



KEMPSEY WEST PUBLIC SCHOOL

SCHOOL PLAN

2013

Excellence and innovation in a caring environment

SCHOOL CONTEXT

Kempsey West Public School is the largest and oldest state primary school in Kempsey, recently celebrating its Sesquicentenary. Our school population is 349 students. It consists of 12 mainstream classes and 5 Support Unit classes. The Support Unit caters for 46 students with a range of physical, emotional and intellectual needs. These students are classified as IM, IO, IS and a Multi Categorical class has recently been established.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
<ol style="list-style-type: none"> 1. Literacy 2. Numeracy 3. Connected Learning 4. Leadership and Management 5. Student Engagement 6. School/Community Partnerships 	<ol style="list-style-type: none"> 1. Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice. 2. Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice. 3. Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources. 4. Enhanced professional learning for all staff in priority areas and strengthen leadership capacity. 5. Increased levels of student engagement in school life. 6. Increase parent/community participation and engagement in our school.

TARGET/S

<p>School Priority Area 1: Literacy</p> <p>Year 3:</p> <ul style="list-style-type: none"> ▪ Increase the percentage of Year 3 students in reading above NMS from 54% in 2012 to 56 % in 2013 ▪ Increase the percentage of Year 3 ATSI students in reading above NMS from 54.6% in 2012 to 56% in 2013 <p>Year 5:</p> <ul style="list-style-type: none"> ▪ Increase the percentage of Year 5 students in reading above NMS from 54% in 2012 to 56% in 2013 ▪ Increase the percentage of Year 5 ATSI students in reading above NMS from 42.1% in 2012 to 44 % in 2013 <p>School Priority Area 2: Numeracy</p> <p>Year 3:</p> <ul style="list-style-type: none"> ▪ Increase the percentage of Year 3 students in numeracy above NMS from 70% in 2012 to 72 % in 2013 ▪ Increase the percentage of Year 3 ATSI students in numeracy above NMS from 70% in 2012 to 72 % in 2013 <p>Year 5:</p> <ul style="list-style-type: none"> ▪ Increase the percentage of Year 5 students in numeracy above NMS from 32.4% in 2012 to 34% in 2013 ▪ Increase the percentage of Year 5 ATSI students in numeracy above NMS from 26.3% in 2012 to 28 % in 2013 	<p>School Priority Area 3: Connected Learning</p> <ul style="list-style-type: none"> ▪ To increase the percentage of teachers in Phase 4-Integrating ICT on CLAS Matrix from 21% in 2012 to 26% in 2013 ▪ To increase the percentage of teachers in Phase 4-Skills on CLAS Matrix from 39% in 2012 to 45% in 2013 <p>School Priority Area 4: Leadership & Management</p> <ul style="list-style-type: none"> ▪ Increase the capacity of school leaders and aspiring leaders to lead educational change ▪ Increase the percentage of teachers in Phase 2-Analysing SMART data for the classroom on the DASA matrix from 15% in 2012 to 25% in 2013 <p>School Priority Area 5: Student Engagement</p> <ul style="list-style-type: none"> ▪ Increase the percentage of students who feel part of the school community from 95.5 % in 2012 to 98 % in 2013 ▪ Increase the attendance of all students from 89% in 2012 to 90% in 2013 ▪ Increase the attendance of all ATSI students from 86% in 2012 to 87% in 2013 ▪ Increase the number of ATSI students with personalised learning plans from 70% in 2012 to 100% in 2013 <p>School Priority Area 6: School/Community Partnership</p> <ul style="list-style-type: none"> ▪ Increase the number of families responding to school life survey from 30% in 2012 to 35% in 2013 ▪ Increase from 58% in 2012 to 60% in 2013 the number of parents participating in parent teacher interviews
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<p>PRINCIPAL'S SIGNATURE</p> <p><i>L.M. Dockrill</i></p>	<p>SED ENDORSEMENT</p> <p>DATE</p>
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School Priority Area 1: Literacy

Intended Outcomes:

Improved literacy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

Target:

Year 3:

- Increase the percentage of Year 3 students in reading above NMS from 54% in 2012 to 56 % in 2013
- Increase the percentage of Year 3 ATSI students in reading above NMS from 54.6% in 2012 to 56% in 2013

Year 5:

- Increase the percentage of Year 5 students in reading above NMS from 54% in 2012 to 56% in 2013
- Increase the percentage of Year 5 ATSI students in reading above NMS from 42.1% in 2012 to 44 % in 2013

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Classroom data indicates student progress towards stage appropriate outcomes in literacy.</p> <p><i>Implementation of new learning is evident in reading program and practice.</i></p> <p><i>All teachers provide regular updated assessment data which is accurate and reflects ongoing student achievement and influences future programming.</i></p> <p><i>All staff have an understanding of the NSW Board of Studies K-10 English Syllabus.</i></p> <p><i>All students assessed and placed on the literacy continuum in reading texts and comprehension.</i></p> <p><i>Regular tracking and monitoring indicates student progress.</i></p>	Train two staff members as a Focus on Reading 3-6 trainer to support improvement in literacy. The staff member will have a reduced teaching load to provide ongoing school-based professional learning across sites and continue to train staff on the next phase of focus on Reading.	1	4	AP Leaders of Learning	T1	No cost	NP
	Explicit training for all support staff including Aboriginal Aides/community and parents in the teaching of reading. Support student engagement and work with Aboriginal community and parents to improve student learning.	4/6	4	AP Leaders of Learning	Term 1-4	No cost	NP
	Continuation of professional learning in L3 program for Early Stage 1 teachers and Best Start strategies for Stage 1 teachers. Continuation of professional learning in Focus on Reading.	4	4	AP Leaders of Learning	Term 1-4	\$42000	NP
	Establish timetabled site-based professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement. Familiarisation and planning for the implementation of NSW Board of Studies K-10 English Syllabus.	1	4	AP Leaders of Learning	Term 1-4	'See above'	NP
	Employ SLSO to work with small groups of students in reading in S1.	4		AP Leaders of Learning	Term 1-4	\$34 298	NP
	Employ teacher to support reading programs in ES1 and S1.	4		AP Leaders of Learning	Term 1-4	\$29 364	NP
	Purchase resources to support L3 and Focus on Reading Programs.	4		Lit Team	Term 1-4	\$5000	NP

<i>Increase the number of students borrowing books</i>	Use Best Start assessment data to place students on literacy continuum.		4	AP ESI & S1	Term 1-4	\$0	N/A
	Continuation of Reading Recovery Program from Year 1 students.		4	AP Stage 1	Term 1-4	0.63	Staffing allocation
	Continuation of community and peer reading program.		4	AP Programs	Term 1-4	\$0	N/A
<i>Parents are advised of the teaching and learning their children are undertaking and get regular updates.</i>	Special assembly to showcase student literacy work for the term, linked to release of special edition of newsletter. Examples of writing, films, PowerPoint. Prizes given at assembly for academic (reading) achievement. Display of work samples. Medals given during Literacy Week.		4	Lit. Team	Term 3	\$500	Transitional Equity funding (TEF) Lit budget
	Continuation of Premier's Reading Challenge.		4	Lit. Team	Term 1-4	\$0	TEF
	Involvement of students in RAD program.		4	Lit. Team	Term 1	\$200	TEF
	Development of strategies in the classroom to support and extend students in literacy.		4	AP Programs	Term 1-4	0.6 Part time Allocation	TEF`
<i>Successful home reading program operating in Early Stage 1 and Stage 1 classrooms.</i>	Individual and group instruction for targeted students in speech, ESI, SI. Speech program introduced for students K-2. Assessment and program planned by speech therapist and implemented by TA.		4	AP LST	Term 1-4	\$84 000	TEF
	Establish professional learning opportunities to build knowledge of National Curriculum and complete modules as required.		4	AP Leader	Term 1-4	\$8000	TEF
	In Class Tuition for ATSI students. Wambinya program for ES1/Year 1.		N/A	AP LST	Term 1-3	TBA	Norta Norta Wambinya
<i>Improved oral language development for targeted students.</i>	Analyse the information that NAPLAN provides for school planning and class programming including strengths and weaknesses of year 3, 5, 7 cohorts.	4	4	AP Leader	Term 4	\$0	0
	Staff complete individual literacy matrix to evaluate professional learning in reading.		N/A	AP Leader	Term 1 & 4	\$0	0
	Evaluation of literacy matrix and development of targets and priorities for 2014.	4	N/A	AP Leader	Term 4	\$0	0

School Priority Area 2: Numeracy

Intended Outcomes:

Improved numeracy outcomes for students through explicit, systematic, integrated and balanced programs using modelled, guided and independent practice.

Target:

Year 3:

- Increase the percentage of Year 3 students in numeracy above NMS from 70% in 2012 to 72 % in 2013
- Increase the percentage of Year 3 ATSI students in numeracy above NMS from 70% in 2012 to 72 % in 2013

Year 5:

- Increase the percentage of Year 5 students in numeracy above NMS from 32.4% in 2012 to 34% in 2013
- Increase the percentage of Year 5 ATSI students in numeracy above NMS from 26.3% in 2012 to 28 % in 2013

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Classroom data indicates student progress towards stage appropriate outcomes in numeracy.</p> <p><i>All teachers provide regular updated assessment data which is accurate and reflects ongoing student achievement and influences future programming.</i></p> <p><i>All students assessed and placed on the numeracy continuum in number. Regular tracking and monitoring indicates student progress.</i></p>	Implement NinA (Numeracy in Action) Plan with regular specific focus professional learning meetings for each stage group. Reflective practice developed and professional dialogue reflection recorded.	4	4	AP Leaders of Learning	Term 1-4	\$0	NP
	Analysis of numeracy language used in NAPLAN for teaching and learning in the classroom.	4	4	AP Leaders of Learning	Term 1-4	\$0	0
	Prizes given at assembly for academic (maths) achievement during numeracy week.		4	Numeracy team	Term 3	\$0 See Literacy Budget	NP
	Development of Aide/ parent sessions focusing on Early Arithmetic Strategies (EAS) grouping K-2 and helping your child at home 3-6.		4	AP ES1	Term 1 & 3	\$0	0
	Lesson coaching model implemented across class K-6 for the explicit teaching with a focus on a balanced numeracy session.		5	Numeracy Team	Term 1, 2 & 3	\$6 000	TEF
	Continuation of Maths Matters – news segments in school newsletter each week focusing on a Stage. Maths quiz.		4	Numeracy team	Term 1- 4	\$0	0
	Continuation of Best Start Assessment of Early Stage 1 and Stage 1 students.	4	4	AP ES1 & S1	Term 1, 3 & 4	\$0	0
	Tracking and monitoring of EAS/place value across all stages on the Numeracy Continuum and assessment tasks assessed collaboratively.	4	4	AP Leaders of Learning	Term 1-4	\$0	N/A

School Priority Area 3: Connected Learning

Intended Outcomes:

Expanded use by teachers of ICT learning tools, interactive technologies and ICT based curriculum resources.

Target:

- To increase teacher competency in ICT skills by one phase in each domain on CLAS matrix.

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
<i>Increased teachers' skills in the integration of ICT within the learning environment. Student engagement and Quality Teaching are enhanced by the use of IWB technology and training.</i>	Employ school ICT facilitator with specific technology skills to facilitate connected learning and improve teaching and learning opportunities across school for staff and students.	3	5	Principal	Term 1 - 4	\$33 302	NP
	Develop school website with a page of useful sites and links supported by input from students.	4	5	ICT Leader	Term 1 - 4	\$0	0
<i>Increased students' ICT capabilities. Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge.</i>	Provide professional learning by mentoring teachers and team teaching to lead the development of Professional Learning Plans in ICT.	4	5	L&ST ICT Leader	Term 4 Term 1-4	\$0	0
	Development of strategies to support and extend students in ICT.	4	4	ICT Leader	Term 1 - 4	\$0	0
<i>Implementation of scope and sequence K-6 in ICT.</i>	Provide professional learning in the integration of technology and interactive whiteboard strategies in all KLAS.	4	2	ICT Leader	Term 1 - 4	\$0	0
	Implementation of scope and sequence of ICT skills K-6.	4	5	ICT Leader	Term 1	\$0	0

School Priority Area 4: Leadership and Management

Intended Outcomes:

Enhanced professional learning for all staff in priority areas and strengthen leadership capacity.

Target:

- Increase the capacity of school leaders and aspiring leaders to lead educational change.
- Increase the percentage of teachers in Phase 2-Analysing SMART data for the classroom on the DASA matrix from 15% in 2012 to 25% in 2013.

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Professional Learning Plans indicate completion of leadership courses and attainment of professional learning goals.</p> <p><i>Increase the use of SMART data to inform and plan learning teaching/learning strategies.</i></p> <p><i>EARS processes identify key performance indicators of executive supervision of early career teachers. Student and teacher feedback in line with implementation strategies from the Team Leadership for School Improvement Program.</i></p> <p><i>All staff participate in building syllabus understandings and respond to reflective sessions about classroom practice.</i></p> <p><i>All staff are encouraged to participate in professional learning opportunities.</i></p> <p><i>All staff have individual professional learning plans that are implemented fully in 2013.</i></p>	Provide professional learning for executive and teachers in the use of SMART data to disaggregate and analyse student learning outcomes.	4	5	Principal and Executive L&ST	Term 4	\$0	N/A
	Provide professional development opportunities to support teachers in classrooms with student data analysis, DASA, NAPLAN, SMART, by mentoring teachers, team teaching in literacy/numeracy and leading the development and implementation of Professional Learning Plans. Continue to use online survey facility to survey teachers about their perceptions of school performance and progress in achieving their targets.	4	5	ICT Leader	Term 1-4	\$0	N/A
	Manage performance of early career teachers by more experienced teachers/mentors (using the Professional Teaching Standards).	2	5	Principal AP Leaders of Learning	Term 1 & 2	\$0	NP
	Participation of leaders and aspiring leaders in leadership courses eg. 'Leading Educational Change', 'Understanding Educational Change' and 'Implementing Educational Change.'	5	5	Principal & AP Leaders of Learning	Term 1-4	\$500	NP
	Employ business manager to support allocation and management of National Partnership funds.	3	2/3	Principal	Term 1-4	\$5 000	NP
	Employ Leaders of Learning. Establish timetabled professional learning opportunities to build teacher knowledge and understanding of syllabus outcomes, encourage professional dialogue and sharing, and increase opportunities for collaborative planning, programming and consistency of teacher judgement processes.	1	5	Principal	Term 1-4	\$96 342 \$71 601	NP

<p><i>Workshop surveys and TARS process indicate increased teacher knowledge and implementation of new learning in classroom practice and programs.</i></p>	<p>Participation of current and aspiring leaders to participate in leadership programs and enhance school leadership capacity for school improvement. Support Women in Educational Leadership initiatives (WIEL) Collegial Learning Networks (CLN), ICT Conference, Thinking/Learning Conference, NC Quality Teaching Conference, School Development Days.</p>	2	5	Principal AP Leaders of Learning	Term 1-4	\$25 000 \$2000	TPL NP
	<p>Staff reflection and collegial discussion regularly undertaken in stage and staff meetings leading to the development of a Professional Learning Plan for teachers and school executive based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers' Professional Teaching Standards and AITSL standards).</p>		4/5	Principal	Term 1-4	\$0	N/A
<p><i>School organisation is enhanced through the participation and leadership of curriculum and management teams.</i></p>	<p>An executive off class position established to ensure implementation and development of funded programs in the school and to provide leadership and mentoring in all classrooms.</p>		5	Principal	Term 1-4	\$20 000	TEF
	<p>Increase the effectiveness of school systems and classroom and school organisation by the continuation of curriculum and management teams led by executive and aspiring leaders in planning and school evaluation.</p>		5	Principal	Term 1	\$2 500	TEF

School Priority Area 5: Student Engagement

Intended Outcomes:

Increased levels of student engagement in school life.

Target:

- Increase the percentage of students who feel part of the school community from 95.5 % in 2012 to 98% in 2013
- Increase the attendance of all students from 89% in 2012 to 90% in 2013
- Increase the attendance of all ATSI students from 86% in 2012 to 87% in 2013
- Increase the number of ATSI students with personalised learning plans from 70% in 2012 to 100% in 2013

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
<p>Tracking and monitoring of data indicates increased attendance rates. <i>Transition programs are implemented for all students into Kindergarten, Year 5 and High School and Transition to School Planning and Implementation Matrix indicates improved school performance.</i></p> <p><i>Increase and improve home/school communication.</i></p> <p><i>School Executive attend Macleay AECG meeting. Students involved in leadership initiatives.</i></p> <p><i>100% of ATSI students have Personalised Learning Plans.</i></p> <p><i>All staff familiar with Aboriginal Action Plan</i> <i>Students are familiar with some words of Dunghutti language and AEOs attend community programs.</i> <i>Building capacity of staff to address Aboriginal students learning and wellbeing needs.</i></p>	Establish transition plans for students such as primary to secondary that lead to successful movement into future learning. Develop, implement and evaluate transition programs that are culturally inclusive and meet the needs of Aboriginal children and their families. Implement high quality transition programs to support students and their families P-K, 2-3, 6-7, 4-5 (Greenhill).	3/6	1 /6	AP Leaders of Learning	Term 3-4	No cost	NP
	Provide a before school homework centre at school.	6	2	ICT Facilitator	Term 2-4	\$0	N/A
	Progress the leadership of Aboriginal students both within school and the wider community through collaboration with the local AECG to promote student leadership initiatives.	6	5	AP Leaders of Learning	Term 1-4	\$0	N/A
	Continue development of an understanding by all staff of Aboriginal Action Plan 2010-2014, ongoing professional learning on PLPs.	2	2/5	AP Leaders of Learning	Term 1	\$0	N/A
	Continue community driven programs that assist to revive and maintain Aboriginal languages and cultures.	6	2	AP Leaders of Learning	Term 1-4	\$0	N/A
	Continuation of audiology screening, eye screening and dental clinic through DURRI AMS and Community Health for targeted students.	6	2	CLO / AEO	Term 1	No Cost	NP
	Continuation of implementation of <i>Positive Behaviour for Learning (PBL)</i> program in classroom and playground.		2	AP Programs	Term 1-4	\$2 000	TEF
	Employ SLSO to development and implement structured program and processes that develop positive playground strategies for K-6 including Indigenous games.		2	Principal	Term 1-4	\$42 000	TEF
	Continuation of <i>Girls program</i> for Stage 3 female students. s.h.e@kempseywest .		2/ 3	AP Programs	Term 1-4	\$2 000	0
	Employ SLSO to support students transition into Kindergarten and provide assistance in small group settings within the classroom.		2	Principal	Term 1-4	\$42 000	TEF

<p><i>Regular attendance at school by all students.</i></p> <p><i>Boys and Girls targeted for specialist interest groups.</i></p>	<p><i>Peer Support In The Playground</i> implemented with targeted students and continuation of Student Leadership program.</p>		2 /5	AP Programs	Term 1-4	\$0	0
	<p>Community mentors (TAFE trained) in the playground to support at risk students. Targeted students also involved in life skills program one day a week. Involves Police Youth Liaison Officer.</p>			AP Programs AEOs	Term 1-4	\$0	0
	<p>Purchase of playground equipment to support passive/active games.</p>		2	AP Programs	Term 1-4	\$1 000	Sport Budget
	<p>Continuation of attendance program for targeted students. Development of attendance brochure, parent meetings, rewards, attendance goals.</p>		3	AP Programs	Term 1-4	\$0	0
	<p>Employ SAO to monitor student attendance K-6 and target students with low attendance levels by using OASIS data. Continuations of OASIS roll marking and development of revised system of notification for student absences.</p>	3	3	Executive & AP Programs	Term 1-4	\$11 423	NP
	<p>Continuation of <i>Boys Business</i> Program targeting boys for social skill development and cultural awareness. Emphasis on developing male orientated social events and community events.</p>		2/ 3	AP Programs	Term 1-4	\$50 000	NAB grant
	<p>Continue nutrition and breakfast program and development of class activities with PDHPE KLA.</p>		2 /3	PDHPE Team	Term 1-4	TBA \$1 000	Red Cross KLA budget

School Priority Area 6: School/Community Partnerships

Intended Outcomes:

Increase parent/community participation and engagement in our school.

Target:

- Increase the number of families responding to school life survey from 30% in 2012 to 35% in 2013
- Increase from 58% in 2012 to 60% in 2013 the number of parents participating in parent teacher interviews

INDICATORS	STRATEGIES	REFORM	ABORIGINAL DOMAIN	RESPONSIBILITY	TIME FRAME	RESOURCE ALLOCATION	FUNDING SOURCE
<i>Increase and improve home/school communication</i>	Employ Aboriginal School Learning and Support Officer to support families and students.	3/6	2	Principal	Term 1-4	\$5 000	NP
<i>Improved relationships with local organisations resulting in shared undertakings and improves learning outcomes.</i>	Develop partnerships between school clusters and local community groups, Aboriginal community organisations, government bodies and non-government bodies involved in meeting the social well-being and learning needs of Aboriginal students and students with a disability.	3	2	Principal AP Leaders of Learning	Term 1-4	\$0	N/A
<i>Focus interviews are conducted throughout the year to obtain feedback from parents.</i>	Use the community engagement resources at www.lowsesschools.nsw.edu.au to gain insights into parent and community views on what is working well within the school community and ways that aspects of schooling can be strengthened.	6	2	Principal AP Leaders of Learning	Term 1-4	\$0	0
<i>Increased understanding by all staff of Aboriginal culture</i>	Provide ongoing professional learning in consultation with local AECGs to engage local Aboriginal community members to build whole school community competencies in Aboriginal cultures at a local level.	6	2	Principal & AP Leaders of Learning	Term 1-4	\$0	N/A
<i>Focus groups for community and parents to engage in discussion of school/community.</i>	Engage parents, community members and community organisations to fully participate in the development and implementation of a School Plan that would determine future directions and ensure every child moves forward and can achieve success from school, home and the community.	6	2	Principal, CLO, AEO & AP Leader	Term 1-4	\$0	N/A
<i>Increase parent/carer engagement in the learning process</i>	Offer 'parent education' classes on a range of issues to help parents and carers engage more fully with their child's learning at school and at home. These classes would improve home-school communication and could include family reading and writing, family numeracy, and understanding reports and student data.	6	2/4	Principal	Term 2-4	\$0	N/A
<i>Increase and improve home/school communication.</i>	Employ and utilise CLO to inform and support community regarding school processes and wider community and redefine role.	3/6	2	Principal	Term 1-4	\$46 476	NP
	Continue school promotion through Macleay Education Community and special events and continue attendance at community meetings, CLO meetings, AECG meetings and other hospitality costs.		2	Principal	Term 1-4	\$3 000	TEF

	Provide a reading program to encourage the love of reading for babies, toddlers and pre-school children and to engage parents in reading to their children.		4	Librarian	Term 1-4	\$0	N/A
	Meetings with parents in Term 1 and Term 3 and report on progress of students and continuation of portfolios for all students containing student work samples, Best Start Data, PLPs and formal written reports in terms 2 & 4.		2	Executive	Term 1-4	\$0	N/A
	In <i>West Whispers</i> , information on class events and activities.		2	AP of each stage	Term 1-4	\$0	N/A
	Core values and beliefs are consistently implemented in the school and communicated to parents through forums and newsletters.		2	Principal & Staff	Term 1-4	\$0	N/A