TO WORK TOGETHER TOWARDS TOMORROW
WHILE GUIDING OUR SCHOOL COMMUNITY TO
MODEL APPROPRIATE VALUES AND STRONG
ACADEMIC ACHIEVEMENTS
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Vision, Ethos and Values

OUR VISION

The vision of Fremantle Primary School is “Together Towards Tomorrow”. This whole school approach provides every student with the opportunity to develop academically, physically and socially to their full potential. It is expected that students, staff and parents are committed to providing a rich and diverse array of educational opportunities for all students at Fremantle Primary School.

OUR ETHOS

Fremantle Primary School has a culturally diverse student population, and this makes for an environment where students are taught to think globally and appreciate diversity.

Fremantle Primary School provides a supportive learning environment which nurtures a positive self-esteem within each child. Children are encouraged to care for and respect themselves and others. The school fosters self-discipline and the need for students to accept responsibility for their actions.

Ours is a unique and exceptional school because it has students who are interested in learning, staff who strive for excellence and a supportive community. This creates students who are both independent learners and are community aware.

OUR VALUES

Fremantle Primary School is committed to following the core values of the Western Australian Curriculum Outline which are integral in ensuring an innovative and creative school which empowers all students, staff and parents to strive for both individual and collective success.

- Respect and concern for others and their rights
- Pursuit of knowledge and commitment to achievement of potential
- Self-acceptance and respect of self
- Social and civic responsibility
- Environmental responsibility
Context

Fremantle Primary School is located in the centre of Fremantle, Western Australia's bustling and vibrant port city. Fremantle's history is the oldest and most diverse in the State. The unique environment that surrounds our school enables us to make regular use of a wealth of cultural, historical and business opportunities that allow great enhancement of our school curriculum.

2004 marked the 100th birthday of our school. We began as Fremantle Infants and Intermediate school before becoming South Terrace School and Alma Street Infants School in 1927. The original school buildings can still be seen within the hospital grounds. In the 1960's we moved to our current site as South Terrace Primary School, before becoming Fremantle Primary School in 2001.

Fremantle Primary has a highly experienced staff that are committed to improving student outcomes and dedicated to providing a stimulating learning environment. Staff include specialist Art, Music, Italian and Physical Education teachers. All staff are actively involved in the decision making processes at the school.

Our school vision is Together Towards Tomorrow and the many programs operating at the school ensure students experience our vision. Special programs include instrumental music, morning fitness, leadership programs, Primary Extension and Academic Challenge, and Rock and Water. Students are provided with many opportunities to be involved in community events including art displays, musical performances, and the Fremantle Street Parade.

In 2014 the total school enrolment will be approximately 212 students. We have classes for four-year-old kindergarten through to year seven students. Our offsite Early Childhood centre (ECE) is located across the road from the school.

The school grounds are very attractive and have been improved in recent years. Several murals decorate the school and a sea mural welcomes visitors and can be seen from Alma Street. Our heritage garden is included in the Fremantle Ghost Tours program, and the recently completed ECE grounds create a wonderful shaded outdoor play area. The partial demolition of Block D in 2013 has opened up the school playground area and delivered an attractive grassed area for student use. Development plans include a toilet upgrade and an overhaul of school storage facilities.

As the school in 'the heart of Fremantle' community involvement at Fremantle Primary is important to us. Our active P&C organises many social fundraisers throughout the year including movie nights, discos and other family events. A group of parents form a very active and supportive grounds committee. We have a School Council that meets twice a term.
Opportunities
Fremantle Primary School viewed the increase in kindergarten hours in 2011 as an opportunity to further enhance the current program offered at the school. This opportunity has the potential to make the school accessible to significantly more early childhood students thereby developing important networks with young families and their children. It is important to manage this opportunity carefully in the context of available classroom facilities and learning resources. The current kindergarten program is viewed as a strength of Fremantle Primary School and is an important strategy in attracting student enrolments.

There are significant opportunities to enhance the curriculum being offered at Fremantle Primary School. These may include, but are not limited to, building on existing excellence in the Arts, enhancing Science, reviewing and tailoring programs for Gifted and Talented students, and investigating alternative and innovative methods in the delivery of Physical Education.

A further opportunity over the coming years is to enhance and improve the school’s infrastructure, logistics and facilities, to meet the evolving needs of Fremantle Primary School. As the demographic profile of the intake area continues to change, the school will need to respond by ensuring its physical infrastructure is capable of accommodating growth. Fremantle Primary School views the near completion of the building program as an opportunity to improve the utilisation of new and existing facilities.

The School Council has responsibility for the development of policies and initiatives to secure and maintain funding partnerships and sponsorship relationships. The opportunity exists to grow and expand current funding partnerships which exist with CAMP Australia (After school care), and University of Notre Dame. In addition to the current partnerships
the School Council will further explore funding and sponsorship opportunities with external organisations.

**Challenges**

A challenge for Fremantle Primary School is the relative transient nature of the student population, with approximately 28% turnover of students between Kindergarten and Year 6. Despite this transience, the school maintains a reasonably stable enrolment of approximately 200 - 220 students with an even mix of boys and girls. This size is smaller than most of our neighbouring schools.

Fremantle Primary School has maintained reasonably stable enrolment numbers for the past 5 years and will continue to be innovative in how curriculum is delivered in order to maintain a distinctiveness that will ensure it is competitive within this context. However, in 2014 the school will experience a decline in Year 7 enrolments due to some independent schools Year 8 enrolment policy - that students commence secondary school in Year 7.

**Enrolment Summary 2013-2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>P</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>21</td>
<td>26</td>
<td>40</td>
<td>23</td>
<td>23</td>
<td>25</td>
<td>22</td>
<td>25</td>
<td>15</td>
<td>220</td>
</tr>
<tr>
<td>2014</td>
<td>20</td>
<td>21</td>
<td>28</td>
<td>40</td>
<td>24</td>
<td>23</td>
<td>25</td>
<td>22</td>
<td>10</td>
<td>213</td>
</tr>
</tbody>
</table>

A challenge for Fremantle Primary School is the ongoing professional learning associated with the implementation of the Australian curriculum, integration of ICT and catering for different learning styles. Currently, the school has many highly experienced teachers who are skilled in a vast range of areas. There is a need to ensure that these experienced teachers are provided with the opportunity to expand their skills and provide feedback to their colleagues on classroom teaching.

The continuing implementation of the Australian curriculum is a challenge which has involved significant professional learning for all teaching staff, reviewing existing curriculum, resourcing, building the capacity of the staff to lead the professional learning and communicating the expected changes to the school community. In addition to these challenges the Australian curriculum also has the capacity to strengthen the transition between kindergarten/pre primary and the primary school curriculum as well as at a primary/secondary point of transition.
Key Focus Areas and Operational Strategies

The four key focus areas for Fremantle Primary School are:

1. Every student is a successful student
2. Fremantle Primary is a distinctive school
3. High quality teaching and leadership and
4. Fremantle PS is a safe, caring and sustainable environment.

1. Every Student is a Successful Student

The success of a school is dependent on the success of every individual student. For every student to be a successful student, Fremantle Primary School has implemented strategic initiatives in literacy, numeracy and science. These initiatives are based on curriculum objectives and resources, include whole school and individual approaches and focus on enhancing the potential of the individual student. As these initiatives are also the Student Performance Improvement Targets, they will be discussed in this section.

Student Performance Improvement Targets

Overview

Fremantle Primary School is an academically successful school with typically 100% of students scoring at or above the Australian minimum standard in annual English and Mathematics assessments. Therefore, the focus of student performance targets is on maintaining high standards compared to “W.A. Like Schools,” and extending each student to ensure they are achieving their maximum potential. This target is achieved through the implementation of evidence-based practice to maintain excellent outcomes, and through the introduction of programs that provide opportunities for individual progress for gifted and talented and SAER students. The key Student Performance Improvement Targets for students at Fremantle Primary School are in English, Mathematics and Science and these are discussed in detail in the following section.

To ensure every student is a successful student, whole school and individually based strategies are implemented to obtain the best outcomes for every student in literacy and numeracy. The key indicators of success for these areas are national testing data and teachers’ individual records. English and Mathematics strategies align with the Plan for WA Public Schools 2012-2015 priority:
For all students, teachers will identify areas requiring attention, put measures in place to address them and closely monitor progress so students achieve the standards we expect. Teachers will build on the strengths of students and extend their achievements.

**English**

Major whole school strategies include:

- Literacy embedded across all learning areas
- Consistent dedicated literacy block through the timetable
- Teaching staff planning collaboratively
- A Whole school (K-7) English Operational Plan is in place
- Evidence of differentiated learning to meet diverse abilities
- Individual Planning (IEPs) is in place for Students at Educational Risk (SAER).

### English 2013 - 2015

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>GOAL and TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students achieve at or above the NAPLAN National minimum standard in all aspects of English.</td>
<td>NAPLAN results indicate student achievement at or above the national minimum standards in 2013-2015. Students at FPS performing at/above “WA Like Schools” in all aspects of English (NAPLAN).</td>
</tr>
<tr>
<td>FPS student achievement in top 20% of English NAPLAN English test results is approx 38%</td>
<td>NAPLAN results indicate that the number of FPS students in the top 20% of Australian student achievement in English is approximately 38% in each cohort.</td>
</tr>
<tr>
<td>Implementation of the Australian English Curriculum.</td>
<td>Provide resources, leadership and organisation professional learning for the implementation of the Australian curriculum (2013-2015).</td>
</tr>
<tr>
<td>The staff uses performance data to plan for improvement.</td>
<td>Continued knowledge and use of a broad range of assessments, On Entry, NAPLAN, Multi-Lit, Diana Rigg resources, classroom observation, assessment and records.</td>
</tr>
</tbody>
</table>

**Target #1** - FPS performs at/above WA ‘Like Schools’ in all aspects of English, in national testing.

**Target #2** - All students at or above the National minimum standards in all aspects of English (NAPLAN) 2013-2015.

**Target #3** - Maintain, or increase the number of students in the top 20% of Australian achievement in all English tests (approx. 38% of tested students).
FOCUS | GOAL and TIMELINE
---|---
The standards of phonological awareness and Spelling are consistent with schools in Australia (FPS compares favourably with W.A. "Like Schools"). | Whole school performance in Spelling is consistent with other aspects of English 2013-2015. By 2013 – 2015 a whole of school approach to the teaching of spelling.

Improved understanding of the longitudinal performance of boys compared to girls in all aspects of English. | Make adjustments to teaching methodology if longitudinal patterns emerge indicating gender discrepancies (2013-2015). Continue to implement whole school initiatives to promote the explicit teaching of writing.

Mathematics

Major whole school strategies include:

- Dedicated numeracy time through the timetable
- Teaching staff planning collaboratively
- Building Mathematics resources to maximise learning outcomes (e.g. Mathletics membership and software, hands on materials) and
- Ongoing professional development in Mathematics.

**Mathematics 2013 - 2015**

**Target #4** - FPS performs at above WA 'Like Schools' in all aspects of Mathematics (NAPLAN).

**Target #5** - All students perform at or above the national minimum standards in all aspects of Mathematics (NAPLAN) 2013-2015.

**Target #6** - Maintain, or increase the number of students in the top 20% of Australian achievement in all Mathematics tests (approx. 38% of tested students).

FOCUS | GOAL and TIMELINE
---|---
That all teaching staff refine their use of First Steps Maths (all strands). | Increased use of First Steps Maths is evident through the Performance Management process.

Teaching staff use a range of resources to support children with specific needs in Mathematics. | Increased use of resources and support will be evident through the Performance Management process and IEP reviews during 2013 – 2015.

FPS performs at above WA 'Like Schools' in all aspects of Mathematics (NAPLAN). | Evidence of continuing students at FPS performing at or above WA 'Like Schools' in all aspects of Mathematics (NAPLAN).
<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th><strong>GOAL and TIMELINE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff to be fully conversant with and regularly use Mathletics to teach, remediate and extend students.</td>
<td>Implementation of Mathletics as a supplementary resource across PP-Yr 7. Provide ongoing professional development for staff.</td>
</tr>
<tr>
<td>FPS student achievement in top 20% of Mathematics NAPLAN test results to be approximately 38%.</td>
<td>NAPLAN results indicate that the number of FPS students in the top 20% of Australian student achievement in Mathematics should be approximately 38% in each cohort.</td>
</tr>
<tr>
<td>Implementation of the Australian Curriculum.</td>
<td>Continue to capacity build new and existing staff in leading professional development at the school level. Provide professional development for all staff. Build professional learning networks with Notre Dame, ACARA, DoE, and local schools.</td>
</tr>
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**Science**

Major whole school strategies include:

- The implementation of the Australian Curriculum
- The development of partnerships with University of Notre Dame
- The development of a whole school sustainability focus and
- Building the profile of Science at a whole of school level.

These strategies align with *Plan for Public Schools 2012-2015* through the priorities:

- *Maximise opportunities for students and teachers through partnerships and initiatives with other sectors.*

**Science 2013 – 2015**

**Target #9** - 38% of FPS students achieve in the top 20% of all students tested in Science (WAMSE).

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th><strong>GOAL and TIMELINE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children demonstrate achievement and improvement of science outcomes as compared to all schools in WA and also “Like Schools.”</td>
<td>38% of FPS students achieve in the top 20% of all students tested in Science (WAMSE).</td>
</tr>
<tr>
<td>All teaching staff to become familiar with the Science Australian Curriculum.</td>
<td>Identify a Science leader to assist in leading Science across the school.</td>
</tr>
<tr>
<td>Build relationships with University of Notre Dame and to enhance Science outcomes and opportunities for students and to build the profile of Science at Fremantle Primary.</td>
<td>Working relationships are sustained and improved for the benefit to FPS and partners (2013-2015).</td>
</tr>
<tr>
<td>Consistency of curriculum units of study.</td>
<td>By 2015, a FPS K-7 scope of sequence of Units of Work, incorporating the Australian Curriculum is developed.</td>
</tr>
</tbody>
</table>
2. Fremantle Primary School is a Distinctive School

Fremantle Primary School is responsive to and supports the needs of all students with diverse needs and diverse learning styles. The school seeks to create an environment that:

- Provides an inclusive education and a welcoming school community
- Promotes a positive and shared vision for students and staff, which is reflected in the ethos and purpose statements of the school
- Promotes staff sharing of common philosophies about teaching, and learning, and this is promoted through school development and professional development sessions, and curriculum committees
- Uses a student-centred approach that provides a range of programs for students at risk and
- Plans for and models the effective use of ICT as a learning tool for students and staff.

Fremantle Primary School has students who have English as a second language (LBOTE). These students are valued for the cultural differences they bring to the school, and programs are in place to ensure their individual needs are addressed. Strategies are also in place to advance students’ and staff understanding of Aboriginal culture.

Fremantle Primary School offers enrichment and extension through a cooperative learning focus as well as via specific courses through DoE PEAC (Primary Extension and Challenge). Whole school enrichment programs such as competitions, music performances, junior and senior choir, mathematics and science extension Year 6 and 7 and Mathletics are also offered.

The school has built a reputation of high achievement, through which many of the students have won scholarships to a wide range of secondary schools. The targets for 2013 to 2015 are outlined in the table below, along with the focus for each area and the goal and timeline.

The Arts, Culture and Languages
Major whole school strategies that focus on the Arts, Culture, and Languages include:

- Music, including choirs
- Language studies
- The Visual Arts specialist program and
- The implementation of the Australian Curriculum.

These strategies align with Plan for WA Public Schools 2012-2015 priority of:

- Encourage diversity within the system to offer greater choice to parents and students
Arts, Culture and Languages 2013 – 2015

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>GOAL and TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue the development and promotion and resourcing of a junior</td>
<td>Music is promoted and celebrated as a school strength. High levels of participation in choral programs are maintained. The school has maintained</td>
</tr>
<tr>
<td>and senior choir.</td>
<td>in the WAGSMS event at Burswood and will participate in the Cockburn Sing Festival again and the Combined Choir Festival for the first time this year.</td>
</tr>
<tr>
<td>All teaching staff are implementing the Australian History</td>
<td>Commence professional learning as indicated by ACARA in 2013-2015. Develop in school expertise through a “History Leader-teaching staff member” 2013-2015.</td>
</tr>
<tr>
<td>curriculum.</td>
<td></td>
</tr>
<tr>
<td>Year 3-7 students continue to be actively engaged in learning a</td>
<td>All Year 3-7 students learn Italian as the LOTE.</td>
</tr>
<tr>
<td>second language.</td>
<td></td>
</tr>
</tbody>
</table>

3. High Quality Teaching and Leadership

Excellence in teaching and leadership is achieved through the focus areas of learning and thinking, building staff capacity for excellence in teaching, accountability and standards, and leadership.

This strategy aligns with Strategic Plan for Public Schools 2012-2015 through the priority:

- Through a greater focus on merit, flexibility and administrative simplicity, the skill sets of staff will be better aligned to the needs of students. This includes expanding investment in professional learning.

In particular, longitudinal NAPLAN/WALNA results will indicate that students are achieving at or above the National benchmarks in all areas. This suggests that the vast majority of students do not require remediation but extension and that explicit teaching and cooperative learning skills be an effective way of improving students' metacognitive skills and approaches to learning.

Resources assigned to this area include teacher relief to release teachers with expertise to provide support and professional learning. A proportion of professional development days
and staff meetings are dedicated to the advancement of cooperative learning and explicit teaching strategic planning and resourcing.

**Building Staff Capacity for Excellence in Teaching**

Major whole school strategies to address staff capacity for excellence in teaching include:

- Provide specific whole and individual staff professional learning in areas for improvement as indicated by school data
- Conducting the National School Opinion Survey (staff) followed by the appropriate action
- Providing support for staff to plan, teach and evaluate collaboratively where appropriate and
- Provide leadership opportunities for staff ie. Curriculum leaders, network presenters.

This strategy aligns with *Strategic Plan for WA Public Schools 2012-2015* through the priority:

- *Provide all staff with access to high quality professional development.*

**Indicators of success:** for this strategy is an improvement in data in those areas requiring improvement.

**Resources:** The use of PD time after hours, professional learning sessions, and teacher relief.

**Accountability and Standards**

Major whole school strategies for this focus area include the linking of performance management agreements to student standards, the involvement of staff in professional learning using system assessment tasks such as: EARS, First Cut, and SAIS, and by relating classroom planning and IEPs to NAPLAN and SAIS performance data. Standards are reported to the community.

This strategy aligns with *Strategic Plan for WA Public Schools 2012-2015* through the priorities:

- *Support high quality, innovative teaching, assessment and reporting practice among teachers.*

**Indicators of success** for this strategy include consistent teacher judgement from PP - Year 6, community understanding of reporting standards, and the linking of performance data to both individual and class planning.

**Resources** assigned to this area consist of dedicated time during professional learning and teacher relief to provide collaboration between staff and training in the retrieval and application of performance data (e.g., SIS, NAPLAN).
Leadership

Major whole school strategies include support for Level 2 and Level 3 aspirants, at the school level, and support for curriculum leadership.

This strategy aligns with Strategic Plan for WA Public Schools 2012-2015 through the priority:

- Attract, retain and develop high quality teachers and leaders, including the use of new incentives.

Indicators of success for this focus area include an increase in the total of Level 2 and 3 teachers from current levels and feedback from staff survey indicating satisfaction in leadership tracks and mentoring.

Resources required to implement this focus area include the use of time to provide opportunities for mentoring/coaching to occur and the development of policy to support advancement in leadership.

4. Fremantle Primary School is a safe, caring and sustainable environment

A safe, caring and sustainable environment is accomplished through attention to the effective management and development of the school's human, physical and natural resources. The key focus areas for this strategy include student and staff health and well-being, the school community, and resources and sustainability.

Fremantle Primary School is judged as a positive and safe and caring school. This is indicated in the 2010 Standards and Review Report. The focus in this key area is to maintain existing standards.

Student Health and Well-being

Major whole school strategies to address health and well-being of students include:

- The provision of opportunities to parents to learn strategies (e.g. Net Alert, anti-bullying information sessions)
- Continued systematic reviews of behaviour management and attendance data
- Implementation of the minimum of 120 minutes of physical activity per week
- Ongoing assessment and evaluation of levels of student physical and emotional health i.e. student self-esteem, well-being surveys
- Investigate alternative strategies and programs in Physical Education.

This strategy aligns with Plan for Public Schools 2012-2015 through the priorities:

- Improve student engagement with learning
- Ensure all students attend school regularly.
**Indicators of success** for this strategy include students demonstrating the knowledge and values implicit in the school vision and the maintenance of low levels of disruptive behaviour across all year groups.

**Resources** assigned to this area include the purchase of resources to reinforce the school’s **Values** program with time allocated to the ongoing training, implementation, and review of the program.

**Staff Health and Well-being**
Major whole school strategies designed to address staff health and well-being include:

- The implementation of whole school professional learning to develop emotional intelligence and team effectiveness
- The involvement of all staff in school decision-making and planning and
- The acknowledgement of staff aspirations through the performance management process.

This strategy aligns with **Plan for Public Schools 2012-2015** through the priority of:

- *Building a culture of high expectations and high performance.*

**Indicators of success** for these strategies include the application of the National School Opinion Survey administered to all staff.

**Resources assigned** to this focus area include ongoing professional learning for staff and annual team building activities.

**The Community**
Major whole school strategies to address the whole school community include:

- The implementation of the National School Opinion Survey (community) to gather community feedback regarding Fremantle Primary School
- The further enhancement of working relationships with University of Notre Dame and other Fremantle agencies
- Maintaining existing strong working relationships between students, staff and parents
- Building the capacity and governance of the FPS School Council
- Obtain Independent Public School status.

This strategy aligns with **Plan for Public Schools 2012-2015** through the priority of:
• *Continue to provide opportunities for schools to become Independent Public Schools.*

• *Involve parents and the community in the life of each school.*

**Indicators of success** of this strategy are demonstrated via the feedback from the school community through the National School Opinion Survey 2014.

**Resources assigned** include funding for the analysis of the information gathered which involves proving a survey to the students, staff and families at Fremantle Primary School.

**Sustainability**

Major strategies to promote sustainability include:

• The development of a whole school approach which incorporates recycling, waste management, supporting local habitats, water management, energy management, climate studies and student gardening.

This strategy aligns with *Plan for Public Schools 2012-2015 through the priority of:*

• *Proving a safe, welcoming and engaging learning environment in each school.*

**Indicators of success** of this strategy includes the reduction in waste, savings in utilities, improved understanding of sustainability concepts covered in the curriculum and evidence of more sustainable and environmentally friendly gardens and lawn management.

**Resources assigned** include the use of utilities savings for sustainable practices e.g. building and maintenance of vegetable gardens, support from P&C for gardening/grounds improvements and grant application for solar projects.

**Finance and Resources**

Major whole school strategies to address finances and resources include:

• The strategic planning and regular communication to the whole community regarding the school resources

• The partial demolition of Block D and the upgrading of the Undercover area and the proposed toilet upgrade

• The engagement of the community in the acquisition of new resources and

• Researching long-term student population trends and growth involving particular cohorts e.g. kindergarten access.

This strategy aligns with *Strategic Plan for Public Schools 2012-2015 through the priorities of:*

• *Involve parents and the community in the life of each school.*
Indicators of success and measurement of progress is demonstrated via the independent auditing of the financial management of the school conducted by DoE auditors.

Resources assigned include:

1. Capital works program - toilet upgrade

2. Support from the P&C Association for commonly agreed program of works.