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|  | **Glenorie Public School**  **School Plan** 2016 – 2017 | | | |
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| 2016-2017 | | Glenorie Public School | | |

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| School background 2016 - 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
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| Glenorie Public School is a community comprehensive school whose focus is on each individual, acknowledging both rights and responsibilities. A strong community alliance underpins a curriculum that seeks to develop the potential of every student. Academic rigour is valued at all stages, and the classroom focus is on challenge, engagement and achievement. Learning is celebrated in all its forms. A huge range of extracurricular activities enhances the formal curriculum, and our students thrive within a vibrant program. | | | |  | Glenorie Public School is a friendly, caring, happy place to be. It is a very community-minded school where parents, students and staff work together to support each other as well as those in the wider Glenorie community. Our many and varied programs include an integrated approach to teaching and learning in all Key Learning Areas, with a strong emphasis on incorporating technology and the ideals of productive pedagogy as part of the curriculum. We fulfil individual potential through providing outstanding teaching, rich opportunities for learning with encouragement and support for each student. While the teaching of Literacy and Numeracy is a major focus of all our teaching programs, Glenorie Public School aims to meet the variety of individual learning needs of all our students. Support is provided for students with special needs as well as for students requiring enrichment in particular areas of skill and talent. Programs include the teaching of Italian, the provision of opportunities to participate in our School Band or in the Glenorie Choir, chess, dance, a PE program K-6, drama program, a buddy program and a Streamwatch and Green Team program (Sustainability). Opportunities for the development of leadership skills and qualities abound. Social interaction and strong friendships are enhanced through child-centred assemblies, personal development programs and the availability of wide, open spaces where all children can play safely. | | | | | | |  | In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff and consultation with the P&C and community members. This process included a review of strengths, opportunities and areas of development across the school. As a result, three key strategic directions have been identified as a basis for future developments. They are:  ~ Student success as learners, leaders, confident and creative individuals and productive citizens.  ~ Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment.  ~ Enhancing Community Engagement and Participation.  In 2016 consultation with the P&C and all staff members was untertaken to map future directions for 2016 and ensure the 3-year plan remain on track to provide high quality educational outcomes.  This plan for 2016 is to ensure Strategic Direction 3 is successfully implemented. It:   * Includes any adjustments made to the School plan as a result of reflection and self-assessment . School Excellence validation. * Includes key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan. | | | | | |
| School strategic directions 2016 - 2017 | | | | | | | | | | | | | | | | | | |
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| To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student in an environment which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students. | | | |  | To develop as an educational community by leading and inspiring a culture of collaboration, responsibility for ongoing professional development, engagement of stronger relationships within and beyond the school, empowered leadership and innovative organisation practices. | | | | | | |  | Developing community alliances and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens. To work together as a learning community to collaboratively give our students the knowledge, skills and experiences needed to strive towards their personal goals and lead successful lives. | | | | | |
| Strategic direction 1: Student success as learners, leaders, confident and creative individuals and productive citizens | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student in an environment which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Students: Develop the mindsets and capabilities of our students to analyse their overall learning progress and performance, so they can make informed judgements about their successes and next steps in their learning and development journey.  Students: Support Senior and SRC leadership development. ‘iHelp’ leadership project to be implemented.  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  Staff: Implementation of the English, Mathematics, Science and History syllabuses. Programming and assessment and reporting directly in line with the implementation of the four new syllabuses.  Staff: To develop capabilities to effectively teach literacy and numeracy.  Staff: Will engage in targeted professional learning that is targeted to meet our school targets in the areas of reading, comprehension, spelling, writing, grammar and numeracy.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  Parents: Actively encourage parental participation in school professional learning to build community education capacities. This will include providing community learning sessions in reading, spelling, mathematics and grammar.  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  Community partners; Develop networks to share resources and training in new syllabus implementation.  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders: LAST to implement numeracy and spelling assessment across Years 1- 6 with the use of diagnostic tests.  LAST to implement York Assessment of Reading (YARC) testing for all students in Year 2 2016.  Leaders: Training of three leaders in ‘Focus on Reading – Phase 2’ to deliver the program over the following twelve months.    [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | * Students work with teachers, through conferencing, to identify learning goals and the pathways to achieve them which are then mapped to PLAN data. * [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction] * Develop staff and student skills in the areas of spelling, writing, grammar and reading through TPL -Focus on reading –Phase 2, Ann Leaf (consultant) – Literacy through grammar and Implementation of the ‘New Focus on Reading ‘– Phase 2 – Vocabulary- Anita Chin – Numeracy sessions. * Consistent, school-wide practices for assessment and reporting across the NSW curriculum are used to monitor, plan and report on student learning. * Sustain MultiLit, MiniLit , MaqLit Numeracy & Literacy development groups based on data. (Nationally Consistent Collection of Data on School Students with Disability entries) * PreLit morning classes introduced for Glenorie Preschool students Term3. * [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction] * Build staff capacity to collaboratively plan and differentiate programming in Numeracy, focusing on consistent assessment of Mathematics across Years 1 – 6. * Staff to use PLASST to assist in planning IEP and adjustment for individual learning -data collected for NCCD.   **[Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]**  **Evaluation plan**  Assessment of student learning in line with the assessment policy. K-6 data plotted on PLAN each term. Development of assessment for PLAN matched to clusters.  Develop year assessment tasks in Mathematics aligned with the Numeracy Continuum.  Closely monitor NAPLAN and school based assessment results to analyse student performance in Literacy (reading, spelling, writing & grammar) and Mathematics.[Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | * Leadership capacities are increased in senior students through ‘iHelp’ program. * ProductTo increase student growth in NAPLAN by over 5% between Years 3 & 5 in spelling and numeracy. * To increase number of students achieving the top two skill bands by 5% in spelling & numeracy. * 90% of all K-2 students achieving minimum benchmark levels in reading. * To achieve one band increase for identified students in Bands 3 & 4 in Numeracy and Spelling. * Maintain 80% of Year 5 student’s NAPLAN assessment for writing achieving proficient Bands. * Students consistently perform at high levels on external and internal school performance measures. * Assessments and teaching programs are linked to clusters in PLAN to ensure teaching and learning is targeted for student needs. Teachers to refine student assessment folders. * Increase confidence in students to engage with texts and use the language of ‘Super Six’ with all of the learning community. * Students choose meta-cognitive strategies to meet the needs of the text. * Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. * Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. * Teachers have fully implemented English, Mathematics, Science, History and Geography NSW Australian syllabuses by 2016.All Scope and Sequences completed by 2016. * Teachers deliver quality teaching and learning programs through differentiated literacy and numeracy lessons and strategies. * Consistent whole school approach to assessment for Literacy and Numeracy plotted to PLAN. All PLAN data uploaded Week 8 K-6 and compared. * Teachers responsible for Professional Learning that is in line with school targets and match to their PDP standards. * Students use well-being and resilience practices across all school settings. Implementation of School Wellbeing Framework. All staff completed training – School Communities Working Together, Term 1. ARCO completed current training in 2016.   :[Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
| To ensure each student achieves one year of growth for each academic year of learning.  Data source: Reading Comprehension Aspect from PLAN  Increase the percentage of Kindergarten students in reading comprehension cluster 3 and above to 90% in 2017 (85% in 2016). Increase the percentage of Year 1 students in reading comprehension cluster 5 and above, from 70% in 2014 to 78% in 2016. Increase the percentage of Year 2 students in reading comprehension cluster 7 and above, from 60% in 2014 to 75% in 2017 (70% in 2016) Increase the percentage of Year 3 students in reading comprehension cluster 8 and above, from 30% in 2014 to 60% in 2017 (50% in 2016). Increase the percentage of Year 4 students in reading comprehension cluster 9 and above, from 35% in 2014 to 60% in 2017 50% in 2016). Increase the percentage of Year 5 students in reading comprehension cluster 10 and above, from 60% in 2014 to 80% in 2017 (74% in 2016). Increase the percentage of Year 6 students in reading comprehension cluster 11 and above, from 60% in 2014 to 78% in 2017 (78% in 2016).  Improvement Measures in Early Arithmetical Strategies across K-2 from 2014 to 2017  Data Source: Early Arithmetic Strategies  Strategies from PLAN  Increase the percentage of Kindergarten student at the figurative level or beyond, from 30% in 2014 to 60% in 2017 ( 50% in 2016). Increase the percentage of Year 1 students at the counting on level or beyond, from 40% in 2014 to 70% in 2017 (60% in 2016). Increase the percentage of Year 2 students at the facile level or beyond, from 25% in 2014 to 60% in 2017 (45% in 2016).  Increase the percentage of Year 3 students at the facile level or beyond from 35% in 2014 to 65% in 2017 (60% in 2016).  Increase the percentage of Year 4 students at the facile level or beyond from 54% in 2014 to 65% in 2017 (60% in 2016).  Increase in the percentage of Year 5 students at the facile level or beyond from 83% in 2014 to 85% in 2017 (85% in 2016). |
| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |  |  | | | | |  | |  | | | | | | |  | |  |
| Strategic direction 2: **Staff leading innovative practices through a culture** of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment. | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| To develop as an educational community by leading and inspiring a culture of collaboration, responsibility for ongoing professional development, engage stronger relationships within and beyond the school, empowered leadership and organisation practice |  | Develop staff workforce capabilities by implementing and sustaining quality school–wide systems and organisational structures.  Engage all staff in professional development that is relevant, future-focused and shaped by research, evidence and feedback to build staff capabilities as learners, teachers and leaders.  Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff are aligned to the school plan and vision.  Empower teachers to take responsibility for their own professional learning and developing their professional standards (Performance & Development Framework).Beginner teachers given leadership roles to develop projects. Upskilling to be encouraged.  Provide support for leadership application and ongoing professional development.  Engage in stronger relationships with parent bodies. P&C provide feedback on course to be run for learning community.  Establish proactive learning alliances with other schools (GCoS) and community members to the deliver educational innovation projects. Look beyond GCoS for links.  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  .  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | **[Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]**   * PDP part of a culture of continual improvement as well as providing enhanced support for teachers wishing to further their skills and expertise. * Professional learning and implementation of all NSW syllabuses for the Australian Curriculum completed 2016. Focus on Reading (Phase 2), Literacy through Grammar and Numeracy ( Anita Chin) for all classroom and support teachers. * Mentoring program for Beginner Teachers- Induction Policy supplied. Orientation/Induction of new staff to school practice/policies procedures. Assistance with maintenance for existing new scheme teachers and newly accredited teachers from 2016. * All Online mandatory training of all staff completed in Term 1. * Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes are evaluated. * Alignment of syllabus, literacy & numeracy continuum, Numeracy skills framework for planning and assessment. * Build staff capacity to collaboratively plan and differentiate programmingin literacy and numeracy using the Quality Teaching elements and ESES policy strategies. * Introduction of SAP and SEMP to administrative staff - financial, communication and organisational workflows at the school through the introduction of LMBR. To deliver cutover in June 2016. * Provide increased parent information sessions to encourage collaboration, parental involvement, education and stronger relationships between staff and parents. * [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]   **[Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]**  **Evaluation plan:**  Feedback for students regarding leadership opportunities. iHelp program established.  Survey staff to review balance of office deadlines with the new LMBR/SALM solution.  Feedback, communication, implementation and maintenance for all newly accredited teachers in 2017.  Engagement surveys from the *Tell Them From Me* survey tool conducted for student, parent and teacher feedback in 2016. Informal observation of how Executive leaders coordinate their teams and school projects.  Documented observations of classroom practice twice a year with written feedback. Self-assessment reviews and annual reviews with formal feedback to develop future and ongoing development.  Staff to set goals in consultation with team leaders annually to align with school plan .Review for PDP in Term 3.  Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. YARc assessment. | | | | | | |  | | * Staff is aligned to the goals within the school plan and actively supports this with a focus on personal and collective efficacy. * Trainers implement Focus on Reading – phase 2 with all staff Professional training for leaders and mentoring in Focus on Reading. Full day training in may Introduction Modules ( Sat 7 May). * Learning Scope will deliver TPL in grammar for writing, Term 1. Three sessions with Anita Chin Semester 1 to develop delivery on Numeracy skills and understanding of NSW Mathematics Syllabus. * Continued and ongoing assistance with accreditation for New Scheme Teachers and preparation for all staff to be accredited. Complete all Accreditations in Semester 1 2016. * Teacher works with the supervisor to systematically and strategically review progress based evidence, self-reflection and feedback from the previous cycle. 360 ° reports on all staff Term 2. (Educator Impact). * Introduction of new and revision of existing assessment procedures to support collection of diagnostic data & aligned with clusters and PLAN Data. * All school staff are supported to develop skills for the successful operations of administrative systems. Implementation of LMBR June 2016. * Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all. * Improved students outcomes in writing, measured by NAPLAN results. * School to fully implement SEMP and LMBR June 2016. Technology to support this installed Week 5 Term 1 2016. * Financial core running in SAP, June 2106. * A cohesive scope and sequence from K-6. Completed for use in Term 1 2016. * Successful accreditation for all new scheme teachers within the specified timeframe. * Executive to provide mentor release to assist professional learning for beginning teachers. * Improved delivery of teaching/learning programs and classroom practice strategies evident in classroom observations. * Teachers will be responsible for professional learning and data collection in preparation of accreditation. * Teachers achieve accreditation and/or maintenance of accreditation. * Mentors provide induction/orientation to new staff. * New staff is informed and able to implement school practices/policies/procedures.   [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]   * An inspiring culture of learning and personal best that is motivated by the exchange of knowledge within the school and through our learning alliances.(EI) * Implementation of Great Teaching, Inspired Learning initiatives by reviewing leadership framework to ensure alignment with system priorities. |
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| **IMPROVEMENT MEASURE/S** |
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| **[Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]***  **[Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population]**  **Performance Measures:**  Performance Development Framework (PDF) is implemented and provides clear links to SD.1, SD.2 and SD.3 with teacher negotiated goals as well as linking to Professional Leadership People and Process goals. All PDP completed Week 5 Term 1.  100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.  100% of executive teachers lead action learning teams.  Engagement in *Quality Teacher Rounds* to increase teacher’s critical evaluation about their own practice and that of others.  Programs, student work samples and teacher observation with a focus on ensuring students are presented with challenging learning tasks at their level of learning to promote high engagement and academic standards. 360° feedback. Independent feedback given by Learning Scope.  Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.  Clear, consistent scope and sequences in place and reflected in teaching programs and student work samples. |
| Strategic direction 3: Enhancing Community Engagement and Participation. | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCT AND PRACTICES** |
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| Developing community alliances and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens. To work together as a learning community to collaboratively give our students the knowledge, skills and experiences to strive towards their personal goals and lead successful lives.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | Engaging the student community and forging support networks that help them to build on strengths.  **[Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]**  Work in partnership with parents to enhance communication and engagement in classrooms.  Continued development of GCoS and other learning community networking opportunities to enhance professional learning and programming.  **[Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]**  Collaboration with parents in regards to the development of aspects of the school plan 2015-2017.  Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners.  **[Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]**  Foster opportunities and establish effective communication and partnerships with community groups. e.g. Preschool, wider community, Glenorie RSL, DEC Writing competitions, Galston High School Scholarship, Art & Music camps.  School has a productive relationship with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students | | | | |  | | * Facilitate and begin to implement information/upskilling of parents in literacy, numeracy and grammar sessions by stages. * All staff involved in the implementation of The Wellbeing Framework For Schools. Staff will strive for excellence in teaching and learning, connect with students on many levels and build trusting and respectful relationships for students to succeed. * Various community engagement activities K-6 with local businesses and agencies e.g. RSL, RFS, local businesses. * Implement programs that strengthen student’s physical, social, emotional and spiritual development. * The school leadership team engages the school community in reflecting on student performance data. * Implement PSC Sports Leadership program in 2016 with GCoS.   **Evaluation plan:**  Resilience program adopted in programming.  Opportunities for students and community to provide constructive feedback on school practices and procedures.  School community evaluates school’s plan and strategic direction annually.  TTFM Parent surveys.Engagement surveys from the *Tell Them From Me* survey tool conducted for student, parent and teacher feedback in 2015. Informal observation of how [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | * Increased liaison with Pre School /invited to relevant school functions & P&C. Continued executive attendance at monthly Pre School Committee Meetings and AGM. * Collaborative transition meetings with key stakeholders for students identified with specific learning needs. * Teaching and learning programs embed personal development lessons focused on well-being and resilience * Create information document\s for parents regarding participation in learning support programs. * Staff and leaders collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making. * Continued opportunities for parents to attend P&C, community events and fundraisers. * Attendance at GCoS Meetings and sharing of information with other staff members. * New report format developed in consultation with community and DoE new mandatory reporting standards. * Parent input into initial school planning sessions. * Opportunity for parents to attend information sessions as delivered by school staff.eg Grammar night and Numeracy sessions. * Parent involvement in educational sessions which are developed and delivered by staff. * Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.   [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| **Performance Measures:**  Attendance of parents at information sessions and school functions has increased.  Increase parent participation in open classrooms and ongoing communication.  .  Evaluations from attendees at information sessions are positive.  K-2 Executive to report back to staff in regards to communications with the new  Preschool. Committee.  Increased support of local businesses.  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |