School Strategic Plan

for

Cardinia Primary School

3689

2015 - 2018

Endorsements

Endorsement by School Principal	Signed .....J.W.A Armstrong Name ....John Armstrong Date .....15\3\2015...........
Endorsement by School Council	Signed .... Name ......S. Mbaredj......... Date ....18/3/15............. School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed .... Name .... Date ....

School Profile

Purpose	Cardinia Primary School strives to uphold its motto of a caring family school. We will provide a stimulating, friendly, safe and inclusive learning environment where the efforts of all are valued. It will equip each student with the skills and knowledge to achieve their personal best.
Values	**We care** We take an interest in the welfare of each other. We listen to our students, parents and community. We demonstrate empathy and act with compassion. **We are respectful** We respect the needs and rights of all members of our school community. We look after our school and treat property with care. We follow directions co-operatively, responsibly and promptly. We are sensitive to the feelings of others. **We value diversity** We accept and celebrate difference. We tolerate all, regardless of gender, ability or diagnosis. We design our curriculum to cater for everyone. **We are resilient** We set goals and persist in working towards them. We understand that mistakes are part of learning. We accept help and support from others. We learn new skills and challenge ourselves. We solve problems.

Environmental Context	Cardinia Primary School is located on the corner of Ballarto Road and Cardinia Road in the township of Cardinia. The school sits just outside the southeast growth corridor, approximately 10 minutes from Pakenham and Cranbourne. During the period from 2010 to 2014, enrolment has grown from 229 students to 295 students. The student population is organised into 13 grades (in 2016 this will be increased to 14 grades.) and three sub-schools.
	The school manages an enrolment cap and works hard to maintain a small school atmosphere consistent with its motto of a 'Caring Family School'. Most students (approximately 240) travel from areas beyond the school's designated boundary. Parents choose the school because it has a reputation for catering to the diverse needs of all students; the student population is small compared to nearby schools; the friendliness of the staff; and the extra-curricula family-friendly activities that are offered. The school's Foundation year intake comes from at least 17 preschool locations.
	The student family occupation density (SFO) has varied over the period from 0.5410 in 2012 to 0.5027 in 2014. This suggests the school has a mid-range socio-economic profile and student achievement could be expected to be close to state means. There are virtually no students with English as an additional language (EAL). There is a large Program for Students with Disabilities (PSD) and special needs.
	The school's facilities are well maintained and consist of some permanent and portable classrooms. The senior school is housed in a modern, flexible complex that was provided through the Federal government BER initiative. The school recently received a Mod 5 classroom to accommodate increased enrolments. The original (1911) school building is the administration area and provides a reminder of the school's origins.
	The school site has an oval, netball court, covered basketball court, animal farm, sandpits, established playgrounds and quiet areas for student play. There is no segregation of the playground. The established school grounds have a number of mature trees. The school grounds are maintained through the support of the close-knit school community.
	The school is led by an experienced and dedicated principal who provides values-driven leadership to a supportive staff. Whilst there have been some staff changes and employment of new staff, including some graduate teachers, as enrolment has increased, the supportive team culture and shared responsibility for the learning of all children has continued to support the development of consistent teaching and learning practices across the school.

Service Standards	• The school fosters close links with parents and the broader school community.
	• The school commits to the delivery of its vision and goals to ensure implementation of 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

ACHIEVEMENT	Goals	Targets	Key Improvement Strategies
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.	• To maximise the learning growth of every student in all learning domains. • To maintain a strong F-6 focus on Literacy, particularly Writing and Spelling, and all strands of Mathematics. • To improve student achievement in Science and to make Science a major focus within the overall curriculum. • To improve the identification of high achieving students and provide them with appropriate opportunities, especially in Numeracy and Literacy.	• Increase the percentage of students achieving above expected AusVELS level in Numeracy and Literacy by 5% over the lifetime of the 2015 Strategic Plan. • Increase the percentage of students in the top two NAPLAN bands for Grade 3 in Spelling (2014 – 45%) and Writing (2014 – 54%) by 10%. • To maintain the percentage of students in the top two NAPLAN Bands for Grade 3 in Numeracy (2014 - 82%) and Reading (2014 - 72%). • Increase the percentage of students in the top two NAPLAN bands for Grade 5 in Spelling (2014 –45%), Writing (2014 –13%), Numeracy (2014 - 43%) and Reading (2014 - 66%) by at least 10%. • Increase the percentage of students achieving high growth on NAPLAN relative growth reports by 5%.	• Build teacher capacity to improve student learning outcomes through imbedded professional learning utilizing internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback. • Build shared ownership for the learning growth of all students. • Build and strengthen the work of the professional learning groups in supporting the implementation of key initiatives e.g. VCOP, Patrick Griffin and GRIN. • Embed giving and receiving feedback – provide professional learning for staff. • Ensure that performance planning for staff includes both identified professional learning needs and a school-wide learning focus i.e. from SSP or AIP priorities

ACHIEVEMENT	Goals	Targets	Key Improvement Strategies
		• 90% of all students in F-6 achieving at or above expected level in Science. • In the dimensions under School Climate and Professional Learning in the Staff Opinion Survey (2014) all means to be above "All Primary Schools Mean". • 100% of students identified as "High Achieving" to have rigorous and measurable SMART Goals developed and implemented.	• Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. • Enhance regular assessment, moderation and student data analysis sessions in sub-school PLTs and vertically across the school and build consistency between internal and external assessment of student learning outcomes. • Allow time to discuss student learning growth and plan actions to address concerns. • Focus on learning not teaching. Establish students' attainment of a concept and pace planning accordingly. • Embed the use of formative assessment, including student self-assessment and explicitly detail this in unit planning.

ACHIEVEMENT	Goals	Targets	Key Improvement Strategies
			• Ensure all staff are familiar with and maximise the opportunities provided by the GradeXpert program. • Enhance the school's capacity for distributed and instructional leadership that ensures a consistent whole school approach to teaching and learning. • Continue to develop a rigorous performance and development process. • Build instructional leadership capabilities. • Build on the teacher mentoring program and formalise roles and expectations. • Strategically deploy teaching staff annually to ensure experience and diversity within teams and improve transitions.

ENGAGEMENT	Goals	Targets	Key Improvement Strategies
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	• To improve student attendance data for all grade levels, including late arrivals and early departures. • To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement	• Improve the Attitudes to School survey variables for student motivation (4.65), stimulating learning (4.18), school connectedness (4.55), teacher effectiveness (4.59) and teacher empathy (4.60) by 0.2. • Improve student perception of their engagement in their learning as measured on a school developed F-6 survey. • Improve student achievement as reflected in the targets set for Achievement. • To have 90% of students achieving 6 days or less absence in Semester 1 and 12 days or less absence in Semester 2. • Improve base line data developed in 2015 to monitor a decrease in late arrivals and early departures. • All student achievement to be recorded on GradeXpert including Individual Learning Plans for both high and low achieving students.	• Refine the whole school approach to using assessment to inform teaching at student point of need. • Ensure that the school's data plan/school wide assessment schedule foundation – year 6 is aligned with current learning and includes a broad range of assessment tools to reflect assessment for learning to inform judgements as learning for student reflection. • Build the work of the Patrick Griffin initiative to determine student readiness to learn is based on their Zone of Proximal Development to optimise the potential for teachers to engage students in their learning. • Develop student voice opportunities that empower students as contributing citizens. • Enhance student opportunities for negotiated curriculum, assessment choice and student goal setting. • Use student led conferences to support student ownership of learning.

ENGAGEMENT	Goals	Targets	Key Improvement Strategies
			• Embed the use of e learning across and between all levels using both existing and new technologies. • Use the Digital Excellence assessment, TICTAP (Teacher ICT Assessment to plan for skill development). • Explore and apply ICT applications that will link the school to other schools and learning centres, locally and globally, to enhance curriculum delivery and student learning. • Develop a scope and sequence document for ICT. • Further explore the use of digital portfolios building on current initiatives. • Build a shared understanding of what effective feedback-student, teacher and peer looks like at Cardinia Primary School. • Develop, document and implement a school-wide approach reflecting all elements of the feedback process.

ENGAGEMENT	Goals	Targets	Key Improvement Strategies
			• Ensure that transition protocols into, through and out of the school support effective feedback processes at Cardinia to enhance student learning. • Maximise the capacity of staff to use the GradeXpert software to support these protocols. • Provide purposeful feedback to students about their learning.

WELLBEING	Goals	Targets	Key Improvement Strategies
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.	To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.	• Improve the Attitudes to School survey variables for student morale (5.84), school connectedness (4.55), peer connectedness (4.44), classroom behavior (4.02), student safety (4.70) and teacher empathy (4.60) by 0.2. • Improve the Parent Opinion survey variables for peer connectedness (6.06), student safety (5.67), social skills (6.15) and classroom behavior (4.94) by 0.2. • Develop a whole school approach and emphasis on resilience across the school with measureable outcomes. • Improve Staff Opinion survey variables for parent and community involvement (590) and collective responsibility (540) by 10 points.	• Review and refine current school programs and processes designed to enhance student wellbeing. • Provide professional learning for new staff to ensure currency and consistency with wellbeing approaches e.g. Bounce Back, YCDI, Circle Time, Restorative Practices. • As a school community review, revise and confirm and commit to a Vision, Purpose and set of values for the next SSP period. • Ensure the work of wellbeing staff is aligned, complementary, consistent and strategically targeted. • Investigate the value of implementing peer mediation. • Further embed and enhance staff understanding and management strategies for dealing with students with difficult behaviours.

WELLBEING	Goals	Targets	Key Improvement Strategies
			• Build strategies to strengthen positive relationships and enhance both home/school partnerships and those with the local and global community. • Build the links established through transition processes and with secondary college(s). Include sharing NAPLAN data analysis and curriculum continuity issues. • Fully utilise the school's website and implement emerging ICT initiatives that will link the school to resources and applications locally and globally to enhance curriculum delivery and student learning. • Further develop and nurture the excellent links established with volunteers, community groups, external agencies, educational providers and networks, e.g. SWAMP Schools Network. • Sustain the commitment to whole school activities and community activities that enrich the culture at Cardinia PS.

WELLBEING	Goals	Targets	Key Improvement Strategies
			• Further build student voice to enhance individual student self-acceptance, resilience and citizenship. • Enhance student opportunities for negotiated curriculum, assessment choice and student goal setting. • Use student led conferences to support student ownership of learning.

PRODUCTIVITY	Goals	Targets	Key Improvement Strategies
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.	• To optimise the allocation of resources (human, financial, lime, space and materials) to maximise the learning outcomes for all students.	• Staff and parent opinion surveys could be used such as teacher satisfaction with professional growth and parent satisfaction with school improvement and general satisfaction. • Student achievement data. • Establish domain based surveys on effective use of resources.	• Manage and align resource allocation according to school goals and priorities and identified student needs. • Continually update a staffing plan against the school SRP and projected vacancies. • Ensure timetables continue to privilege the needs identified for maximizing student achievement. • Develop an infrastructure plan in 2014 for asset maintenance and replacement. • Implement a staged ICT resourcing plan. • Develop an annual school professional learning plan consistent with SSP, staff and school priorities.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement • Build teacher capacity to improve student learning outcomes through imbedded professional learning utilizing internal and external expertise with a focus on shared learning, mentoring, coaching, peer observation and feedback. • Build shared ownership for the learning growth of all students. • Build and strengthen the work of the professional learning groups in supporting the implementation of key initiatives, e.g. VCOP, Patrick Griffin and GRIN. • Embed giving and receiving feedback – provide professional learning for staff. • Ensure that performance planning for staff includes both identified professional learning needs and a school-wide learning focus i.e. from SSP or AIP priorities • Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student.	Year 1	• Staff identify students that are working 12 months or more above expected levels. • Building shared ownership for the learning growth of all students • Professional Learning Teams restructured on the Strathaird PS model for planning and professional discussion purposes. • Science teacher to be employed to implement Science from F-6. • Curriculum Organiser licence to be purchased for staff. • Auslan Teacher to be sourced to run program from F-6. • GradeXpert fully operational and utilised by all staff. • Review the effectiveness of key programs implemented.(GRIN Patrick Griffin VCOP) • Investigate different whole school approaches to Spelling. • Maintain high achievement and focus in Reading, Literacy and Numeracy.	• Individual Education Plans developed for all identified students. • Student performance discussed at Team meeting and Professional Learning Groups with focus on student improvement not their result. • Teacher employed and Science Program implemented. • All teachers given access to Curriculum Organiser and Professional Development activities carried out. • Auslan Teacher employed to conduct Auslan sessions across the school on a weekly basis. • Staff using baseline data from GradeXpert to inform their teaching and discussing student outcomes. • Rigorous review taken on GRIN, VCOP and Reading Comprehension. • Professional Learning Group developed to review Spelling programs and provide professional development on selected options.

Key Improvement Strategies		Actions	Achievement Milestone
• Enhance regular assessment, moderation and student data analysis sessions in sub-school PLTs and vertically across the school and build consistency between internal and external assessment of student learning outcomes. Allow time to discuss student learning growth and plan actions to address concerns. • Focus on learning not teaching. Establish students' attainment of a concept and pace planning accordingly. • Embed the use of formative assessment, including student self-assessment and explicitly detail this in unit planning.		• Identify a teacher to co-ordinate programs for High Achieving Students. • Continue with the implementation of Reciprocal Coaching across the school. • Professional learning groups formed to monitor and provide support for key initiatives. (GRIN / VCOP/Reading/Spelling).	• Similar results achieved in the key areas of Literacy and Numeracy in the NAPLAN testing regime. • Co-ordinator appointed for High Achieving Students. • All staff involved in the Reciprocal Coaching program to improve their 'personal' teacher effectiveness. • Data indicating the success of these programs across the school including student opinion.
• Ensure all staff are familiar with and maximise the opportunities provided by the Grade Xpert program. • Enhance the school's capacity for distributed and instructional leadership that ensures a consistent whole school approach to teaching and learning. • Continue to develop a rigorous performance and development process. • Build instructional leadership capabilities. • Build on the teacher mentoring program and formalise roles and expectations.	Year 2	• Review of provision of Science across the school. • All planning documents to be on Curriculum Organiser along with school generated documents. • Working with schools in the SWAMP Cluster to refine approach to Spelling. • Ensure that performance planning for staff includes both identified professional learning needs and school wide learning focus. • Accessing and identifying specific programs for high achieving students.	• Review conducted and appropriate changes made to Science Program. • School H Drive shut down and all curriculum materials previously developed transferred across to Curriculum Organiser. • Combined professional development and activities with schools within the SWAMP Network. • PRP Program for all staff conducted according to Departmental Guidelines with an emphasis on school priorities and AIP.

Key Improvement Strategies		Actions	Achievement Milestone
• Strategically deploy teaching staff annually to ensure experience and diversity within teams and improve transitions.		• Constant moderating of GRIN , VCOP and Reading Comprehension initiatives to ensure they are being fully implemented and achieving desired results. • Continue to embed giving and receiving feedback – providing professional learning for staff.	• Students participating in specific enrichment programs to develop their skills and understanding. • PLG (Professional Learning Groups) used to continually evaluate and improve upon key initiatives. • Reciprocal Coaching used across the school to improve individual teacher performance and student outcomes.
	Year 3	• Implementations of a School wide Spelling Program. • Review Auslan program and its effectiveness. • Audit effectiveness of the program introduced to support high achieving students.	• Improved performance in Spelling across the whole school by validation of a recognised Standardised Test. • Review conduct for Auslan and improvements implemented as identified. • High achieving student's performance being documented.
	Year 4	• Review of all the initiatives undertaken and report on their success or otherwise.	• Successful review is undertaken and direction set for new Strategic Plan
Engagement • Refine the whole school approach to using assessment to inform teaching at student point of need.	Year 1	• Develop a new school Attendance Policy in line with current DET expectations. • Develop greater awareness and common language and expectations around attendance in the school community.	• Attendance Policy formulated and approved by School Council. • Improved attendance.

Key Improvement Strategies		Actions	Achievement Milestone
• Ensure that the school's data plan/school wide assessment schedule F-6 is aligned with current learning and includes a broad range of assessment tools to reflect assessment for learning to inform judgements as learning for student reflection. • Build the work of the Patrick Griffin initiative to determine student readiness to learn is based on their Zone of Proximal Development to optimise the potential for teachers to engage students in their learning.		• Maintain rural school ethos consistent with our motto of a 'Caring Family School'. • All teachers to develop Individual Education Plans for children 12 months behind or 12 months ahead of expected level of achievement. • Promoting the achievements of the school and its students in all areas of school life in the School Newsletter and website.	• School still providing the traditional activities that promote its community feel and atmosphere. • SMART Goals developed for all students with an IEP, whether they are high achieving or low achieving students. • Articles placed in various electronic media formats.
• Develop student voice opportunities that empower students as contributing citizens. • Enhance student opportunities for negotiated curriculum, assessment choice and student goal setting. • Use student led conferences to support student ownership of learning. • Embed the use of e learning across and between all levels using both existing and new technologies. • Use the Digital Excellence assessment, TICTAP (Teacher ICT Assessment to plan for skill development).	Year 2	• Review of SMART Goals for individual students. • Developing further student voice in their learning. (Self assessment / planning units of work – Rich Tasks). • Students being surveyed in addition to the Students Attitude to School Survey to improve teacher performance connectedness. • Developing Digital Portfolios for all students. • Scope and Sequence on ICT reviewed and adapted from Curriculum Organiser	• All SMART Goals reviewed and rewritten for identified students. • Students having a reflection page on their December Report. • Senior students involved and in attendance in the Parent/Teacher Meetings conducted in third term. • Survey developed and implemented to students regarding teacher performance and connectedness. • All students have a digital portfolio that they can share. • All staff following the Scope and Sequence of ICT skills as indicated in Curriculum Organiser.

Key Improvement Strategies		Actions		Achievement Milestone
• Explore and apply ICT applications that will link the school to other schools and learning centres, locally and globally, to enhance curriculum delivery and student learning. • Develop a scope and sequence document for ICT. • Further explore the use of digital portfolios building on current initiatives. • Build a shared understanding of what effective feedback-student, teacher and peer looks like at Cardinia Primary School. • Develop, document and implement a school-wide approach reflecting all elements of the feedback process. • Ensure that transition protocols into, through and out of the school support effective feedback processes at Cardinia to enhance student learning. • Maximise the capacity of staff to use the GradeXpert software to support these protocols. • Provide purposeful feedback to students about their learning.	Year 3	• Review of schools Attendance Policy and the steps incorporated to improve attendance.		• Improved outcomes in Student Attitude to School Survey for Grade 5 and 6.
	Year 4	• Review of all measures undertaken to maintain the school's performance with the School's Goals in this domain.		• Review conducted and reported upon to School Council.
Wellbeing • Review and refine current school programs and processes designed to enhance student wellbeing.	Year 1	• To create a sensory room for all students to use but specifically supporting children with Autism and Behavioural issues.		• Sensory Room created and operational. • Sensory Garden planted and tended to within the confines of the Animal Farm.

Key Improvement Strategies		Actions	Achievement Milestone
• Provide professional learning for new staff to ensure currency and consistency with wellbeing approaches e.g. Bounce Back, YCDI, Circle Time, Restorative Practices. • As a school community review, revise and confirm and commit to a Vision, Purpose and set of values for the next SSP period. • Ensure the work of wellbeing staff is aligned, complementary, consistent and strategically targeted. • Investigate the value of implementing peer mediation. • Further embed and enhance staff understanding and management strategies for dealing with students with difficult behaviours. • Enhance student opportunities for negotiated curriculum, assessment choice and student goal setting. • Use student led conferences to support student ownership of learning. • Embed the use of e learning across and between all levels using both existing and new technologies. • Use the Digital Excellence assessment, TICTAP (Teacher ICT Assessment to plan for skill development).		• Sensory Garden and outdoor area planned for the Animal Farm area. • Focus on resilience as part of the You Can Do It! and Bounce Back programs. • Students given greater voice in the facilities being offered at the school.	• Development of a school wide approach to resilience and agreed format for its delivery. • Specific projects such as a "ga-ga pit", cricket pitch and linemarking completed at the request of students.
	Year 2	• Review the school's Discipline Policy and how it is implemented across the school (including Student voice and involvement). • Review all discipline procedures across the school including Discipline Reports, Yard Duty incidents and Class Rules. • Further develop Student Voice in the organisation of the school.	• New Discipline Policy produced and endorsed by School Council. • Agreed and common understanding and language regarding school rules and procedures. • Students involved in the planning of special events such as the Cardinia Show Day.
	Year 3	• Ongoing implementation and reinforcement of the school's well-being programs. • Ongoing review of the School's Chaplain and Shine Assist Programs.	• Monitoring the success of initiatives introduced. • Surveys conducted on the Chaplain and Shine Assist services.
	Year 4	• Undertake a review of all programs and their effectiveness.	• Successful Review undertaken.

Key Improvement Strategies		Actions	Achievement Milestone
• Explore and apply ICT applications that will link the school to other schools and learning centres, locally and globally, to enhance curriculum delivery and student learning. • Develop a scope and sequence document for ICT. • Further explore the use of digital portfolios building on current initiatives. • Community activities that enrich the culture at Cardinia Primary School. • Further build student voice to enhance individual student self-acceptance, resilience and citizenship. • Enhance student opportunities for negotiated curriculum, assessment choice and student goal setting. • Use student led conferences to support student ownership of learning.			
Productivity • Manage and align resource allocation according to school goals and priorities and identified student needs. • Continually update a staffing plan against the school SRP and projected vacancies.	Year 1	• Review the required resources in order to implement key goals. • Staff to be employed to run key initiatives. • Matching existing resources and conducting audits to ascertain what needs to be sourced for the successful implementation of programs.	• Full list of available resources documented. • All staff have full access to GradeXpert and Curriculum Organiser. • Staff identified and employed to run priority programs.

Key Improvement Strategies		Actions	Achievement Milestone
• Ensure timetables continue to privilege the needs identified for maximizing student achievement. • Develop an infrastructure plan in 2014 for asset maintenance and replacement. • Implement a staged ICT resourcing plan. • Develop an annual school professional learning plan consistent with SSP, staff and school priorities.		• Purchase of licences for GradeXpert and Curriculum Organiser to give all staff access to these resources.	• Use of both tools seen as best practise from all teaching staff when conducting their day to day work.
	Year 2	• ICT Plan updated and monitored to reflect needs of school and new technologies. • Develop an annual school professional development plan consistent with SSP, staff and school priorities. • Continually updating staffing plan against the school SRP and projected vacancies. • Timetables maintained to privilege the needs identified for maximising student achievement.	• ICT Plan reviewed and checked to ensure school is tracking correctly by ICT co-ordinator/ Principal. • Leadership approves and organises Professional Development Activities in line with school's needs and priorities. • Staff employed to meet the needs of students within budget constraints. • Timetables reflect priorities of Strategic Plan and student needs.
	Year 3	• Conduct review of Goal for Productivity and make necessary changes	• Review successfully completed and actioned upon.
	Year 4	• Maintain and constantly monitor schools performance in this area.	• Clear cohesion between school and student needs and the employment of resources.