



South Thornlie PS

# 2022-24 Business Plan



Successful  
Students

Excellence in  
Teaching and  
Learning

Strong  
Community

# Introduction

Our Business Plan lays out the school's targets and milestones in priority areas to achieve ongoing improvements for our students, school and community in the coming years. Developed in consultation with staff, school community and our School Board, the South Thornlie Primary School Business Plan 2022-2024 outlines the direction of our school for the next three years

## Our Vision

South Thornlie Primary School is a safe, happy and positive school, where all members of our community, staff, students and parents feel valued, listened to and supported to be their best, working to achieve excellence – together. Our vision is to provide a safe and caring environment in which we are constantly striving for excellence while preparing our students for the challenges of an ever changing world. ■

## Our School

South Thornlie Primary School was first opened in 1976 and has since grown into a vibrant and diverse school with strong community links. South Thornlie Primary School became an Independent Public School in Term 3 2020. We currently have a campus of five teaching blocks accommodating Kindy, Pre-Primary, Junior, Middle and Senior classes. Our grounds are well maintained with three large play areas including playgrounds and a sporting oval. There are two enclosed assembly areas, STEAM room, Science and Music rooms, Library and a Computer lab. Our school has a Dental Clinic and OSH Club located within the school grounds.

Our school currently has over 425 students from Kindergarten to Year 6. We celebrate multiculturalism with approximately 32% of our students coming from a language background other than English and over 40 different languages spoken. South Thornlie PS provides specialist programs to students including Languages Other Than English (LOTE) - Italian, Physical Education, Science, Art and Music. We embrace technology and sustainability with several after school support programs running at the school to enrich students' learning experiences. Each classroom is equipped with a Smart TV or interactive whiteboard and all students have access to surface pros, iPads and the computer lab.

All staff are committed to helping students reach their full potential through the development of a curriculum that caters for the needs of individuals. We believe parental support is critical if students are to reach their full potential. We are committed to supporting our students beyond the classroom and actively seek and value partnerships with parents and the wider community. We currently offer a range of extra-curricular activities and clubs lead by both staff and volunteers including Craft Club, Lego Club, Woodwork Club, Art Masters, Cooking Club and Junior and Senior Robotics Clubs. The school has an active School Board and a highly involved Parents and Citizens Association, providing strong financial support for the school.

We look forward to educating your children and seeing them grow, discover and prepare themselves for the future. You are invited to contact us further information on the school's vision, current programs and projects. It would be our pleasure to take you and your children on a school tour. For further information, please also visit our school's website [www.souththornlieps.wa.edu.au](http://www.souththornlieps.wa.edu.au) or follow us on our Instagram page at @souththornlieps.

Megan Barnett  
Principal

# School Values

Learning, Excellence, Equity and Care are our school values and the guiding principles of our school culture.



## We believe:

- All students have the capacity to learn.
- Quality teaching is the key to learning achievement.
- A whole school approach to all curriculum areas is the best way to achieve positive outcomes.
- Sustainability and ICT should be imbedded in our teaching and learning practices.
- Using quality data to drive school planning helps improve student achievement.



## We believe in:

- Setting high expectations for staff in all areas of teaching and learning.
- Setting high expectations for students to strive to achieve the very best academic and social outcomes.
- All parents having a responsibility to support teachers and students in their pursuit of excellence.
- Embracing innovative practices to enrich teaching and learning at our school.
- A planning, teaching and assessment cycle.
- Celebrating the achievements of our students.



## We believe:

- An equitable school is one that respects the individuality of all children and adapts teaching to their needs.
- In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect.
- In following the professional standards in our Staff Code of Conduct at all times.
- In abiding by the Student Code of Conduct at all times.
- In fostering positive relationships and partnerships that enable our school community to achieve the very best.



## We believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instils a sense of pride in our school.
- Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve.
- Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone.



# Successful Students

All students can achieve success and South Thornlie Primary School will support student improvement and progress across all learning areas.

## Attendance

2021 Attendance Data	2022-2024 Target	Milestones	Performance Measures
<b>Average Attendance Rate</b>			
STPS Average rate of attendance - 92.2%. WA Public Schools. Average Rate of attendance - 91.6%.	By 2024, the average rate of attendance will be higher than WA Public Schools.	By 2023, the average rate of attendance will be at or above WA Public Schools.	Weekly monitoring of attendance rates through SAR.
<b>Regular Attendance Rate</b>			
STPS regular attendance rate - 72 % WA Public Schools - 73%. Regular attendance rate is the number of students attending 90% or more half days in semester one expressed as a percentage.	By 2024, the average rate of attendance will be higher than WA Public Schools.	By 2023, Regular attendance will be at or above WA Public Schools.	Schools Online and SAR.
<b>Moderate &amp; Severe At Risk Attendance Rate</b>			
6% students identified at moderate (60-79%) or severe risk (0-59%) therefore 28 of our students are missing one or two days a week.	By 2024 all students at moderate or severe risk will be on an attendance plan.	By 2023, all students on IAPs will show an average improvement of 25% in their attendance rates.	Schools Online and SAR.

### Strategies

- **Individual and Whole School Approach** – Attendance processes and strategies are implemented both for individual students and a whole school approach.
- **Monitoring and interventions** – Teachers and administrators monitor and put intervention strategies in place for students with low attendance rates.
- **Case management** – Implement case management processes for at risk students.
- **Whole school and Class Incentives** – Class incentives to be given based on average attendance and punctuality.
- **Regular Attendance** – Regular attendance is consistently promoted on our school web page, newsletter and semester reward program.
- **Attendance Officer** – To follow up with parents/caregivers for all unexplained absences.

## Maths and English

English	2021 position	2022 –2024 Target	Milestones	Performance Measures
<b>Reading</b>	<b><u>Year 3</u></b>			
	<b>Rating;</b> STPS – 420. Like Schools – 411. State mean – 423.	<b>Rating;</b> STPS to be above like schools and the state mean	Annually identified Year 3 students to achieve at or above NMS when tested in Year 5.  By 2023, there is no achievement gap in Reading between STPS mean and all WAPS mean.	NAPLAN Results 2022,2023,2024.  PAT Reading Comprehension Years 2-6.
	<b>NMS;</b> STPS – 86% achievement.	<b>NMS;</b> STPS – 90% achievement		
	<b>Top 20%;</b> STPS – 12%. Like Schools – 14%.	<b>Top 20%;</b> STPS – 15% STPS to be above like schools		
	<b><u>Year 5</u></b>			
	<b>Rating;</b> STPS – 508. Like Schools – 494. State mean – 500.	<b>Rating;</b> STPS to be above like schools and the state mean	Annually identified Year 3 students to achieve at or above NMS when tested in Year 5.  By 2023, there is no achievement gap in Reading between STPS mean and all WAPS mean.	NAPLAN Results 2022,2023,2024.  PAT Reading Comprehension Years 2-6.
<b>NMS;</b> STPS – 86% achievement.	<b>NMS;</b> STPS – 90% achievement			
<b>Top 20%;</b> STPS – 19%. Like Schools – 13%.	<b>Top 20%;</b> STPS – 19% STPS to be above like schools			
<b>Writing</b>	<b><u>Year 3</u></b>			
	<b>Rating;</b> STPS – 435. Like Schools – 420. State mean – 423.	<b>Rating;</b> STPS to be above like schools and the state mean.	Annually identified Year 3 students to achieve at or above NMS when tested in Y5.  By 2023, there is no achievement gap in Writing between STPS mean and all WAPS mean.	NAPLAN Results 2022,2023,2024 PAT Grammar and Punctuation Years 3 Common Assessment Tasks - narrative and persuasive writing. Terms 1&3. Brightpath Assessment Narrative & Persuasive.
	<b>NMS;</b> STPS – 98% achievement.	<b>NMS;</b> STPS – 95% achievement.		
<b>Top 20%;</b> STPS –20% Like Schools – 13%.	<b>Top 20%;</b> STPS – 16% STPS to be above like schools.			

<b>Writing</b>	<b><u>Year 5</u></b>			
	<b>Rating;</b> STPS – 487. Like Schools – 471. State mean – 476.	<b>Rating;</b> STPS to be above like schools and the state mean.	Annually identified Year 3 students to achieve at or above NMS when tested in Year 5.	NAPLAN Results 2022,2023,2024.
	<b>NMS;</b> STPS – 87% achievement.	<b>NMS;</b> STPS – 87% achievement.	By 2023, there is no achievement gap in Writing between STPS mean and all WAPS mean.	PAT Grammar and Punctuation Year 5 Common Assessment Tasks Narrative writing Term 1 Persuasive writing. Terms 3. Brightpath Assessment Narrative & Persuasive.
<b>Top 20%;</b> STPS –25 %. Like Schools – 13%.	<b>Top 20%;</b> STPS – 25% STPS to be above like schools.			
<b>EALD</b>	All EALD students are currently placed on Progress Maps. Two EALD support teachers are provided to assess and review progress of EALD students and provide support to teachers regularly.	By 2024, all teaching staff understand how to assess and implement EALD students using a progress map. By 2024, EALD students identified at the enrolment and stage 1 and 2 mapped on EALD progress maps.	Professional development provided to all staff to understand and be able to use the EALD Progress Maps for their students. Identify all current funded EALD students and place them on the Progress Maps.	Performance on EALD Progress Maps.
<b>Maths</b>	<b>2021 position</b>	<b>2022 -2024 Target</b>	<b>Milestones</b>	<b>Performance Measures</b>
<b>Numeracy</b>	<b><u>Year 3</u></b>			
	<b>Rating;</b> STPS – 401. Like Schools – 383. State mean – 395.	<b>Rating;</b> STPS to be above like schools and the state mean.	Annually identified Year 3 students to achieve at or above NMS when tested in Year 5.	NAPLAN Results 2022,2023,2024.
	<b>NMS;</b> STPS –80% achievement.	<b>NMS;</b> STPS – 80% achievement.	By 2023, there is no achievement gap in Maths between STPS mean and all WAPS mean.	PAT Maths 4 <sup>th</sup> Edition Year 3.  Whole school word problems data collection.
<b>Top 20%;</b> STPS –18%. Like Schools –13 %.	<b>Top 20%;</b> STPS – 18%. STPS to be above like schools.			

Numeracy	Year 5			
	<b>Rating;</b> STPS – 499. Like Schools – 477. State mean – 486.	<b>Rating;</b> STPS to be above like schools and the state mean.	Annually identified Y3 students to achieve at or above NMS when tested in Year 5.  By 2023, there is no achievement gap in Maths between STPS mean and all WAPS mean.	NAPLAN Results 2022,2023,2024.  PAT Maths 4 <sup>th</sup> Edition Year 5.  Whole school word problems data collection.
	<b>NMS;</b> STPS –85% achievement.	<b>NMS;</b> STPS –85% achievement.		
	<b>Top 20%;</b> STPS –25%. Like Schools –12 %.	<b>Top 20%;</b> STPS – 14%. STPS to be above like schools.		

## Strategies

*The following strategies will be implemented in order to achieve our targets in English and Maths:*

- **Whole School Approaches** - Collaboratively develop, implement and embed whole school approaches to teaching English and Maths.
- **Resources** - Physical and human resources will be directed to support student development in English and Maths.
- **Curriculum Support** - Curriculum leaders provide support and professional learning for staff in targeted aspects of English or Maths.
- **Staff Capacity** - Build staff capacity in effective teaching strategies for Maths and English through ongoing professional learning, mentoring, team teaching, classroom observation and class modelling. - Identify successful teaching and learning strategies and provide opportunities to share and model effective practice.
- **Test Literacy and Online Skills** - Explicitly teach NAPLAN test literacy and online skills for students in Years 2-6 to prepare them for NAPLAN.
- **Grammar and Punctuation** - Grammar and punctuation is prioritised through professional learning, collaborative year level planning and ongoing assessment in whole staff workshops and collaborative meetings.
- **Writing** - Writing is prioritised through professional learning, collaborative planning and ongoing assessment in whole staff workshops and collaborative meetings.
- **Data** - Collect, analyse and use individual, group and whole school data to inform annual school priorities, professional learning, support and intervention programs.

- **Assessment** Whole school data collection processes will be implemented to provide longitudinal data on student progress.
- **EALD Progress Maps**- Identify new families and assess EALD eligibility effectively.
- **EALD Professional Learning** - Provide professional learning for teachers to develop their familiarity with the Progress Maps and support them to place EALD students on the Progress Maps.







# Excellence in Teaching

All students achieve their potential through excellence in teaching and learning.

## Student Services

### 2024 Target

A case management approach is utilised to meet the needs of identified students at educational risk.



### 2023 Milestones

Case management tracking documents and support services are used for students identified at risk.

Electronic filing system established for all identified students at educational risk.

Use of SSEN reporting and planning documents where appropriate, for students with a funded diagnosis.

### Performance Measures

Documented plans are provided to support individual students and demonstrate progress.

Class Profiles.

## Strategies

- **Interviews** - All new enrolments are interviewed to inform the future planning for these students and put in place necessary supports, services and referrals as required.
- **Agencies** - Work in collaboration with outside agencies and services to address needs and provide support for students at educational risk.
- **University Services** - Work in collaboration with University Services of Social Work, Counselling, Audiology, Behaviour Science and Sports Science to address needs and provide support for students at educational risk.
- **Class Profiles and Whole School Data** - Class profiles and whole school data is utilised to inform student snapshots and for data analysis on student progress.
- **Documentation** - SAER tracking documents and case management notes are utilised to work in an integrated approach to SAER and monitor strategy effectiveness.
- **Student Services Team** – A collaborative team approach is provided to support students.
- **Student Snapshots** - Student snapshots which incorporate assessments and student progress against norms and class averages, student background, school and outside agency support and services are developed for complex case management approaches.
- **Student Resource Room** – Provide ongoing resources including sensory and learning support to assist teachers to target differentiated student needs.
-

## Early Childhood

### 2024 Target

Classroom practice in Years K-2 aligns with the South Thornlie Primary School Early Childhood curriculum documents.



### 2023 Milestones

Ongoing data collection K-2 informs early intervention programs and future planning.

Assessment schedule and shared planning documents are developed in the areas of English and Maths.

National Quality Standards Framework are regularly reviewed and actions are prioritised and implemented to meet standards.

### Performance Measures

On Entry.

Class Based Assessment.

AEDI.

National Quality Standards Framework.

## Strategies

- **Framework** - National Quality Framework utilised to drive continuous improvement in our early childhood programs.
- **Curriculum** – Ongoing Kindergarten curriculum and Early Years Learning Framework are implemented.

## Technologies

### 2024 Target

The STEAM Room is being used as a maker space by all classes regularly for their Design Technologies lessons.

A whole school approach, based on Digital Technologies scope and sequence is established and implemented K-6.

### 2023 Milestones

All classes have time allocated to use the STEAM Room regularly.

A collaborative year level project is implemented each year.

The Computer Lab is being used by all classes at least once per week.

Ongoing provision of Professional Learning has occurred and teacher efficacy has improved.

Students in 2-6 participate in keyboard and typing skills regularly.

Teachers are familiar with the Cyber Safety Scope and Sequence and are implementing the teaching and learning strategies.

Ongoing provision of Professional Learning has occurred and teacher efficacy has improved.

The Computer Lab is being used by all classes at least once per week.

### Performance Measures

Data is collated from the Technologies Rubrics (Design Semester One).

Data is collated.

## Strategies

- **Professional Learning** - Regular professional learning opportunities are provided to develop increased familiarity with the Technology curriculum.
  - Tech Cafes are provided in areas of interest and need, to support teacher skill development in the Digital Technologies.
- **Collaborative Planning** - A collaborative year level design project is implemented each year.
- **Technology Rubrics** - All teachers use technologies rubrics to assess student progress and inform future planning.
- **Resources** - All classes have time allocated to use this space regularly for their Design Technology lessons.
  - The Computer Lab is being used by all classes at least once per week.
- **Professional Learning** - Ongoing provision of Professional Learning is provided to improve teacher efficacy.
- **Typing Skills** - Students in Years 2-6 participate in keyboard and typing skills regularly. A whole school approach to developing typing skills is developed as part of the Digital Technologies Scope and Sequence.
- **Curriculum** - Teachers are familiar with the Scope and Sequence K-6 and are implementing the teaching and learning strategies.
  - Provide opportunities for students to develop coding skills.
- **Learning Environment** - Digital Technologies are taught by classroom teachers and integrated across all learning areas.
- **Resources** - Resources and infrastructure are allocated strategically in a way that ensures our use of technology resources is sustainable, accessible and meets future needs.
  - Develop an inventory of available technology resources ensuring all are accessioned and available for borrowing through the library.
- **Planning Tools** - Collate all technology tools into one document and location on the Shared Drive.
- **Team Teaching** - Provision of in class mentoring in Digital Technologies to build teacher knowledge, skills and confidence.

## Gifted and Talented

### 2024 Target

Whole school academic extension programs and activities for students to enrich and enliven the curriculum and to support academic and social development.

An academic extension program for identified students that engages students in visible learning, self-assessment and goal setting.

A case management approach to support students' social and emotional development and wellbeing.

### 2023 Milestones

Student perception data and work samples indicate progress both academically and in self-efficacy for students involved in academic extension program (Challenge Club).

### Performance Measures

AGAT.

Class profiles.

Student perception survey.

Class based assessments

## Strategies

### Challenge Club

- **Data Analysis** - Class profiles and data will be analysed to ensure gifted and talented students progress and where required case management will be implemented for identified students.
- **Professional Learning** - Teachers are provided with ongoing professional learning and support to enhance their knowledge and skills to assist in catering for gifted and talented students.
- **Identification** - Identify through observation and assessment students in Year 1 to join Challenge Club during Semester Two.

### Whole School

- **Programs** - Provide programs across the school to challenge and extend talented students in academic and non-academic learning areas.
  - Art Masters.
  - IMSS - Instrumental Music School Services (Flute, Guitar and Brass).
  - Robotics (Junior and Senior).
  - Joggers Club.
  - Numero.
  - Interschool Sports Carnival.
  - Challenge Club.

### Case Management

- **Identification** - Class profile data analysis to ensure identified students are maintaining grade levels. Collaboration with classroom teacher to provide support for students who need it in a social and emotional capacity. Support can include use of school counsellors.

## Assessment, Data and Forward Planning

### 2024 Target

Implement evidence based practices to meet targets and differentiate learning to meet student needs.

Refine and embed the whole school assessment schedule to address student progress and achievement.

Provide support, resources and opportunities for staff to effectively use data to make instructional decisions at whole school, team and classroom levels.

### 2023 Milestones

Data analysis becomes more embedded in the planning, teaching and learning cycle.

Data analysis and professional dialogue around assessment will occur regularly.

Use assessment data effectively with case management students.

### Performance Measures

Class profiles.

Operational plans.

School Review process.

PAT.

NAPLAN.

Brightpath.

## Strategies

- **Data Analysis** - Provide opportunities for staff collaboration in planning, implementing and analysing quality assessments.
- **Class Profiles** - Review and refine class profiles based on teacher feedback.
- **Assessment Schedule** - Assessment schedules continue to be developed and modified based on year level need and feedback.

# Aboriginal Education

## 2024 Target

Create culturally responsive classrooms that are inclusive and build on the strengths of our Aboriginal students.

.Foster and build collaborative relationships between staff, Aboriginal students, their families and community to support student learning.

To increase teachers' knowledge and professional understanding of the Aboriginal Cross Cultural Framework and strategies for improving educational outcomes for Aboriginal students.

A case management approach is utilised to meet the needs of identified Aboriginal students at educational risk.



## 2023 Milestones

Evidence of differentiation and evidence based approaches for teaching Aboriginal students.

Evidence of Aboriginal education in programming and lessons throughout the year.

Increased number of Aboriginal and Torres Strait Islander families represented on the Aboriginal Committee.

Evidence of practical actions implemented demonstrating opportunities for increased cultural awareness and knowledge of Aboriginal and Torres Strait Islander histories, cultures and contributions.

## Performance Measures

Class profiles.

Operational plans

School Review Process.

PAT.

NAPLAN.

Brightpath.

## Strategies

- **Reconciliation Action Plan** - Implement STPS Reconciliation Action Plan to include practical actions to drive reconciliation within our school and community.
- **STPS Aboriginal Action Plan** - Combine the STPS Aboriginal Action Plan, Cultural Standards Framework with the Reconciliation Action Plan to target and embed school actions in this area annually.
- **Aboriginal Cultural Standards Framework** - Full implementation of the ACSF.
- **Acknowledgement of Country** - Where appropriate significant school events will commence with a Welcome to Country or Acknowledgement of Country.

## Aboriginal Education

- **Flag Protocols** - Include the Aboriginal Flag in flag protocols daily.
- **Curriculum** - Embed Aboriginal Studies into the curriculum through professional learning in which staff can share lessons and resources they have found effective in their learning contexts.
- **Collaborative Meetings** - Incorporate progress with Aboriginal Studies in year level meetings.
- **Case Management** - Case management is implemented for Aboriginal students identified as at risk due to poor attendance or academic progress.
- **Events** - participation in whole school events including NAIDOC, National Reconciliation Week, Harmony Day and National Sorry Day to develop opportunities for increased cultural awareness and knowledge of Aboriginal and Torres Strait Islander histories, cultures and contributions.
- **Community** - Identify parent, community and agency stakeholders and establish partnerships where possible.
- **Committee** - Foster partnership through the Aboriginal Committee to develop opportunities for increased cultural awareness and knowledge of Aboriginal and Torres Strait Islander histories, cultures and contributions.
- **Family Tree Project** - Identify family heritage and develop family trees for Aboriginal students in our school.
- **Noongar Garden** - Ongoing development of the Noongar Outdoor Learning Area and garden as a space for students to learn, play and gather with their peers both in class and break times.
- **Bush Tucker Walk** - QR Codes are provided to display the Aboriginal name, location and uses of native plants.
- **Language & Culture:**
  1. Ongoing development and implementation of programs including Aboriginal Word of the Week, Reading Aboriginal Stories Program.
  2. Provide opportunities to share Aboriginal and Torres Strait Islander histories and cultures through a variety of perspective.
- **Professional Learning** - Staff to complete the DoE Online Professional Learning Aboriginal Cultural Appreciation course





# Strong Community

We encourage strong parent and community partnerships to support our students.

## Communication

### 2024 Target

A range of platforms will be used to communicate with parents.

### 2023 Milestones

Establish an increasing trend in the number of parents completing school surveys such as the National Opinion Survey.

Continue to increase our public image by promoting and sharing our school in the community.

A range of tools are used, including SMS, website, Facebook, Instagram, school newsletters, Seesaw and email.

### Performance Measures

P and C minutes.

Assembly surveys

School Board minutes.

Website access data.

## Strategies

- **Parent Surveys** - Utilise parent surveys to monitor parent satisfaction and provide feedback for future learning.
- **School Branding** - Build a positive brand of the school within the local community. Add an “Achieving Excellence Together” section in the newsletter to recognise achievements of current and previous students.
- **Promote** - Seek opportunities to promote the school’s successes and build its local profile and reputation through the use of media e.g. local newspaper (Examiner) DoE media, shopping centres (Forest Lakes). Local radio and TV News, and Facebook community groups (Thornlie Community Noticeboard).
- **Media** - South Thornlie Primary School and its successes and goals.

## Parent Engagement

### 2024 Target

Draw on the diversity and strengths of our multicultural community to build respect and relationships.

### 2023 Milestones

Parents have access to a range of school activities to participate in, including but not limited to, parent classroom helper, school volunteers, P&C, School Board and annual school events.

### Performance Measures

Open night attendance.

Parent interviews.

Parent survey.

## Strategies

- **Aboriginal Committee** - Aboriginal committee meets regularly to meet the needs of our Aboriginal students and to implement the Aboriginal Cultural Standards Framework.
- **Student Attendance** - Identify and work with families with attendance rates of below 90%.
- **English Classes** - English classes occur regularly to support our EALD parents and provide a greater connection and belonging to the school.
- **School Community** - Whole school events and fundraising events to foster and facilitate parent engagement.
- **Opportunities** - Continue to provide a range of opportunities for families to engage with the school community.
- **Resources** - The school promotes culturally appropriate resources that reflect the school community.



## Community Partnerships

### 2024 Target

Build and utilise school community and partnerships to develop opportunities for the students, school and staff.

### 2023 Milestones

Volunteer program has established network of contacts, programs and resources to support the ongoing implementation of the program.

Volunteer support is acknowledged, celebrated and supported through annual school events.

Partner with community organisations to access financial and non-financial support to the school.

### Performance Measures

Staff, parent and student feedback.

## Strategies

- **Partnership Support** - Explore opportunities to access financial and non-financial support from the community.
- **Volunteer Program** - Develop the volunteer program to provide support across the school.
- **School Board and P&C** - Liaise to support the school community and build the school profile.