</p>
	Year 4	<p>1.1-1.8 Review and refine</p> <p>2.1-2.6 Review and refine</p>	<p>3.1 Professional Learning held an applied to planning</p> <p>3.2 A bank of strategies developed</p> <p>3.3 Teachers transferring their learning about ICT into the classroom for student use.</p> <p>4.1 Feedback shown within planning documents</p> <p>4.2 JSC/SC discussion reflected in SC minutes</p>
	Year 1	<p>3.1 Deepen understanding of strategies to be used in the Explore phase of QUEST through professional learning</p> <p>3.2 Explore effective and research-based teaching strategies and ideas which can apply to the students being curious inquirers, throughout the inquiry process</p> <p>3.3 Staff using ICT for professional collaboration, interaction and learning</p> <p>4.1 Teachers utilise student feedback and voice prior to planning units of work for the upcoming term</p> <p>4.2 JSC members involved in the School Council process</p> <p>4.3 Students involved in Grounds and Planning committees</p>	<p>3.2 Included in PL plan and undertaken</p>
	Year 2	<p>3.2 Undertake Professional Learning, looking at effective practices to be used in different phases of the QUEST</p>	

<p>decision-making</p>	<p>3.3 Develop units of work which connect to the real world and big ideas (review and refine scope and sequence)  3.4 Build the capacity of the Inquiry leader to drive ongoing improvement  4.1 Student feedback informs multiple aspects of the teaching and learning program  4.3 Students from part of school improvement planning  4.4 Staff undertake an inquiry process into Student Voice</p> <p>3.2 Undertake Professional Learning, looking at effective practices to be used in different phases of the QUEST including modelling and classroom observations  4.4 Review and refine practice in Student Voice as a result of the inquiry</p>	<p>3.4 Attendance at Professional Learning, learning reflected in approach  4.1 Teachers planning for student voice and feedback  4.4 All staff understand the nature of teacher inquiry</p> <p>3.2 Included in and implemented as part of the PL plan</p> <p>4.4 Teachers speaking more confidently and knowledgeably about student voice</p> <p>Achievements linked to progress and reflection from Years 1, 2 and 3.</p>
<p><b>Wellbeing</b></p> <p>5. Improve learner connectedness to the school within a supportive school environment</p>	<p>Year 1</p> <p>5.1 Develop a school-wide framework for student wellbeing, built on authentic relationships  5.2 Design a Year 6-7 transition program.  5.3 Continue to implement and build upon the Kinder – Foundation transition program  5.4 Explore a positive whole school program eg. The resilience project, positive schools program etc.</p> <p>Year 2</p> <p>5.1 Implementation of the school-wide wellbeing framework  5.2 Apply the Yr 6-7 transition program  5.3 Monitor the Foundation transition program and adjust to feedback  5.4 Start the partnership with the positive whole school program.  5.5 Build a library/resource centre for wellbeing (literature and research)  5.6 Create wellbeing measures for all cohorts and start to use</p> <p>Year 3</p> <p>5.7 Build the capacity of a wellbeing leader for duration of the strategic plan  5.1 Continue to implement wellbeing framework</p>	<p>5.1 Clear documentation has been created.  5.2 There is a clear framework for a Year 6-7 transition program that is ready to be implemented  5.3 Feedback regarding the transition program continues to be positive  5.4 Information has been investigated and collated which enables the school to make a decision moving forward</p> <p>5.1 Increased consistency between classrooms  5.2 Feedback from students and families  5.3 Adjustments to the program are made where necessary based on feedback  5.4 Wellbeing project team understanding of program developing  5.5 Resources available to staff</p> <p>5.6 Quantitative and qualitative measures being used by all year levels  5.7 Leader named and involved in capacity building activities (school-based or external)</p> <p>5.1 Classroom observations, sharing occurring and clear consistency in programs</p>

		<p>5.2 Review and modify 6-7 transition program</p> <p>5.3 Review and modify K-F transition program</p> <p>5.4 Whole school approach being implemented</p> <p>5.5 Ongoing</p> <p>5.6 Continue to use wellbeing measures for all cohorts</p> <p>5.7 Review and build upon</p> <p>Review and modify practices from Years 1, 2 and 3.</p>	<p>5.2 Achievements linked to reflection</p> <p>5.3 Achievements linked to reflection</p> <p>5.4 Staff, student and parent knowledge developing</p> <p>5.5 Ongoing</p> <p>5.6 Measures being used and informing practice</p> <p>5.7 Leader starting to inform wellbeing practice</p> <p>Achievements linked to progress and reflection from Years 1, 2 and 3.</p>
<p><b>Productivity</b></p> <p>6. Create opportunities for all members of the community to increase their knowledge, improve their practice and engage with their colleagues</p> <p>7. Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community</p>	<p>Year 1</p> <p>Year 2</p>	<p>6.1 Develop and clarify the PDP structure for teaching and ES staff</p> <p>6.2 Use whole school, level and student newsletters to communicate the educational program</p> <p>6.3 Develop the role of the Education sub-committee to provide parent education</p> <p>7.1 Continue to work with David Anderson to develop a culture of professionalism and inquiry</p> <p>7.2 Implement processes which connect the work of School Council to the broader parent community</p> <p>7.3 Open door policy implemented from 8.50-9.00am</p> <p>6.1 Implement PDP structure, start introducing elements of observations, coaching and feedback</p> <p>6.2 Continue, develop and review newsletters</p> <p>6.3 Continue, develop and review Education sub-committee role in parent education</p> <p>6.4 incorporate parent education and collaboration into whole school educational program</p> <p>6.5 Build Leading Teachers capacity to support PDP including conversations and monitoring practice</p> <p>7.1 Continue work with David Anderson</p> <p>7.2 Continue to build School Council connections with broader community</p> <p>7.3 Parent learning walks instigated</p> <p>7.4 Parent feedback measures developed, broadened and</p>	<p>6.1 Document developed, staff understands structure, AITSL informed</p> <p>6.2 Broader level of information shared whole school</p> <p>6.3 Education sub-committee seeks feedback from school community, parent education/information sessions held</p> <p>7.1 Shared understandings about teacher role and parent expectations</p> <p>7.2 Community engagement committee establishing its role, stronger connections between SC and PC</p> <p>6.1 All staff involved, feedback PL undertaken, coaching occurring and alternative supports included</p> <p>6.2 Newsletters developing and changing to incorporate a deeper level of information</p> <p>6.3 Education sub-committee integrally involved in parent education, partnerships occurring</p> <p>6.4 Whole school program shows parent education</p> <p>6.5 Leading teachers starting PDP conversations</p> <p>7.1 Greater clarity of processes and understandings across the school</p> <p>7.2 School Council newsletter section developed</p> <p>7.3 Multiple opportunities are provided for parents to provide feedback</p>

	<p>implemented</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>6.1 Continue, develop and review PDP structure</li> <li>6.2 Continue, develop and review newsletters</li> <li>6.3 Continue, develop and review Education sub-committee role in parent education</li> <li>6.4 Incorporate parent education and collaboration into whole school educational program</li> <li>6.5 Team Leaders capacity to support PDP including conversations and monitoring practice</li> <li>7.1 Continue work with David Anderson</li> <li>7.2 Continue to build School Council connections with broader community</li> <li>7.3 Staff and School Council continue to seek and use parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>6.1 Staff opinion survey elements regarding supported professional practice starting to improve</li> <li>6.2 Achievements linked to progress and reflection on Year 1 and 2</li> <li>6.3 Achievements linked to progress and reflection from Years 1 and 2.</li> <li>6.4 Parent education supported through high levels of attendance.</li> <li>6.5 Team Leaders having PDP conversations</li> <li>7.1 Achievements linked to progress and reflection from Year 1 and 2</li> <li>7.2 Achievements linked to progress and reflection from Year 1 and 2</li> <li>7.3 Achievements linked to progress and reflection from Year 1 and 2</li> </ul>
	<p>Year 4</p> <ul style="list-style-type: none"> <li>6.1 Continue, develop and review PDP structure</li> <li>6.2 Continue, develop and review newsletters</li> <li>6.3 Continue, develop and review Education sub-committee role in parent education</li> <li>6.4 Continue, develop and review parent education</li> <li>6.5 Continue development of Leading Teachers and Team Leaders role in PDP process</li> <li>7.1 Continue work with David Anderson</li> <li>7.2 Continue to build School Council connections with broader community</li> <li>7.3 Continue whole school feedback opportunities</li> </ul>	<p>All - Achievements linked to progress and reflection from Years 1, 2 and 3.</p>