



# School Strategic Plan for Noble Park English Language School

01-8749

2015-2018

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Enza Calabro</p> <p>Date: 16 March 2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Anne Cary</p> <p>Date: 16 March 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date: 16 March 2015</p>



## School Profile

### Our Vision

At Noble Park English Language School newly arrived students are welcomed and supported to gain the English language and learning skills they need to begin their ongoing education and seamless transition to life in Australia.

### Values

Our school community is connected in harmony through education, relationships and the values of respect, responsibility, learning and safety.

### Objectives

We aim to improve the quality of student outcomes and teaching practice by building teacher capacity and promoting and maintaining healthy and productive relationships through the development of positive behavior. Our curriculum programs build on students' prior learning and knowledge, recognise the students' diverse cultural backgrounds and prepare students for further educational pathways.

### The school's philosophy is enacted and articulated to the different stakeholders:

- **Students:** Through classroom programs, Student Representative Council (SRC), orientation sessions, and an agreed school code of cooperation that incorporates the school's values.
- **Staff:** Through induction programs and documented school curriculum.
- **Parents/guardians:** Through a parent information booklet and parent information sessions and programs.
- **Community:** Through the school website and various network meetings with different community organisations. Our school council also has representatives from a number of community organisations.

<b>Purpose</b>	<p>Noble Park English Language School is a multi-campus school for primary and secondary students. It provides an intensive English language program for newly arrived migrants, refugees, asylum seekers and international students from non-English speaking backgrounds. The majority of our students are refugees. While the duration of the program is 6 months, refugees are entitled to stay in the program for 12 months.</p> <p>The students are also introduced to the Victorian education system and are assisted with settlement in Australia. Many students have been displaced by war, economic hardship or political persecution. Our school is committed to assisting students to regain trust in people and systems and to develop the self-esteem and confidence required to face challenges in their new country.</p>
<b>Values</b>	<p>Our staff provides a secure and caring learning environment and strives for excellence in teaching and learning. We are committed to embedding the core values of <b>respect, responsibility, learning</b> and <b>safety</b> across the school community.</p>
<b>Environmental Context</b>	<p>Noble Park English Language School (NPELS) is located in the South Eastern Victoria Region. NPELS is a multi-campus, P-10 co-educational school. Students are aged from 5 to 18 years old. The school operates across 4 campuses and provides an outposting program for primary schools. The Noble Park campus is the main campus and caters for primary and secondary students The Casey</p>

	<p>campus caters for both primary and secondary students and is located on the grounds of Hampton Park Secondary College. The Springvale campus caters for primary students and is located on the grounds of Springvale Rise primary school. The Stonnington/Glen Eira campus also caters solely for primary students. It is located on the grounds of Glenhuntly primary school.</p> <p>NPELS is a resource for the South Eastern Victoria Region. We have outreach and transition officers who work across schools and provide support across the region.</p> <p>A broad range of educational opportunities are available to students. The curriculum encourages culturally and linguistically diverse students to become independent, life-long learners, through explicit teaching and programs tailored for individual student needs at the core of all learning. It also promotes independence, creativity, problem solving, collaboration and innovation.</p> <p>Student numbers fluctuate from year to year and cohorts of students can also change depending on their country of origin and refugee experience. We are responsive to different cultural groups coming to the school. Programs and additional support are tailored to the specific needs of student groups. Consequently, the school constantly monitors the effectiveness of programs for changing cohorts.</p> <p>The school works in partnership with community organisations to deliver appropriate programs based on the needs of students. The majority of our students are refugees and some are the most vulnerable students in our community. They may come from different countries each year but due to the refugee experience they are at high risk educationally and emotionally. Consequently, additional welfare and educational support is required to address their needs.</p> <p>The Victorian Teaching Profession Code of Conduct and the Victorian Public Service Code of Conduct is adhered by all staff.</p>
<p><b>Service Standards</b></p>	<p>Our school will provide service to parents, other schools, the South Eastern Victoria Region. The school will work closely with external organisations, where appropriate, to enhance programs.</p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</li> <li>• The school provides all students with access to a broad, balanced and flexible curriculum including skills for learning and life.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students receive instruction that is adapted to their individual needs.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• The school will respond to all communication by parents/guardians and caregivers and provide interpreters where possible and respond in a timely manner.</li> <li>• Parents/guardians and caregivers will be engaged regularly when their child does not behave in a socially acceptable manner.</li> <li>• Students will be involved in the decision making process through the SRC and other forums.</li> </ul>

- All teachers will provide timely and targeted feedback to students on their work.

### Strategic Direction

Outcome Areas	Goals	Targets	Key Improvement Strategies
<p><b>Achievement</b></p>	<ul style="list-style-type: none"> <li>• To maximise individual student learning growth particularly in English acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a new student tracking tool to monitor student progress and set achievement targets.</li> <li>• To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub stages per student in all modes of English.</li> </ul>	<ol style="list-style-type: none"> <li>1. To investigate, develop and implement a personalised student tracking system, which will accurately reflect student risks and evaluate student performance levels based on the diverse and ever-changing student profile at Noble Park English Language School.</li> <li>2. To review the school assessment and reporting schedule and provide relevant professional development on its use and implementation.</li> <li>3. To review, develop and implement Individual Learning Plans for students at risk.</li> <li>4. To revise and document the primary curriculum based on AusVELS.</li> <li>5. To continue to update secondary curriculum.</li> <li>6. To review and develop student reporting processes and written reports.</li> <li>7. To review the use of ICT in learning and teaching and develop an action plan to maximise best practice.</li> </ol>

			8. To build teacher capacity through the coaching and learning partnership programs and professional development in the achievement area.
<b>Engagement</b>	<ul style="list-style-type: none"> <li>To implement a responsive school transitions program that optimises successful transitions in Australian education and mainstream schooling.</li> </ul>	<ul style="list-style-type: none"> <li>Attitudinal targets that focus on Parent Opinion Survey of school transitions being above the 75th percentile annually.</li> <li>To revise and develop student transition survey and establish baseline data that will be improved each year.</li> <li>Student Attitude to school surveys in the area of connectedness and engagement to exceed state means.</li> <li>To build staff capacity through quality-based teaching and learning professional development that ensures high level of student engagement and connectedness.</li> <li>To maintain and build staff awareness and understanding of mainstream schooling.</li> </ul>	<ol style="list-style-type: none"> <li>To develop and modify the primary and secondary transition action plan and ensure that all Managing Individual Pathways (MIPs) strategies are implemented and monitored regularly.</li> <li>To increase student voice in primary and secondary levels across all settings.</li> <li>To conduct student exit surveys on exit and followed-up within 6 months and use this data to inform future school operations in this area.</li> <li>To develop a strategic staff professional development plan, which targets improvement in transition processes and builds staff capacity.</li> </ol>
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>To provide optimum levels of support and programs for the wellbeing of all students and families.</li> </ul>	<ul style="list-style-type: none"> <li>To improve attendance and punctuality in both primary and secondary divisions across all campuses.</li> <li>To establish baseline data to identify dominant behaviour issues and identify appropriate strategies.</li> </ul>	<ol style="list-style-type: none"> <li>To develop and implement specific non-attendance and punctuality programs to address issues pertinent to each setting.</li> <li>To audit current student wellbeing programs and initiatives and analyse their effectiveness.</li> <li>To organise PD to increase knowledge</li> </ol>

		<ul style="list-style-type: none"> <li>To improve students' perception of safety in the Attitudes to School Survey across all settings and divisions.</li> <li>To maintain high levels of parent connectedness to the school, measured through increased attendance at parent groups, student progress meetings and school functions.</li> </ul>	<p>of initiatives to support positive student behaviour.</p> <ol style="list-style-type: none"> <li>To review the school discipline and behaviour programs and document a new NPELS code of behaviour and policy with appropriate staff support and PD.</li> <li>To review current school strategies and programs to improve student and parent perception of safety and school connectedness.</li> <li>To implement student wellbeing programs in conjunction with external agencies, e.g. Foundation House.</li> </ol>
<h2>Productivity</h2>	<ul style="list-style-type: none"> <li>To provide the best possible human, physical and financial resourcing in order to maximise student performance, student wellbeing, student engagement and transitions.</li> </ul>	<p><b>Human</b></p> <ul style="list-style-type: none"> <li>To support students' achievement through the employment of additional teaching and non-teaching staff for targeted areas.</li> <li>To build staff capacity through professional development (e.g. coaching, learning partnerships programs)</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>To continue to build school resources and facilities to create a safe and engaging environment.</li> </ul> <p><b>Financial</b></p> <ul style="list-style-type: none"> <li>To allocate funding to support the goals in Achievement, Engagement and Wellbeing areas.</li> </ul>	<ol style="list-style-type: none"> <li>To develop a whole school staff professional development framework focussing on the new strategic plan.</li> <li>To provide opportunities to create closer relationships with other English language schools.</li> <li>To maintain a safe and conducive learning and working environment that maximises productivity.</li> <li>To further build resources for curriculum programs, e.g. technology.</li> <li>To provide human and physical resources to enhance student achievement outcomes.</li> </ol>

**School Strategic Plan 2014- 2017: Indicative Planner**

Key Improvement Strategies		Actions	Achievement Milestone
<p><b>Achievement</b></p> <ol style="list-style-type: none"> <li>To investigate, develop and implement a personalised student tracking system, which will accurately reflect student risks and evaluate student performance levels based on the diverse and ever-changing student profile at Noble Park English Language School.</li> <li>To review the school assessment and reporting schedule and provide relevant professional development on its use and implementation.</li> <li>To review, develop and implement Individual Learning Plans for students at risk.</li> <li>To revise and document the primary curriculum based on AusVELS.</li> <li>To continue to update secondary curriculum.</li> <li>To review and develop student reporting processes and written reports.</li> <li>To review the use of ICT in learning</li> </ol>	Year 1	<ul style="list-style-type: none"> <li>To investigate, develop and implement a personalised student tracking system which will accurately reflect student risks and evaluate student performance levels based on the diverse and ever-changing student profile at NPELS.</li> <li>To review and develop student reporting processes and written reports.</li> <li>To build teacher capacity through coaching and learning partnership programs and provide professional development in this area.</li> <li>To audit the use of ICT and develop an action plan.</li> <li>To audit, review and develop and implement revised Individual Learning Plans (ILPs) for students at risk.</li> </ul>	<ul style="list-style-type: none"> <li>A range of student tracking systems investigated.</li> <li>A new student tracking system purchased and trialled.</li> <li>Written reports reviewed. New reporting processes trialled.</li> <li>Staff participated in learning partnership and coaching programs. Teachers developed differentiated programs and built their capacity in focused areas. Teaching and learning sequences documented.</li> <li>Sharing of new learning and best practices evident at a range of forums.</li> <li>ICT programs audited and action plan developed.</li> <li>Individual learning plans audited, revised and trialled across the school</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>To develop and implement the new student tracking system.</li> <li>To revise the primary curriculum based on AusVELS.</li> <li>To continue to update secondary curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The new student tracking system developed and implemented.</li> <li>Current primary curriculum documents audited with reference to AusVELS.</li> <li>Secondary curriculum updated.</li> </ul>



<p>and teaching and develop an action plan to maximise best practice.</p> <p>8. To build teacher capacity through the coaching and learning partnership programs and professional development in the achievement area.</p>		<ul style="list-style-type: none"> <li>To continue to use the revised ILPs for students at risk.</li> <li>To continue to build teacher capacity by accessing relevant PD providers.</li> </ul>	<ul style="list-style-type: none"> <li>Revised .ILPs used across all campuses.</li> <li>Staff attended relevant PD and implemented new knowledge and skills.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>To review the effectiveness of ICT in learning and teaching and continue to implement the action plan to maximise best practice.</li> <li>To continue to revise the primary curriculum based on AusVELS.</li> <li>To continue to update secondary curriculum</li> <li>To continue to build staff capacity through relevant PD.</li> </ul>	<ul style="list-style-type: none"> <li>ICT effectiveness reviewed and action plan implemented.</li> <li>Staff capacity built and ICT skills applied in programs.</li> <li>Primary and secondary curriculum revised in line with AusVELS and DET initiatives.</li> <li>Staff attended relevant PD and implemented new knowledge and skills.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>To review the school assessment and reporting schedule and provide relevant professional development on its use and implementation.</li> <li>To review the student tracking system and its effectiveness.</li> <li>To continue to build staff capacity by accessing relevant PD providers.</li> </ul>	<ul style="list-style-type: none"> <li>School assessment and reporting schedule reviewed and used across campuses.</li> <li>The student tracking system reviewed and used across all campuses.</li> <li>Staff reviewed professional needs and recommendations made for future professional learning.</li> </ul>
<p><b>Engagement</b></p> <p>1. To develop and modify the primary and secondary transition action plan and ensure that all Managing Individual Pathways (MIPs) strategies are implemented and monitored regularly.</p>	Year 1	<ul style="list-style-type: none"> <li>To review, modify and develop a new primary and secondary transition action plans.</li> <li>To identify and develop a MIPs plan. Commence implementation of plans.</li> <li>To establish SRC at all settings.</li> </ul>	<ul style="list-style-type: none"> <li>New primary and secondary transition plans written and implementation commenced.</li> <li>MIPs plan developed and implementation commenced.</li> <li>Improved links with mainstream educational settings.</li> </ul>

<p>2. To increase student voice in primary and secondary levels across all settings.</p> <p>3. To conduct student exit surveys on exit and followed-up within 6 months and use this data to inform future school operations in this area</p> <p>4. To develop a strategic staff professional development plan, which targets improvement in transition processes and builds staff capacity.</p>		<ul style="list-style-type: none"> <li>• To develop guidelines regarding the role of SRC at all campuses.</li> <li>• To review and devise an exit survey for students when they leave NPELS and follow up within 6 months.</li> <li>• To develop a staff professional development plan to target improvement in transition processes and build staff capacity.</li> <li>• To develop and trial strategies for increased parental involvement in transition process</li> <li>• To streamline process for transferring student wellbeing information to mainstream schools</li> </ul>	<ul style="list-style-type: none"> <li>• SRC established at each campus and guidelines developed.</li> <li>• Exit surveys reviewed and devised.</li> <li>• PD plan developed and implementation commenced.</li> <li>• Improved staff understanding of mainstream curriculum</li> <li>• Increased parental understanding of transition process</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• To continue to implement primary and secondary transition and MIPs action plans</li> <li>• To provide training for SRC members</li> <li>• To continue follow up on exit surveys using survey monkey after 6 month.</li> <li>• To continue implementation of the PD plan to improve transition processes and build staff capacity.</li> <li>• To develop process for recording student profiles and pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Improved transition processes for students entering the school and moving from one class to another.</li> <li>• Improved transition processes for students entering mainstream schools.</li> <li>• Improved links with mainstream educational settings.</li> <li>• Improved and increased Student Representative Council involvement in school activities and decision making.</li> </ul>

		<ul style="list-style-type: none"> <li>• To continue strategies for increased parental involvement in transition process</li> </ul>	<ul style="list-style-type: none"> <li>• Survey monkey tool reviewed and recommendations made.</li> <li>• Staff capacity increased and transition processes implemented.</li> <li>• Process for gathering and recording Managed Individual Pathways data improved.</li> <li>• Parental understanding of transition process increased.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ To continue to review, modify and implement primary and secondary transition and MIPs action plans.</li> <li>▪ To continue to develop student leadership skills through SRC.</li> <li>▪ To continue to survey students, identify trends and feedback to staff and make necessary changes to curriculum.</li> <li>▪ To continue to implement the PD plan and analyse the effectiveness of the professional development provided to improve transition processes and to build staff capacity.</li> <li>▪ To review strategies for parental involvement</li> <li>▪ To review process for recording student profiles and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transition processes for students entering the school and moving from one class to another further improved and continued.</li> <li>▪ Transition processes between NPELS and mainstream schools further improved and continued.</li> <li>▪ Links with mainstream educational settings further strengthened.</li> <li>▪ Student Representative Council involvement in school activities and decision making further strengthened.</li> <li>▪ Surveys continued, trends identified and recommendations made to staff and curriculum committee and changes adopted.</li> <li>▪ PD plan implemented and analysed for</li> </ul>

			<p>effectiveness.</p> <ul style="list-style-type: none"> <li>▪ Processes for collecting and recording student pathways data improved.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ To assess and evaluate primary and secondary transition and MIPs action plans.</li> <li>▪ To assess and review the role of SRC.</li> <li>▪ To assess and review the use of surveys on exiting students and the use of the survey monkey tool.</li> <li>▪ To review the PD plan and its effectiveness in improving transition processes and in building staff capacity.</li> <li>▪ To evaluate parental involvement in transition process</li> <li>▪ To evaluate and review the achievement of the action plan.</li> <li>▪ To evaluate and review process for recording student profiles and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Primary and secondary transition and MIPs plans reviewed and evaluated.</li> <li>▪ SRC involvement evaluated and recommendations made.</li> <li>▪ Review of transition surveys completed and recommendations made.</li> <li>▪ The PD plan reviewed and recommendations made.</li> <li>▪ Improved transition processes.</li> <li>▪ Improved data on student pathways.</li> </ul>
<p><b>Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. To develop and implement specific non- attendance and punctuality programs to address issues pertinent to each setting.</li> <li>2. To audit current student wellbeing programs and initiatives and analyse their effectiveness.</li> </ol>	Year 1	<ul style="list-style-type: none"> <li>▪ To review existing programs in line with the new student wellbeing and engagement policy.</li> <li>▪ To develop and provide professional development to staff to support all staff in the implementation and delivery of the new wellbeing and engagement policy to ensure consistency across all campuses.</li> <li>▪ To develop a database to identify trends in attendance and punctuality across all campuses.</li> <li>▪ To develop an action plan to improve student</li> </ul>	<ul style="list-style-type: none"> <li>• Existing wellbeing programs evaluated and reviewed.</li> <li>• All staff are familiar with the student wellbeing and engagement policy and work towards achieving consistency in its implementation.</li> <li>▪ Student attendance improved.</li> <li>▪ Student perception of safety in the Students' Attitude to School Survey improved.</li> </ul>

<p>3. To organise PD to increase knowledge of initiatives to support positive student behaviour.</p> <p>4. To review the school discipline and behaviour programs and document a new NPELS code of behaviour and policy with appropriate staff support and PD.</p> <p>5. To review current school strategies and programs to improve student and parent perception of safety and school connectedness.</p> <p>6. To implement student wellbeing programs in conjunction with external agencies, e.g. Foundation House.</p>		<p>attendance.</p> <ul style="list-style-type: none"> <li>▪ To review the existing school discipline and behaviour policy.</li> <li>▪ To create a new school discipline and behaviour policy with a consistent whole school approach to address issues regarding safety.</li> <li>▪ To review and provide programs that foster parent and student connectedness to school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent and student involvement in school activities improved.</li> <li>▪ The students' wellbeing initiatives audited and analysed.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• To continue to provide programs in conjunction with the school curriculum to support the student wellbeing and engagement policy.</li> <li>• To continue to implement the school discipline and behaviour programs and policy.</li> <li>• To continue to analyse student attendance and punctuality data and modify action plan.</li> <li>• To continue to develop and review consistent whole school strategies to improve student perception of safety.</li> <li>• To continue to review and develop programs to foster parent and student connectedness to school.</li> <li>• To continue to support staff through PD to implement and deliver the wellbeing and engagement programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved results in the student survey.</li> <li>▪ Continued improvement in student behaviour.</li> <li>▪ Continued improvement in student attendance.</li> <li>▪ Improvement in student perception of safety.</li> <li>▪ Continued improvement in parent and student involvement in school activities.</li> <li>▪ Relevant professional development provided and implemented.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>• To continue to review and develop programs.</li> <li>• To investigate best practices in attendance and adapt them as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued improvement in Students' Attitude to School Survey.</li> <li>• Continued improvement in student</li> </ul>

		<ul style="list-style-type: none"> <li>To continue to develop and review consistent whole school strategies to improve student perception of safety.</li> <li>To continue to review and develop programs to foster parent and student connectedness to school.</li> <li>To continue to support staff through PD development to implement and deliver the wellbeing and engagement programs.</li> </ul>	<p>attendance and punctuality.</p> <ul style="list-style-type: none"> <li>Continued improvement in student perception of safety.</li> <li>Continued improvement in parent and student involvement in school activities.</li> <li>Staff participated in PDs and implemented new knowledge and skills.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>To review and evaluate programs.</li> <li>To review whole school approach to attendance and punctuality.</li> <li>To review whole school approach strategies and programs to improve student perception of safety.</li> <li>To review and evaluate school approach to programs to improve student and parent perception of school connectedness.</li> <li>To review and evaluate staff professional development in the wellbeing area.</li> </ul>	<ul style="list-style-type: none"> <li>Programs reviewed and recommendations made.</li> <li>Approach reviewed and recommendations made.</li> <li>Strategies and programs reviewed and recommendations made.</li> <li>Programs evaluated and recommendations made.</li> </ul>
<p><b>Productivity</b></p> <p>1. To develop a whole school staff PD focussing on the new strategic plan.</p>	Year 1	<ul style="list-style-type: none"> <li>To develop a school PD plan in conjunction with achievement engagement and wellbeing domains.</li> <li>To employ additional teaching and non- teaching staff to support student achievement and welfare.</li> </ul>	<ul style="list-style-type: none"> <li>A whole school PD plan developed</li> <li>A PD tracking tool is identified and used for recording staff professional learning.</li> </ul>

<p>2. To provide opportunities to create closer relationships with other English language schools.</p> <p>3. To maintain a safe and conducive learning and working environment that maximises productivity.</p> <p>4. To further build resources for curriculum programs, e.g. technology.</p>		<ul style="list-style-type: none"> <li>▪ To investigate, purchase and trial appropriate student tracking system to monitor students' academic and welfare progress.</li> <li>▪ To commence student baseline data.</li> <li>▪ To upgrade students' toilets and kitchen in the hall.</li> <li>▪ To prioritise issues relating to facilities as they arise at other campuses.</li> <li>▪ 2015 program budgets reviewed and new budgets developed for 2016.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional staff employed to support students.</li> <li>▪ A tracking program purchased and staff trained.</li> <li>▪ Student baseline data collected.</li> <li>▪ Facilities upgraded.</li> <li>▪ Funding to support programs and resources allocated.</li> </ul>
<p>5. To provide human and physical resources, to enhance student achievement outcomes.</p>	Year 2	<ul style="list-style-type: none"> <li>▪ To review the success of the support staff employed and continue to provide extra support as required.</li> <li>▪ To continue to train staff on the use of the tracking program.</li> <li>▪ To introduce the student tracking system across all campuses.</li> <li>▪ To continue to upgrade facilities as required and fund additional resources.</li> <li>▪ 2016 program budgets reviewed and new budgets developed for 2017.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional support staff allocated and extra support is reviewed. Changes made as required.</li> <li>▪ All staff trained on the used of the student tracking system.</li> <li>▪ Program for tracking students extended to all campuses. Data analysed.</li> <li>▪ Facilities updated as required.</li> <li>▪ Resources updated and extended.</li> <li>▪ Funding to support curriculum programs and resources allocated.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ To continue to review additional staff as required.</li> <li>▪ To continue to provide funding for resources and upgrading facilities.</li> <li>▪ 2017 program budgets reviewed and new budgets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of the effective use of the additional staff. Recommendations made.</li> <li>▪ Resources upgraded and maintained</li> <li>▪ Funding to support curriculum programs and</li> </ul>

		developed for 2018.	resources allocated.
	Year 4	<ul style="list-style-type: none"> <li>▪ To evaluate and review the effectiveness of the tracking system.</li> <li>▪ To set up a priority list for maintenance of facilities and buildings.</li> <li>▪ To evaluate the effectiveness of additional programs.</li> <li>▪ 2018 program budgets reviewed and new budgets developed for 2019.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student tracking system evaluated and recommendations provided.</li> <li>▪ Buildings maintained and a new priority list developed.</li> <li>▪ All programs evaluated and recommendations made for future planning.</li> <li>▪ Funding to support programs and resources allocated.</li> </ul>