

School Strategic Plan for  
 Bundalaguah Primary School  
 Wellington region  
 2011-2014



*Steeped in history, committed to the future*

**Bundalaguah Primary School**

Endorsement by School Principal	Signed..... Name <b>Leonie Sutherland</b> Date.....
Endorsement by School Council	Signed..... Name <b>Brian Teese</b> Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name <b>Glyn Milner</b> Date.....



## School Profile

Purpose	Values	Environmental Context
<p>Bundalaguah PS caters for the individual needs of all students, supporting children to reach their full potential personally, socially, emotionally and academically. We strive for our students to become motivated and independent learners.</p> <p>We promote a very strong community partnership and are extremely “family” orientated with a very caring, safe and welcoming atmosphere and strong effective support from parents, students and staff.</p> <p>We offer an alternative to bigger schools in the Sale/ Maffra area offering small class sizes and a stimulating, nurturing and secure learning environment.</p>	<p>At Bundalaguah the following principles are the foundations used to promote successful lifelong learners and active community members. We believe that for children to develop to their full potential <b>all</b> members of the school community should value and demonstrate the positive habits and mindset of:</p> <ul style="list-style-type: none"> <li>• Respect for self and others</li> <li>• Honesty</li> <li>• Co-operation</li> <li>• Resilience</li> </ul>	<p>Bundalaguah Primary School is a small rural school set in spacious grounds. It was opened in 1872 and the original Historic Building is still a feature of the school. Bundalaguah Primary School draws students from 2 larger towns. Its current enrolment of 54 students all travel to school by car.</p> <p>Bundalaguah Primary School reflects a social mix of single parent families, double income families, employed and unemployed parents and care givers. The home circumstance, of a number of students, has altered in recent years. The current SFO index is 0.54.</p> <p>The staff mix of 4 teachers range from graduate to experienced. There is an expectation by Bundalaguah Staff and School Council that the Principal takes on a teaching role to ensure small class sizes remain a feature of our school and that we able to give maximum teacher/ student contact during the Numeracy and Literacy blocks. In addition to the teaching staff we have a 0.4 Bursar and 5 Integration Aides who work with students requiring additional support.</p> <p>All staff are committed to improve the learning outcomes of students through participation in the Wellington Assessment and Learning Partnership project (WALP). WALP is a targeted and whole school strategy to improve Student Learning outcomes through an evidence based approach. This has led us to form a strong Professional Learning partnership with 2 other nearby rural schools.</p> <p>The Staff at Bundalaguah Primary School is committed to maximising student achievement and their social and emotional wellbeing. An emphasis is placed on all children in the senior area taking on increased leadership roles and responsibilities.</p> <p>The school has completed significant building and ground improvement in recent years and offers children a variety of suitable areas for any chosen activity. In addition to the 8 key learning areas, we offer - Swimming in term 2, Active After School sports, Marimba tuition, Twilight Soccer.</p> <p>Bundalaguah Primary School joins with 7 other rural schools in the region to combine for special activities such as sports, interschool group days, performances and camps to ensure that the children are well prepared for transition to secondary school. The Rural Schools offer additional social and learning connections for the whole school through a Robotics Program, Reflective Practice, a Circus Trailer, a shared mobile library and a comprehensive Leadership program.</p> <p>The School Council and Parent Community are committed to working together for the benefit of the students. There is a strong community support shown through family involvement in many activities and programs.</p>

## Strategic Intent

	Goals	Targets	Key Improvement Strategies
<b>Student Learning</b>	To improve student learning in Literacy and Numeracy and optimise outcomes for all students.	<p>By 2012: At the end of year 2 100% of students, deemed capable, will be at or above the expected level for reading, writing and speaking and listening, as measured by English On-line Interviews.</p> <p>Increase the number of students at years 3 and 5 in the 6 -12 months ahead and 12+ months ahead bands of NAPLAN Numeracy.</p> <p>Increase the number of students achieving in the 6-12 months ahead and 12 months ahead bands in NAPLAN Reading and Writing.</p>	<p>Whole school approaches to enhance teaching practice including:</p> <ul style="list-style-type: none"> <li>• agreed pedagogy for extension of all students</li> <li>• provide timely, accurate and specific feedback to students and parents on student learning</li> <li>• embed the WALP program and the testing associated with it</li> </ul> <p>Further develop student, staff and parents' high expectations of student achievement</p> <p>Embed innovative ICT use into the school environment, to enhance motivation, engagement and learning.</p> <p>Further embed the performance and development culture.</p> <p>Develop and implement an assessment program for each new student entering the school at levels other than Prep (eg On Demand Numeracy and Literacy Assessment and South Australian Spelling Test.)</p>
<b>Student Engagement and Wellbeing</b>	To improve the engagement of students in their own learning within a safe and stimulating learning environment.	<p>As measured by the SAS Survey there will be an improvement in the mean score for:</p> <ul style="list-style-type: none"> <li>- Stimulating Learning to be in the 4<sup>th</sup> quartile</li> <li>- All other student satisfaction to be in the 4<sup>th</sup> quartile</li> </ul> <p>That Parent Satisfaction results in Student Behaviour display an upward trend over the period of the plan with Student Safety having a benchmark level of 6.0 and Class Behaviour a level of 5.0.</p> <p>Average absence to be trending downward.</p> <p>Average days absent P-6 to be at least 3.0 below the State mean.</p>	<p>Review the Student Engagement Policy with a specific focus on</p> <ul style="list-style-type: none"> <li>- the discipline policy and</li> <li>- behaviour management processes and practices.</li> </ul> <p>Develop a realistic Leadership program across the school where student leaders take an active role in school direction and community links (eg continue to run assemblies and formalise regular meetings with school leadership). Review and enhance the school's communication strategy.</p> <p>Develop and implement a whole school approach to addressing student absence including:</p> <ul style="list-style-type: none"> <li>- reward and recognition</li> <li>- close monitoring and prompt follow-up including personalised interventions</li> <li>- educative program for parents</li> </ul>
<b>Student Pathways and Transitions</b>	To improve the quality of transition into and through the school, especially to better accommodate students transition into the school at different levels.	<p>Maintain Parent Satisfaction levels of Transition at 6.2 or higher.</p> <p>That all students transitioning into the school achieve at least the expected level of growth against the VELs level in their first year in school.</p>	<p>Enhance the K-P transition program through:</p> <ul style="list-style-type: none"> <li>- strengthening relationships with Kindergarten/ Pre-School providers</li> <li>- in conjunction with the Kindergarten/ Pre-School Providers develop a program for parents of incoming Preps, to enhance the parent contribution to oral language development and social skills.</li> </ul> <p>Further develop and enhance Transition including a review of the program at the P-1 level.</p> <p>Further develop and enhance "theme days" to complement transition into and through the school.</p> <p>Develop and implement a comprehensive transition process for students transitioning into the school at various levels across the school.</p> <p>Establish a program to track the results of Bundalaguah students after they transition to other schools.</p>

## General Goals

Goals	Target	Improvement Strategy	Actions
To establish a set of school values that are followed and used by all members of the school community.	Values established and used by the end of 2011.	To develop agreed School Values and implement a program to teach social skills which reflect these values	Work with the school community to establish values.
To improve Staff Opinion Survey Results.	Opinion results to be in the top quartile by the end of 2013.	To further incorporate staff opinion in school planning through <ul style="list-style-type: none"> <li>- regular Consultative Committee meetings</li> <li>- a staff advisory group, as required</li> </ul>	Establish clear agreement with staff for discussion of school issues and input into these issues.

## School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Whole school approaches to enhance teaching practice including:</p> <p>Embed innovative ICT use into the school environment, to enhance motivation, engagement and learning.</p> <p>Further develop student, staff and parents' high expectations of student achievement</p> <ul style="list-style-type: none"> <li>▪ agreed pedagogy for extension of all students</li> <li>▪ provide timely, accurate and specific feedback to students and parents on student learning</li> <li>▪ embed the WALP program and the testing associated with it</li> </ul> <p>Further embed the performance and development culture.</p> <p>Develop and implement an assessment program for each new student entering the school at levels other than Prep (eg On Demand Numeracy and Literacy Assessment and South Australian Spelling Test.)</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>▪ Review and update the whole school assessment schedule with provision for students entering during the school year</li> <li>▪ Allocate resources in school budget for additional ICT items for extension and engagement</li> <li>▪ Allocate resources to establish communication process with parents</li> <li>▪ Embedded procedures at WALP meetings to enhance student learning</li> <li>▪ Staff to agree on peer feedback proforma and commit to visitation schedule</li> <li>▪ Establish an expectation of high achievement through discussion with parents, moderation meetings with cluster staff, newsletter articles, awards and displays</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revised Assessment Schedule in place by the end of term 1</li> <li>▪ 2011 Budget to include increased funds for ICT equipment <ul style="list-style-type: none"> <li>- minimum of 2 assessed learning tasks on the ultranet by term 4</li> </ul> </li> <li>▪ Communication schedule established <ul style="list-style-type: none"> <li>- Informal interviews with parents completed by end of first term</li> <li>- 3 way conference to review reports by the end of term 2</li> <li>- PSG per term for students with additional needs</li> <li>- Contact with parents as required</li> </ul> </li> <li>▪ Fortnightly WALP- PLT meetings to include: <ul style="list-style-type: none"> <li>- Evidence of strategies when reviewing student log</li> <li>- PD component (E5, Reflection, Ultranet, P&amp;D Culture, Differentiation)</li> </ul> </li> <li>▪ Each teacher to participate in: <ul style="list-style-type: none"> <li>- Peer- observation of each classroom within the school by end of term 2</li> <li>- Classroom visits to another school by end of term 3</li> </ul> </li> <li>▪ Newsletter to include fortnightly awards for excellent work.</li> <li>▪ Staff to attend fortnightly WALP meetings, cluster meetings per term, and peer-observations to share data and strategies for moderation.</li> </ul>
	<p>Year 2</p> <ul style="list-style-type: none"> <li>▪ Implement Assessment Schedule</li> <li>▪ Continue to budget for additional ICT items</li> <li>▪ Staff to include Ultranet use to provide feed back to parents and students</li> <li>▪ Implement expectation of high achievement through discussion with parents, newsletter articles, awards and displays</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff to follow assessment schedule for testing from week 1 2012</li> <li>▪ Teacher Performance Plans to include daily use of ICT in the classroom.</li> <li>▪ Established Communication Schedule to include 4 assessed learning tasks on the Ultranet by the end of term 4.</li> <li>▪ Staff will use rubrics to give clear examples to students of expectations of work</li> <li>▪ There will be a demonstrated improvement in the standard of work students present over the year</li> </ul>
	<p>Year 3</p> <ul style="list-style-type: none"> <li>▪ Review Assessment Schedule</li> <li>▪ Ultranet used regularly to provide feed back to parents and students</li> <li>▪ Review and improve expectation of high achievement and continued practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff to review and update assessment schedule as necessary by the end of week 2 2013</li> <li>▪ Teacher performance plans to include regular use of the Ultranet to monitor student progress</li> <li>▪ Daily use of ICT in the classroom</li> <li>▪ All staff involved in reflective practice of moderation of student work through continued attendance at WALP meetings, cluster meetings per term, and peer-observations to share data and strategies</li> </ul>
	<p>Year 4</p> <ul style="list-style-type: none"> <li>▪ Review and reflect on effectiveness of progress against actions and achievement milestones</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff using the agreed model of instruction <ul style="list-style-type: none"> <li>- follow assessment schedule</li> <li>- include ICT as an integral part of planning for learning</li> <li>- Ultranet used as an integral component of communication schedule</li> <li>- Continue with high expectations of student achievement</li> </ul> </li> </ul>



## Student Engagement and Wellbeing

<p>Review the Student Engagement Policy with a specific focus on - the discipline policy and - behaviour management processes and practices.</p> <p>Develop a realistic Leadership program across the school where student leaders take an active role in school direction and community links (eg continue to run assemblies and formalise regular meetings with school leadership).</p> <p>Develop and implement a whole school approach to addressing student absences</p> <p>Review and enhance the school's communication strategy.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Staff to review the agreed discipline policy and behaviour management procedures using the Restorative Practice model</li> <li>▪ Build on the leadership opportunities offered by               <ul style="list-style-type: none"> <li>- reviewing current practices</li> <li>- setting explicit expectations for skilled leadership</li> <li>- introducing Junior School Council</li> </ul> </li> <li>▪ Grade 6 to participate in Rural Cluster Leadership Camp</li> <li>▪ Set procedures in place for improving attendance including:               <ul style="list-style-type: none"> <li>- Close monitoring and prompt follow-up of absences</li> <li>- Personalised interventions for persistent absences</li> <li>- Annual Attendance Award for students with 100% attendance</li> </ul> </li> <li>▪ Staff to develop communication strategy by providing regular information to the School Community in the weekly newsletter</li> <li>▪ For the school community to promote a positive relationship with parents so they feel valued and supported.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff to be adhering to the discipline policies and procedures outlined in the Student Engagement Policy</li> <li>▪ For the Staff and Parent Opinion Surveys to show an upward trend in the 'student safety' and 'student behaviour' over the period of the plan</li> <li>▪ Grade 6 Meeting with Leadership: - by end of week 2 2011 to clarify leadership expectations using rubrics</li> <li>▪ Junior Council meet 1 time per month</li> <li>▪ Fortnightly whole school Bundy Speak Out meetings</li> <li>▪ Leadership Camp attended in May 2011</li> <li>▪ By end of February 2011, Newsletter to include: - recognition of students with 100% attendance each month - "It's Not OK To Be Away" section to educate parents</li> <li>▪ Absence note introduced by Beginning of Term 1 2011</li> <li>▪ Annual Attendance Awards given out at the end of year concert.</li> <li>▪ Consultative meeting to outline communication strategies by commencement of school year.</li> <li>▪ Routine report in newsletter of school activities and summary of meetings.</li> <li>▪ Monthly calendar to be attached to the Newsletter</li> <li>▪ The Parent Opinion Survey will show an upward trend over the period of the plan with Approachability</li> <li>▪ Improved attendance at Parent Club meetings and school community events.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Further embed discipline policy and behaviour management strategies</li> <li>▪ In- house PD on School Student Management</li> <li>▪ Investigate available PD on Student Management</li> <li>▪ Ensure skilled leadership programs continue i.e. Junior School Council, Bundy Speak Out and inclusion in Cluster Leadership Program</li> <li>▪ Build on the leadership opportunities offered</li> <li>▪ Review effectiveness of practices for improving attendance</li> <li>▪ Staff to develop communication strategy by providing regular information to the School Community in the weekly newsletter</li> <li>▪ For the school community to continue to promote a positive relationship with parents so they feel valued and supported.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff to be adhering to the discipline policies and procedures outlined in the Student Engagement Policy</li> <li>▪ School Management PD by end of week 2 term 1</li> <li>▪ Student Management to be included on staff Performance Plan</li> <li>▪ For the Staff and Parent Opinion Surveys to show a continual upward trend in the 'student safety' and 'student behaviour.'</li> <li>▪ Grade 6 to participate in Rural Cluster Leadership Camp and Cluster and Network Transition Days</li> <li>▪ Junior Council meet 1 time per month</li> <li>▪ Leadership rubrics reviewed by week 2 term 1 with grade 6</li> <li>▪ Staff meeting to reflect on improving attendance by the end of each term.</li> <li>▪ By the end of 2012, there will be an upward trend in the attendance of students at school.</li> <li>▪ The Parent Opinion Survey will continue to show an upward trend in 'Approachability.'</li> <li>▪ Continued improvement of attendance at Parent Club meetings and school community events.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review discipline policy and behaviour management protocols</li> <li>▪ Continue to embed practice for improving attendance</li> <li>▪ Continue to review the leadership program offered by the school, cluster and network.</li> <li>▪ For the school community to continue to promote a positive relationship with parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff meeting to review policy of behaviour management and discipline by the end of week 2 term 1.</li> <li>▪ Continual improvement in the Staff and Parent Opinion Surveys regarding 'student safety' and 'student behaviour.'</li> <li>▪ Continue to see an upward trend in the school level report for 'student absences.'</li> <li>▪ Staff meeting to reflect on improving attendance by the end of each term.</li> <li>▪ By the end of 2013, there will be a continual upward trend in the attendance of students at school.</li> <li>▪ Implement changes to the school's leadership program.</li> <li>▪ Continued improvement of attendance at Parent Club meetings and school community events.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Reflect and improve on the above programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results on all surveys will be improved due to the strategies implemented over the period of the plan.</li> </ul>





## Student Pathways and Transitions

<p>Enhance the K-P transition program</p> <p>Further develop and enhance Transition including a review of the program at the P-1 level.</p> <p>Further develop and enhance “theme days” to complement transition into and through the school.</p> <p>Develop and implement a comprehensive transition process for students transitioning into the school at various levels across the school.</p> <p>Establish a program to track the results of Bundalaguah students after they transition to other schools.</p>	Year 1	<ul style="list-style-type: none"> <li>▪ Prep teacher to continue to:                             <ul style="list-style-type: none"> <li>- strengthen relationships with Kindergarten/ Pre-School providers</li> <li>- develop a program for parents of incoming Preps (in conjunction with the Kindergarten/ Pre-School Providers), to enhance the parent contribution to oral language development and social skills.</li> </ul> </li> <li>▪ Introduce Early Transition Program</li> <li>▪ Encourage the Junior School Council to promote ‘theme days’</li> <li>▪ Parents and community to be informed of transition activities</li> <li>▪ Develop an agreed school policy and process for students entering the school during the year</li> <li>▪ For the grade 6 teacher to establish the success of the transition program through communication to past student, parents and current high school.</li> <li>▪ Celebrate past students’ achievements in our school newsletter</li> <li>▪ Have past students and parents fill out a transition form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance at all Kinder/ Prep Transition meetings                             <ul style="list-style-type: none"> <li>- Information afternoon by beginning March and end of Term 4</li> <li>- Parent teacher Interview (pre program) End Term 1 and End of Term 4</li> </ul> </li> <li>▪ Targeted Transition introduced by Term 4                             <ul style="list-style-type: none"> <li>- By end of term 1 Consultative Committee to review Transition Prog e.g. By end of semester 1 - Mini performances at the Kinders</li> </ul> </li> <li>▪ Theme days will be held twice per term.</li> <li>▪ A report in newsletter after each transition event by Wellington Middle Years co-ordinator and students.</li> <li>▪ New students are assessed by their 2<sup>nd</sup> week at the school, a learning level will be identified, and a learning plan will be introduced by their 4<sup>th</sup> week at the school.</li> <li>▪ By the end of Term 3 2011, the grade 6 teacher will:                             <ul style="list-style-type: none"> <li>- Communicate with the high schools to monitor student progress (eg NAPLAN results)</li> <li>- Visit the year 7 students at their high school in Term 1</li> <li>- Strengthen relationships with High schools in the transition process and issues regarding past students through the participation in the Wellington Middle Years Group (formally ‘Innovations and Excellence’).</li> </ul> </li> <li>▪ By the end of Term 1, 2011, past students and parents will complete and return Transition Surveys.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Explore methods for electronic tracking with other students – using Ultrahnet</li> <li>▪ Reflect on practices regularly to ensure that this is the best for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff complete assessments as scheduled and monitor student progress</li> </ul> <p>By end of term 1 Consultative Committee to review Transition Program and Assessment Schedule.</p>
	Year 3	<ul style="list-style-type: none"> <li>▪ Establish a Wikki or Blog to communicate with past students (via the Ultrahnet or internet).</li> <li>▪ Reflect on practices regularly to ensure that this is the best for students and staff</li> <li>▪ Review new ICT practices that could enhance the student tracking</li> </ul>	<ul style="list-style-type: none"> <li>▪ The release of the Wikki/ Blog to connect with past students by the beginning of term 1</li> <li>▪ Invitation sent to past students to join Wikki/ Blog by the start of term 1</li> <li>▪ By end of term 1 Consultative Committee to review Transition Prog and Assessment Schedule.</li> <li>▪ ICT teacher to meet with Technician each term to discuss possible ICT transition practices</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Reflect on practices regularly to ensure that this is the best for students and staff</li> <li>▪ Review new ICT practices that could enhance student tracking</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end of term 1 Consultative Committee to review Transition Prog and Assessment Schedule including success of Wikki/ Blog</li> <li>▪ ICT teacher to meet with Technician each term to discuss possible ICT transition practices</li> </ul>

## Other

School Values		Actions	Achievement Milestones
To establish a set of school values that are followed and used by all members of the school community.	Year 1	<ul style="list-style-type: none"> <li>▪ Survey parents, staff and students to identify a new set of school values</li> <li>▪ Introduce the values of the school to the School Community</li> </ul>	<ul style="list-style-type: none"> <li>▪ By end of first full week of school 2011, school community informed of the results of the values survey</li> <li>▪ Teaching staff to clearly define understanding of the values to the students through teaching unit by end of term 1</li> <li>▪ Parents and students will know what the values of the school are through recognition of student behaviour which reflects the values of the school               <ul style="list-style-type: none"> <li>- in the newsletter</li> <li>- at "Bundy Speakout"</li> <li>- at assemblies</li> </ul> </li> <li>▪ Regular information (monthly) in the school newsletter to establish understanding of the school values across the wider school community</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Reinforce the values of the school and explicitly connect them to student behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students and parents will be able to tell you               <ul style="list-style-type: none"> <li>- what the school values mean and provide examples of how this is achieved in the school</li> <li>- why these values are important to the school and community</li> </ul> </li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Review how the school values are implemented and introduced across the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school values are continually referred to in an everyday context</li> <li>▪ Students and parents will be able to tell you               <ul style="list-style-type: none"> <li>- what the school values mean and provide examples of how this is achieved in the school</li> <li>- why these values are important to the school and community</li> </ul> </li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Reflect on the school values – their impact on students, usefulness when discussing them and how they are being implemented across the school</li> <li>▪ Review goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students and parents will be able to tell you               <ul style="list-style-type: none"> <li>- what the school values mean and provide examples of how this is achieved in the school</li> <li>- why these values are important to the school and community</li> </ul> </li> </ul>

Staff Opinion Survey Results		Actions	Achievement Milestones
To improve Staff Opinion Survey Results	Year 1	Establish clear agreement with staff for discussion of school issues and input into these issues  Review and update meeting schedule  Staff interactions are determined by the School Values  Review of Staff Opinion Survey results for 2011	Staff opinion in school planning will be incorporated through <ul style="list-style-type: none"> <li>- regular Consultative Committee meetings</li> <li>- introduction of a staff advisory group, as required</li> <li>- effective use of Communication book to report meetings</li> <li>- use of Start, Stop Keep sheet per term</li> </ul> New staff meeting schedule in place by end week 1 Term 1  Improved results in the Staff Opinion Survey
	Year 2	Review – Agreement <ul style="list-style-type: none"> <li>- meeting schedule</li> <li>- staff interactions</li> </ul> Review of Staff Opinion Survey results for 2012	Improved results in the Staff Opinion Survey
	Year 3	Review of Staff Opinion Survey results for 2013	Opinion Results to be in the top quartile by the end of 2013