State Government Victoria

Department of Education & Training

School Strategic Plan for Hampton Primary School No. 3754

Years 2015 -2018

Endorsements

Endorsement by School Principal	Signed Name Dr Sue Knight Date 19 May2015
Endorsement by School Council	Signed Name Dr Jamie Smart Date 19 May, 2015 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
At Hampton Primary School we strive to create the best possible learning environment where all students will experience success. We recognise the positive and respectful relationships are the foundation for learning. Our purpose is to develop caring and respectful relationships between school, students and families so that our students become resilient, independent and feel safe and confident to take risks in order to achieve personal excellence. We strive to cultivate an environment where learning is meaningful, collaborative and relevant; where curiosity is encouraged; where young people connect, create and produce work that matters to them and others. Key Principles of Teaching and Learning   - We will build a learning culture that values effort and perseverance and provides opportunities for students to develop a growth mindset   - We will create opportunities to expand students' understanding of the world through encouraging deeper thinking, questioning, reflection and creativity   - We will build learning environments which appreciate individual, local and global differences and perspectives   - We will provide a learning environment that fosters students' emotional and social learning to develop self-responsibility, independence, respectfulness and resilience   - We will empower students to take action for a sustainable future.

Values
Integrity: students are encouraged to self-manage, to develop a sense of responsibility for themselves and their learning This involves: - Being respectful, honest, fair, sincere and trustworthy, open to challenge and being accountable for your actions as an individual or as part of a group   - valuing learning, effort and achievement   - learning how to be independent and resilient   **Support**: students are encouraged to be collaborators and communicators; to develop an appreciation of their own self-worth and that of others. This involves: - understanding each other's differences and valuing different perspectives   - showing compassion   - being fair and including others   - considering others with empathy, tolerance, thoughtfulness and kindness   - resolving differences in peaceful ways and being able to work together effectively.   **Positivity**: students are encouraged to approach life and school with optimism - a 'can do' approach. This involves: - being persistent, always putting in your best effort and aspiring to excellence   - bouncing back and moving on when challenged or disappointed   - challenging yourself to try new things and having an open mindset   - finding creative ways to solve problems and inquiring about the how and the why   - having fun in learning.

Environmental Context

Hampton Primary School, which is located in the bayside suburb of Hampton, was first opened in 1913. The school has a very good reputation in the local area and there is strong demand for enrolments from within and beyond the local area. Enrolments have grown steadily over the last few years. The school's current enrolment of 661 is at the optimum level, we are mindful of balancing the learning environment and resources with suitable play space. Our facilities over this same period have improved significantly with the development of an artificially turfed oval, the development of a parent designed sandpit and more recently, the development of a hard-court area for basketball, netball and rebound wall activities.

The school has an excellent record of academic achievement. Results in Literacy and Numeracy greatly exceed both nation and state-wide expectations. We provide a highly regarded range of specialist programs including Art, Music, Physical Education and Sport and Mandarin. Our staffing profile has changed a little over the past 4 years due to growth in enrolments and family leave. Most teachers have over 5 years of experience.

The school is committed to further developing learning, thinking and engagement by offering learning opportunities which facilitate students' use of rich and varied information, communication and learning technologies. All classrooms are equipped with interactive whiteboards or LED screen televisions and laptops, iPods, and iPads are available at each year level. Students in Year 5/6 bring their own iPad from home.

Hampton has teaching structures to accommodate the multiple needs of the students and the professional learning of teaching staff. We have considerable expertise amongst staff which is regularly utilised and highly valued. Our academic and co-curricular programs promote the development of the whole child. We have a strong team-oriented approach to curriculum with a focus on professional learning, home-school partnerships and extensive co-curricular programs. Our high academic standards and participation in a broad range of extra-curricular activities contribute positively to the success of our school in the Bayside community.

We value the arts at Hampton; they are used as a vehicle for learning and to specifically develop confidence, creativity, independence and ingenuity, thus focussing on the whole child. We embrace and celebrate the arts as a whole school community with events and activities including whole school productions, Year 5/6 musicals, art exhibitions and trails, a variety of excursions and incursions to galleries, musical theatres, soirees, band and choir performances, weekly dance instruction and provision of private music tuition for a range of instruments. In addition, the physical education and sports program has grown noticeably over the last four years; students have numerous opportunities to participate in a wide range of sports. The school has excelled in many areas in recent years reaching state and national levels in athletics, cross country running, swimming, aerobics and dancing.

Student wellbeing and engagement is an area of focus; we provide opportunities for student voice and feedback on curriculum development and closely monitor and track student wellbeing. Special activities and programs include the Start –Up program in February, the numerous transition sessions conducted in November and early December, a strong focus on restorative practice and social justice, the peace maker program, Friends for Life Program, Kids Matter, Bully Stoppers, numerous opportunities for cross age and peer age social and learning activities.

Our school has a strong tradition of community participation and active involvement in all aspects of school life. We are most fortunate to have this level of support and commitment both formally and informally. The Parents' Association, all the sub committees and School Council work industriously to benefit our school. School Council has shown strong support of the teaching staff and the educational direction of the school.

	Service Standards

Our school recognises the purpose of this strategic plan is to detail future improvement work, and as such does not detail the successful programs and significant innovations that have been embedded due to previous strategic work. Details of our school-wide programs and initiatives are provided within school newsletters, the website and information packs to prospective parents.

These service standards cover both our current work as a learning organisation as well as future possibilities being explored to further improve student wellbeing, engagement and academic achievement.

- We communicate on a regular basis with parents. This communication includes daily and sometimes weekly updates on school blogs, year level updates, half yearly written student reports and parent information events, parent teacher interviews and student led interviews for senior students.

- We provide a comprehensive and balanced curriculum where the instruction is differentiated and the learning is personalised for all students.

- We set aspirational goals for our students.

- We provide a range of stimulating and varied extra curricula learning opportunities after school.

- We provide a safe, happy and stimulating learning environment to ensure that all students are nurtured and encouraged to grow and achieve success.

- We view student wellbeing as a high priority.

- School values and classroom norms underpin the management of wellbeing.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement 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 maintain/improve student Numeracy achievement, with a particular focus on Years 3-6.	**NAPLAN Numeracy:** Year 3 Numeracy- 90% at or above Band 4 70% at or above Band 5 Year 5 Numeracy- 85% at or above Band 6 65% at or above Band 7 (currently 55%) AusVELS annual 'Effect Size' to be greater than 0.4 for 80% of	To work on increasing confidence and accuracy in teacher judgements. Implementation of new assessment tools to reflect as, of and for learning. Investigate Numeracy assessment and develop a cohesive Numeracy assessment schedule across the school. Establish a shared vision and agreed pedagogy to ensure coherence of practice. Provide opportunities for students well above the expected level for an increased focus in readiness for abstract thinking.

		students.	
	To maintain/improve student Literacy achievement.	**AusVELS Speaking and Listening:** To have 33% or more of students receiving an A in Speaking and Listening using the teacher judgements against AusVELS. **NAPLAN Writing:** 75% of students in the NAPLAN writing matched cohort will achieve growth of 'Effect Size' of 0.8 or greater from their Year 3 result. **NAPLAN Reading:** Year 3 Reading- 90% at or above Band 4 80% at or above Band 5 Year 5 Reading- 90% at or above Band 6 70% at or above Band 7 **Spelling:** 75% of students in the NAPLAN spelling matched cohort will achieve growth of 'Effect Size' of 0.8 or greater from their Year 3 result.	To continue a whole school focus on speaking and listening, with a particular focus on use of assessment tools and opportunities for moderation. Investigate and facilitate professional learning opportunities for teachers with a focus on understanding and assessing speaking and listening. To implement a consistent spelling assessment tool that can be applied from Years 1-6 to allow for tracking of students through all year levels. Provide staff with professional learning opportunities to explore effective spelling pedagogy and develop a shared vision and understanding across the school. Ensuring time is allocated in teaching and learning programs each week to a stand-alone word inquiry/study/spelling session.

	Raise the profile of Science and further increase interest across the school community. To improve student achievement in Science from Years 3-6.	Document Science curriculum content at each level on a yearly basis. Establish baseline data from Foundation to Year 6. Improvements in percentage of students each year who achieve an AusVELS annual 'Effect Size' of greater than 0.4 (From Years 4-6).	Professional learning of staff to increase their knowledge of Science pedagogy and assessment best practice. Investigate Science assessment and develop a cohesive assessment schedule across the school. Develop and document Science resources within the school, physical and human. Ensuring time is allocated in teaching and learning programs each week to science inquiry sessions.
Engagement 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 the level of student interest, enthusiasm and satisfaction in their learning. To use ICT to provide authentic learning that requires inquiry, collaboration, communication and problem solving.	To increase all measures in the Student Attitudes to School Survey, in particular to at least the 3rd quartile by 2018: - Student morale - Teacher effectiveness - Teacher empathy - Stimulating learning - School connectedness - Student motivation - Student safety A greater consistency between student opinion survey results and student forums. To establish online individual student learning spaces in Years 3 and 4. To maintain the number of approved and unapproved absences for reasons other than travel to below the state level.	To provide opportunities for the Year 4s to spend time in the Year 5/6 environment and interacting with Year 5/6 students. To provide formal opportunities for greater interaction between the staff at different year levels with a particular emphasis on key transition years. To support children in understanding the format of the questionnaire and unpack the language prior to administering the survey. To revisit highlights and lowlights with children to give them a better perspective of their time at school. To facilitate regular student forums across all year levels with a particular emphasis on key transition years. Develop an eLearning vision with the whole staff that is underpinned by contemporary pedagogy. To provide ongoing support for teachers and students in establishing online student learning spaces and ICT leadership to provide coaching and team teaching opportunities. To provide ongoing ICT professional learning that has a strong focus on the use of contemporary learning tools and environments to improve learning and teaching.

			Continue to track absence data.
Wellbeing 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 increase student resilience and empathy by strengthening student's social and emotional wellbeing.	Track access to additional support services including speech, occupational therapy and psychology.	Develop a whole school framework for social and emotional learning, in the context of the school student wellbeing and engagement policy. Document and educate staff on options and processes for enlisting support for students with social and emotional concerns. To utilise Sentral to assist with tracking of intervention and access to support services. Sentral will provide a school-wide summary of all intervention and support devices provided.
Productivity 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 resources (human, physical, technological and financial) to underpin achievement of the student learning, student engagement and student wellbeing goals. For teachers to have ICT capabilities that enable them to access and use digital information, applications and devices, and apply these appropriately to a learning and teaching context.	Enhancement of the following staff survey outcomes to reach the third quartile: ▪ Staff trust in colleagues ▪ Teacher collaboration ▪ Shielding and buffering Enhancement of student survey opinion results. To see improvement in the data gained from ePotential survey.	Utilise and maximise the expertise and skill of staff and parents. Choose professional learning approaches that promote relationship building and relational trust. Establish PDP process where teams work together to achieve shared goals with individuals responsible for a specified (curriculum) area. Based upon the goals of the new Strategic Plan, audit key skills of school community as potential resources. Alignment of the workforce plan and budgets to the Strategic Plan. Careful appraisal and creative use of existing spaces. Use results of ePotential survey to determine areas of ICT expertise amongst staff and identify areas of need. Create an eLearning team where ICT leadership is distributed throughout year levels across the school.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement To maintain/improve student Numeracy achievement, with a particular focus on Years 3-6. To maintain/improve student Literacy achievement. Raise the profile of Science and further increase interest across the school community.	Year 1	▪ Review current vision and facilitate whole staff forums to encourage input at an individual and team level of current beliefs and practice, to contribute to a school wide shared vision of numeracy pedagogy. ▪ Investigate numeracy assessment tools to track student progress across Years 1-6, and consult staff to agree on selected tools which align to our shared vision. ▪ Increased attention given to extension of higher achieving students in all year levels with a particular focus on Years 3-6. ▪ Provide opportunities for teachers to share current assessment methods and moderate speaking and listening samples. ▪ Engage staff in reading professional learning with consultants to ensure best practice is applied across all year levels. Consultants to provide feedback based on individual needs of teachers. ▪ PLT meeting to reflect on current approaches to teaching spelling and review current program. ▪ Audit current Science/Inquiry units across the school. ▪ Engage staff in professional learning to raise the profile of Science across the school and identify authentic and rich tasks in Science learning.	▪ Collection and analysis of staff feedback on relevance and effectiveness of the vision. ▪ Definitive assessment schedule, including assessment tools, will be documented. ▪ All team planners will include details regarding methodologies used to extend students. ▪ PLT meetings and whole staff meetings will include opportunities for current assessment methods to be discussed and effectiveness evaluated. ▪ Whole school moderation sessions for speaking and listening will be conducted with regular feedback from all staff sought. ▪ Feedback carefully reviewed and obvious conclusions developed and enacted. ▪ Develop greater coherence in the approaches to teaching spelling in F-2 and 3-6. This to be evident in the revised HPS Spelling Program. ▪ Conduct a curriculum day on Science utilising an external facilitator. ▪ Continue regular reports on Science teaching and learning via the blogs. ▪ Where applicable, include a celebration or a sharing of the learning journey and/or outcome with the community (e.g. Year 4 Invention Convention). ▪
	Year 2	▪ Form a team made up of interested staff members and the leadership team to develop the shared vision for numeracy using ideas communicated by staff. Continued involvement and consultation of whole staff to refine and reach agreement on the shared vision. ▪ Implement new assessment tool/s selected and detail in assessment schedules, how and when this will be used. ▪ Identify opportunities for integrating Mathematics into Inquiry topics. ▪ Review data for speaking and listening to assess success of moderation and assessment strategies. ▪ Ensure regular PLT time is allocated to review reading data and ensure consistency of practice and assessment. ▪ Engage staff in professional learning with consultants to explore approaches to teaching spelling.	▪ Modified Numeracy vision developed as a result of feedback and input from all staff and particularly the Numeracy team. ▪ Assessment schedules and tools to be included in induction booklet for new staff and in the staff handbook for all staff. ▪ Review implementation of new assessment tools and modify assessment schedule accordingly. ▪ Promote Inquiry units focusing on Maths on Year level blogs. ▪ Maths Inquiry night for parents. ▪ Increased numbers of students achieving above and well above the expected level in Speaking and Listening. ▪ Conduct team data discussions with members of the leadership team to determine the level of consistency of practice and assessment within year levels and across the school. ▪ Curriculum day with a focus on spelling.

		▪ Draft and implement Science curriculum through consultation with all staff.	▪ Scope and Sequence document to be reviewed by all staff and modified as required, based on feedback.
	Year 3	▪ Review the shared vision and develop protocols to encourage accountability and coherence. ▪ Review numeracy assessment schedule. ▪ Review NAPLAN data to assess progress of matched cohort from Year 3 to 5 in Numeracy. ▪ Review speaking and listening data and update assessment schedule to reflect current assessment methods. ▪ Ensure regular PLT time is allocated to review reading data and ensure consistency of practice and assessment. ▪ Implement/trial new approaches to teaching spelling. ▪ Investigate opportunities for participation in extra-curricular Science activities for interested students.	▪ Year level discussions on Numeracy teaching with the leadership team, to determine the level of coherence and consistency and relevance of the assessment schedule. ▪ Adjust the assessment schedule as required. ▪ Tracking percentage of students who have obtained an 'Effect Size' (Hattie) greater than 0.8 for the matched cohort. ▪ Increased numbers of students achieving above and well above the expected level in Speaking and Listening. ▪ PLT discussions will reflect a coherency and consistency of practice in reading teaching and learning. ▪ Review of the spelling approaches and careful assessment of spelling achievement. ▪ Reporting and evaluating the effectiveness of extra-curricular Science activities, particularly those off site.
	Year 4	▪ Analyse data to assess success of shared vision. ▪ Analyse data to assess success of numeracy assessment tools and schedule. ▪ Review speaking and listening data from previous years. ▪ Analyse reading data to ensure high levels of achievement and progress are maintained. ▪ Review spelling data of NAPLAN matched cohort from Year 3 to 5 to assess success of new approaches. ▪ Review profile of Science in the school and confidence of teachers through surveys and forums. ▪ Review Science data of NAPLAN matched cohort from Year 3 to 5 to assess success.	▪ Increased numbers of students achieving above and well above the expected level in Speaking and Listening – particularly at F-2. ▪ 33% of students receiving As in Speaking and Listening. ▪ 75% of all students F-6 achieving 0.8 or greater growth in spelling from Year 3-5. ▪ Publication of the revised vision and assessment schedule for numeracy. ▪ Summation of Science data over the 4 years showing an increase in the percentage of As in Years 3-6.
Engagement	Year 1	▪ Take time to unpack the Attitudes to School Survey with children and reflect on their positive school experiences prior to administering. ▪ Provide time and opportunities for Year 4 & 5 and Year 2 & 3 children to work together during Term 4. Establish a mentor program between the year levels. ▪ Particular focus on Year 4s spending time becoming familiar with the BER learning spaces. ▪ Establishing year level blogs as the main source of communication between school and home. ▪ Roll out IPads from years 2 to 4 and introducing practices	▪ Both classroom teachers and the principal have devoted time to unpack the language in the survey instrument and have given students time to reflect on their more recent experiences of school. ▪ Year 4s will be timetabled to utilise the BER space whilst 5/6s are at school camp and involve din weekly interschool sport ▪ Parents accessing the year level blogs regularly to obtain permission forms, relevant notices and information generally ▪ All year levels are regularly using iPads in their classroom programs. ▪ Completion of an eLearning vision with ratification from staff

		that will prepare students for the BYOD program in years 5 and 6. ▪ Develop an eLearning vision with the whole staff that is underpinned by contemporary pedagogy.	and School Council.
	Year 2	▪ Analyse Attitudes to School Survey data to assess success of administration methods. ▪ Conduct informal student forums in Terms 1 and 4, with a focus on discussing previous year's Attitudes to School Survey data. ▪ Increase student involvement in organisation of 2017 Twilight Carnival. ▪ Establish individual student blogs in Years 3 and 4 and provide ongoing support to students and staff. ▪ Review and revise eLearning vision to reflect current pedagogies.	▪ Both classroom teachers and the principal have devoted time to unpack the language in the survey instrument and have given students time to reflect on their more recent experiences of school. ▪ Establish an informal mentoring program involving Year 5 working with Year 4 and Year 3 working with Year 2. ▪ Student survey data to reflect some improvement in all areas ▪ Comparison of student survey data with input from informal student forums Student blogs will be used regularly to document learning and create a digital portfolio ▪ Revision of an eLearning vision with ratification from staff and School Council. ▪ Analyse results from the ePotential survey
	Year 3	▪ Investigate opportunities for student driven community projects. ▪ Continue to develop online learning spaces to bridge the gap between home and school. ▪ Review and revise eLearning vision to reflect current pedagogies.	▪ Students undertake inquiry units that involve action in the local community. ▪ Student blogs will be used regularly to document learning ▪ Revision of an eLearning vision with ratification from staff and School Council. ▪ Improvement in staff confidence and competence measured using the ePotential survey
	Year 4	▪ Review data, student forum feedback and analyse to assess success of involvement in community projects and the focus on digital learning. ▪ Review success of eLearning vision.	▪ Discernible improvement in the attitudes to school data including: Student morale, Teacher effectiveness, Teacher empathy, Stimulating learning, School connectedness, Student motivation, Student safety ▪ Improvement in staff confidence and competence measured using the ePotential survey
Wellbeing	Year 1	▪ Conduct an audit of current social and emotional wellbeing programs within the school. ▪ Welfare Team to work collaboratively to develop a plan for staff to follow when seeking support for students with social/emotional/learning concerns	▪ As staff develop agreement to focus on core programs ▪ Begin utilising the Sentral program to track social emotional and learning concerns throughout year levels
	Year 2	▪ Allocate professional learning to collaboratively develop a coherent framework for social and emotional learning ▪ Set up and analyse data tracking for additional support services (Speech, OT, Psychologist) using Sentral ▪ Provide staff training in the use of the Sentral welfare	▪ Utilise the Sentral program to track social emotional and learning concerns ▪ Document wellbeing and welfare programs and policy usage at HPS

		component ▪ Review and revise current school wellbeing documentation (including but not limited to think sheets and referral documents).	
	Year 3	▪ Review and revise the plan for seeking student support developed by welfare team as a whole staff. ▪ Analyse school based welfare data and update documentation and plans as required.	▪ Document all cases of additional support provided to students including aide time, psychologists, social workers, speech pathologists, Reading Recovery, Levelled literacy Intervention, Fast ForWord , occupational therapy volunteers, etc ▪ Review the achievement data for students who have accessed two or more of the above programs to in part consider the effectiveness of the programs.
	Year 4	▪ Review and revise the plan for seeking student support developed by welfare team as a whole staff. ▪ Analyse school based welfare data and update documentation and plans as required.	▪ Document all cases of additional support provided to students including aide time, psychologists, social workers, speech pathologists, Reading Recovery, Levelled Literacy Intervention, Fast ForWord, occupational therapy volunteers, etc ▪ Review the achievement data for students who have accessed two or more of the above programs to in part consider the effectiveness of the programs.
Productivity	Year 1	▪ Staff to complete ePotential survey (then review) ▪ Seek expressions of interest from staff to form an eLearning team to distribute ICT leadership throughout the school. ▪ Conduct PDP process as per department guidelines to achieve both individual and team goals. ▪ Conduct audit of wider school community to identify key skills and interests as potential resources to support learning (eg. Science). ▪ Review the process for allocating teachers to year levels/teaching and learning spaces and students to classes.	▪ Review digital capabilities for all staff ▪ Establish an eLearning team involving representatives from each year level and specialists ▪ Outline roles and responsibilities for the members of the eLearning team ▪ Establish an ICT management structure and determine clear processes ▪ Utilise the departmental guidelines to develop the Hampton PDP process which will be based on a team approach aligning goals with the AIP and the SSP ▪ Utilisation of local and wider community resources and personnel to support the learning and teaching of Science
	Year 2	▪ Review results of ePotential survey ▪ Establish PDP process where teams work together to achieve shared goals with individuals responsible for a specified (curriculum) area. ▪ eLearning Team to continue to ensure ICT leadership is distributed throughout the school. ▪ Review the number of devices across the school and track the usage	▪ Improvement in staff confidence and competence measured using the ePotential survey ▪ Teams will be working towards shared , agreed goals as set out in the PDP proformas ▪ Conduct regular training in eLearning to assist with simple trouble shooting and improve skills accordingly ▪ Analysis of expenditure, the number and type of devices and effectiveness of usage using the SAMR model as a

		▪ Use information gained from audit of school community to promote community involvement in relevant learning areas.	guide ▪ A reduction in the number of ICT issues logged and time taken to address them ▪ Publicise the level of community expertise and involvement in schools programs
	Year 3	▪ Review results of ePotential survey ▪ Review the PDP process and seek feedback from staff. ▪ Review the number of devices across the school and track the usage ▪ Review community involvement in relevant learning areas and continue to gauge skills and interests within the community.	▪ Improvement in staff confidence and competence measured using the ePotential survey and evidence of their capacity to trouble shoot some of their own classroom issues ▪ Teams will be working towards shared, agreed goals as set out in the PDP proformas ▪ Analysis of expenditure, the number and type of devices and effectiveness of usage using the SAMR model as a guide ▪ A reduction in the number of ICT issues logged and time taken to address them
	Year 4	▪ Review results of ePotential survey ▪ Review the number of devices across the school and track the usage ▪ Review success of PDP process. ▪ Review community involvement in relevant learning areas and continue to gauge skills and interests within the community.	▪ A reduction in the number of ICT issues logged and time taken to address them ▪ Improvement in staff confidence and competence measured using the ePotential survey and evidence of their capacity to trouble shoot some of their own classroom issues ▪ Analysis of expenditure, the number and type of devices and effectiveness of usage using the SAMR model as a guide ▪ Review PDP process sand make recommendations for the future ▪ Review the audit of community members' skills and continue encouragement of active involvement in all areas of school life