2014’s Internal Review and Validation Process Recommendations for 2015.

In 2014 the following components were reviewed by the staff with the subsequent recommendations proposed.

**Priority 1.2 – Evangelisation and Faith Formation**

**Strategy for Improvement:**
1. **Person, Vision and Teaching of Jesus** - To provide and strengthen a connection between the Church and those classes with children taking part in the Sacramental Program. We also need to make time to invite Father Stephen into the classroom as part of the classroom lesson, which can be done once a term to follow the areas that we are covering (children can ask the priests questions that they may have).
2. **Witness to the Mission of the Church** - To develop strategies to strengthen the connection between sacred space within the classroom, within the school and within the church. At present, this prevents us from being a level 7.
3. **Church Engagement** - To focus our energy on encouraging school participation in parish masses, a certain number of times a year. Perhaps one a term. Staff prayer - Have a staff mass at the end of the day. Perhaps one per term.

**Priority 2.2 – Responding to the Diverse Needs of Learners**

**Strategy for Improvement:**
1. **Within Structures and Processes**, the committee felt that enrolment information on students with diverse needs should be shared with any staff interacting with that child so that they could respond effectively. They also felt that, up to this point, adjustments weren’t being shown in planning, but this is currently being stipulated as a necessary requirement and is being monitored.
2. **Within Monitoring, Tracking and Adjusting**, once again the committee mentioned the sharing of enrolment data on students and the adjustments within planning. During term 3 we have timetabled sessions for teachers to sit with the ST.IE to assist with this.
Priority 3.1 – Professional Learning and Development

Strategy for Improvement:

1. More in-depth discussion, self-reflection and self-evaluation of our pedagogy to effectively improve learning outcomes and monitoring of particular students from the data collected. Identifying content that needs explicit teaching and on-going evaluation of the progress of these children.
2. To achieve the above, a key factor is the provision of time for teachers to meet and work together in a continuing basis to enable them to develop activities/support/assessment from the data analysis. How? By using some time in staff meeting on a regular basis. Learning teams could be more productive by having a purpose and more time allocation - the whole hour.

Priority 4.3 – Finance and Facilities

Strategy for Improvement:

1. The NCC data could be used to allocate school officers to classrooms with the highest level of needs.
2. Library and Technology - Possibly a separate technology section with specialist staff and a laptop for each child may further meet the needs of the children within the classrooms.
3. Music and ESL - Allow time for specialist personnel, including Music and ESL, to plan with classroom teachers, thus enhancing pedagogy.
4. Devise a strategy to gauge parent and student satisfaction of facilities.
<table>
<thead>
<tr>
<th>Strategic intents:</th>
<th>2015 Strategies:</th>
<th>Personnel:</th>
<th>Indicators of Success:</th>
</tr>
</thead>
</table>
| 1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelisation mission of the Church. | **Goal:** To continue fine-tuning the publication of the Building Success Together.  
- Dedicated time in Term 1 to allow all staff and students to work from the same page regarding practices within the school to allow for school wide practice.  
**Goal:** To edit and augment the existing St Mark’s RE Program to ensure it complies with Validation requirements.  
- Dedicated time for APRE and RE committee to compile required documentation. | Nikki  
Chris  
Matt  
Chantale  
Lauren  
Jess D  
Alicia  
Luke  
Therese  
All staff | |
| 1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition. | **Goal:** To become familiar with and embrace the RE Validation process through the four elements (Students and community; curriculum structure and organisation; high quality teaching; and monitoring and evaluation) at whole school level, year level and individual class and student level.  
- Dedicated time for APRE and RE committee to compile required documentation.  
- Allocate time in staff meetings to allow all staff to assist with finding and writing required documentation.  
**Goal:** To edit and augment the existing St Mark’s RE Program to ensure it complies with Validation requirements.  
- Dedicated time for APRE and RE committee to compile required documentation.  
**Goal:** Continued implementation of the Religion Curriculum.  
- Embedding ICLT  
- PD opportunities – staff spirituality retreat + Ignite Conference  
- Planning and implementation of units of work at all year levels | Nikki  
Matt  
Chantale  
Lauren  
Jess D  
Alicia  
Luke  
Therese  
All staff  
Pat Lavercombe  
Other APREs (particularly from the SW cluster.) | |
1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.

<table>
<thead>
<tr>
<th>Identified Internal Review and Strategy for Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop strategies to strengthen the connection between sacred space within the classroom, within the school and within the church. At present, this prevents us being a level 7.</td>
</tr>
<tr>
<td>2. To provide and strengthen a connection between the Church and those classes with children taking part in the Sacramental Program. We also need to make time to invite Father Stephen into the classroom as part of the classroom lesson, which can be done once a term to follow the areas that we are covering (children can ask the priests questions that they may have).</td>
</tr>
<tr>
<td>3. To focus our energy on encouraging school participation in parish masses, a certain number of times a year. Perhaps one a term.</td>
</tr>
</tbody>
</table>
## 1.4 A cohesive and integrated approach for the spiritual formation of staff.

**Goal:** Continued participation in Staff Spiritual Formation.
- Key staff to attend Catching Fire Spirituality Days and feed back into the Spiritual Life of the School.

**Goal:** To run Staff Retreat day.
- Engage outside presenters to focus on God the Father, Son and Holy Spirit to allow staff personal, spiritual formation.

**Goal:** To run retreat ½ day for School Officers.
- Elizabeth and Kym will facilitate this opportunity for personal, spiritual formation.
- Investigate venues and develop format.

**Goal:** To cultivate a communal sacramental presence amongst the staff.
- Staff Mass

### Identified Internal Review and Strategy for Improvement:

1. **Staff prayer** - Have a staff mass at the end of the day. Perhaps one per term.

<table>
<thead>
<tr>
<th>Key Staff</th>
<th>Trish, Jess D, Lina, Simon, Tanya</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guiding Lights</strong></td>
<td>Chris, Nikki</td>
</tr>
<tr>
<td><strong>Facilitators</strong></td>
<td>Nikki, Chantale, Kym, Elizabeth</td>
</tr>
</tbody>
</table>

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## 1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.

**Goal:** To facilitate staff professional learning in theological issues.
- Allocate one staff meeting a term to explore a variety of relevant theological topics.
- Look ahead in the liturgical calendar to any celebrations or topics that might be relevant.

| Nikki | Pat RE Implementation Team. |

---

## 1.6 A shared understanding of and practical responses to Catholic Social Teaching.

**Goal:** Allow Year 5 and 6 student leaders to have a voice within the school.
- Continued focus on Catholic social justice initiatives.
- Reflect and build upon the 2014 success of the Vinnies Sleepover.

<table>
<thead>
<tr>
<th>Year 5 and 6 Student Leaders</th>
<th>Year 5 and 6 teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikki</td>
<td>Garry</td>
</tr>
</tbody>
</table>
**Goal:** To explore and develop Catholic responses to the local setting – link with community organizations to develop faith / educational responses to our role of stewardship.
- Liaise with community representatives and groups.
- Use Yr 4 teachers and students.
- Links with AC geography.
- Links with Ngutana-lui.
- Develop from the Master Plan / implement / assess. (Butterfly Garden.)

Yr 4 students and teachers.
BCC: Clytie
Jason McLeod
Mark Middleton
David and Mary Kearney
## Priority 2: Learning and Teaching

<table>
<thead>
<tr>
<th>Strategic intents:</th>
<th>2014 Strategies:</th>
<th>Personnel:</th>
<th>Review:</th>
</tr>
</thead>
</table>
| 2.1 Enhanced pedagogical practice that is data-informed and evidence-based. | **Goal:** *(To comply with both the Visible Learning and P B 4 Learning Priorities)*  
For teachers to become data-informed to the point of it impacting on their planning.  
- Coaching  
- Wrap-around Meetings  
- BI Tool  
- Data Collection by staff | Chris  
Nikki  
Garry  
Karen  
Jess  
Patricia  
Wai  
P B 4 Learning Committee  
Visible Learning Committee | Helen Leeson  
Sandy Armsden  
P B 4 Learning Committee  
Visible Learning Committee  
All staff |

**Identified Internal Review and Strategy for Improvement:**

1. *More in-depth discussion, self-reflection and self-evaluation of our pedagogy to effectively improve learning outcomes and monitoring of particular students from the data collected. Identifying content that needs explicit teaching and on-going evaluation of the progress of these children.*

2. *To achieve the above, a key factor is the provision of time for teachers to meet and work together in a continuing basis to enable them to develop activities/support/assessment from the data analysis. How? By using some time in staff meeting on a regular basis. Learning teams could be more productive by having a purpose and more time allocation - the whole hour.*
### Goal: To comply with both the Visible Learning and PB4 Learning Priorities

To continue the enhancement of contemporary pedagogy explored in 2014 throughout the school.

- Teacher goals and reflections - coaching
- (continued mapping of general capabilities)
- (appropriate use of achievement standards)
- (Coaching with Helen and Sandy)
- Continue relationship with EO’s
- PD sessions external/internal – BCE/Staff Meetings
- Crisis Intervention PD during the pupil free days
- Data collection of student data - Visible Learning/Data Walls
- Linking of Visible Learning with what we have previously called Contemporary Learning and Teaching.

### Goal: To become familiar with and embrace the RE Validation process through the four elements (Students and community; curriculum structure and organisation; high quality teaching; and monitoring and evaluation) at whole school level, year level and individual class and student level.

- Dedicated time for APRE and RE committee to compile required documentation.
- Allocate time in staff meetings to allow all staff to assist with finding and writing required documentation.

#### 2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.

**Goal:** To enhance the curriculum knowledge of staff by supporting them to deepen their knowledge and understanding of the AC (specifically Technology and HPE) by ensuring a range and balance of the curriculum is planned for (planning sessions and discussions).

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikki</td>
<td>Matt</td>
</tr>
<tr>
<td>Chantale</td>
<td>Lauren</td>
</tr>
<tr>
<td>Jess D</td>
<td>Alicia</td>
</tr>
<tr>
<td>Luke</td>
<td>Therese</td>
</tr>
<tr>
<td>All staff</td>
<td>Pat Lavercombe</td>
</tr>
</tbody>
</table>
### Goal: To comply with both the Visible Learning and P B 4 Learning Priorities

To support all teachers, as they explore links between the AC and Visible Learning/ P B 4 Learning requirements.
- PD
- Consistency of language
- Connection of learning areas
- Progression of achievements standards across year levels
- Evaluating school programs and approaches against above

### Goal: To provide specialist teachers with a planning day per term.

- Specialists to develop and utilise planning templates
- Specialists to negotiate their teaching of AC with classroom teachers.

### 2.3 Improved literacy and numeracy standards.

**Goal: To comply with the BCE DELT(Developing Excellent Learning and Teaching) 2015 Priorities.**
To maintain support of key literacy and numeracy approaches within the school.
- To release Karen and Jess as an adjustment of the coaching model (national partnership).
- Funding of LNIT and support teacher.
- Introduction of Visible Learning.
- Employ Maths consultant.
- Coaching support.
- Learning teams to review the impact of current methods, pedagogy, approaches.

Karen
Jess
Wai
Alison
Helen
VL Committee
Eva
Learning Teams
| 2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary. | **Goal:** To adapt the physical learning environment provided for students to reflect the contemporary pedagogical changes across the school.  
- Budget and purchase new furniture for designated GLA and break-out areas.  
- Encourage teachers to be creative in their design of existing rooms.  
- Supply updated technology to the Janssen Building Year 3 and 4 classrooms | All Staff |

| 2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional well-being. | **Goal:** Meet the social and emotional needs of children/families in our community.  
- Kids Matter  
- Circles of Care  
- Personal Development workshops (Yr 5-6)  
- Child Protection month  
- Crisis Intervention Training  
- PB4L  
- Cyber-safety sessions. | Sarah Lowndes  
Jo Patrick  
Kids Matter Team  
PB4L Committee |

| 2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations. | **Goal:** Continue a changed pedagogy for classroom teachers allowing great success in learning.  
- Visible Learning strategies (peer observations/coaching, feedback, adjustments)  
- Wrap-around meetings (Matrix) | Classroom teachers  
Leadership/Support teachers |

**Identified Internal Review and Strategy for Improvement:**

1. *Within Structures and Processes*, the committee felt that enrolment information on students with diverse needs should be shared with any staff interacting with that child so that they could respond effectively. They also felt that, up to this point, adjustments weren’t being shown in planning, but this is currently being stipulated as a necessary requirement and is being monitored.
2. Within Monitoring, Tracking and Adjusting, once again the committee mentioned the sharing of enrolment data on students and the adjustments within planning. During term 3 we have timetabled sessions for teachers to sit with the ST.IE to assist with this.

2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.

**Goal:** To liaise again with local high schools.
- Possible Expo - Term 2 date:-
  - StAC
  - Thomas More
  - St James
  - Peter Claver
  - Brigidine
  - Our Lady’s
  - Ambrose Tracey
  - St Laurence’s
  - ACU

**Goal:** To continue our association with ACU to expose them to possibilities of tertiary education for low SES students.
- Students from Yr 5 and 6 bussed out to ACU

<table>
<thead>
<tr>
<th>Garry</th>
<th>Chris</th>
<th>Nikki</th>
<th>P&amp;F Principals/Secretaries from local high schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rose Wood Leadership</td>
</tr>
</tbody>
</table>

2.8 School leadership teams and classroom teachers have well developed capacities to utilise information and learning technologies to improve learning and teaching.

**Goal:** To develop the capacity of teachers to utilise ICLTs for the betterment of the students:
- Employ an ICT Support teacher/Coaching
- BI Tool
- Visible Learning
- Goal setting

<table>
<thead>
<tr>
<th>Therese</th>
<th>Pilar</th>
<th>Wai</th>
<th>VL Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Priority 3: Professional Practice and Collaborative Relationships

<table>
<thead>
<tr>
<th>Strategic intents:</th>
<th>2014 Strategies:</th>
<th>Personnel:</th>
<th>Review:</th>
</tr>
</thead>
</table>
| **3.1** Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. | **Goal:** For the school to contribute to parish life.  
- Involvement in Parish mass each term  
- Sacramental Program partnership.  

**Identified Internal Review and Strategy for Improvement:**  
1. *To provide and strengthen a connection between the Church and those classes with children taking part in the Sacramental Program. We also need to make time to invite Father Stephen into the classroom as part of the classroom lesson, which can be done once a term to follow the areas that we are covering (children can ask the priests questions that they may have).*  
2. *To focus our energy on encouraging school participation in parish masses, a certain number of times a year. Perhaps one a term.* | Nikki  
Karen, Jess and Mark  
Frs Stephen and Joseph  
Bishop  
P&F  
Initiatives and RLOS Committees | • |
| **3.2** Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school. | **Goal:**Continue to communicate with parents and the wider community in new ways.  
- Electronic street sign  
- School website  
- Social media - Facebook  
- Newsletter  
- Weebly | Nikki  
A+ Signage  
Nicky Savage | |
| **3.3** A comprehensive approach to staff well-being and development, including professional learning, professional standards, performance management and pastoral care. | **Goal:** Continue to care for our staff.  
- Provide PD opportunities  
- Record above in iLearn  
- Coaching sessions – goals  
- Continued implementation of Kids Matter initiatives | Chris  
Nikki  
Jo  
Kids Matter Team  
Karen  
Jess D  
Patricia  
Helen Leeson  
Sandy Armsden  
Eva | |
<table>
<thead>
<tr>
<th><strong>Goal:</strong>  Continue to consolidate the work completed with staff on AITSL professional standards and embed the approaches / programs implemented during the previous years. (feedback from coaching sessions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have teachers map their career stages with elaborations (AITSL) and identify goals based on improving themselves professionally.</td>
</tr>
<tr>
<td>• Coaching sessions. Support from EO’s (VL, PB4L, Reading to Learn, Learning to Write, Role M) to support key teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal:</strong> To provide staff with leadership opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support staff in extra study requirements</td>
</tr>
<tr>
<td>• Committees, Learning Teams</td>
</tr>
<tr>
<td>• Peer-coaching</td>
</tr>
<tr>
<td>• Acting roles</td>
</tr>
<tr>
<td>• Release days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal:</strong> To ensure that the gains made during the National Partnerships funding period are sustainable and embedded. (Funding ceases 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide release time for key teachers to provide support for school wide approaches and individual professional development.</td>
</tr>
<tr>
<td>• Provide support for Karen and Jess – Support staff (Patricia, Nikki and Chris).</td>
</tr>
<tr>
<td>• Adjust the LNIT role for 2015 from a five day position to two days per week.</td>
</tr>
</tbody>
</table>

| Chantale  
Lauren  
Alicia  
Garry  
Simon  
Chris  
Karen  
Jess D  
ET 5’s  
ET 6’s  
Wai |
| 3.5 Development of effective professional learning communities both within schools and across the wider BCEO community. | **Goal:** To provide teachers with a supportive teaching/learning environment.  
- Contemporary learning strategies – particularly embedding PE, IT and Technologies.  
- Nudgee Junior (Yr 5)  
- Provide specialist teachers with planning time to consult with teachers on the implementation and shared responsibility of the curriculum.  
**Identified Internal Review and Strategy for Improvement:**  
1. *Music and ESL - Allow time for specialist personnel, including Music and ESL, to plan with classroom teachers, thus enhancing pedagogy.*  
**Goal:** To explore and develop effective professional learning communities – South West cluster and Ambrose Treacy.  
- Leadership team meetings across schools;  
- Educational opportunities across schools.  
- CST cluster meetings | Classroom/  
Specialist Teachers  
Matt  
Garry  
Nikki  
Chris  
EO’s |
|---|---|---|
| 3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies. | **Goal:** To provide a supportive network for families in need.  
- Circles of Care  
- Social Justice Projects  
- Local community groups/Ngutana-Lui | Sarah  
Jo Patrick  
Garry  
Mission Australia  
Nikki  
St V de P  
Caritas  
Faith and Mission Group  
Year 5/6 students/teachers |
| 3.7 A safe, healthy and productive school environment for students, staff and community. | **Goal:** Upgrade the school grounds and facilities  
- Maintain and upgrade school grounds eg. playground fitness/exercise stations, line marking, Butterfly Garden, Tennis courts, painting Janssen building.  
- Continue talks with Ngutani-Lui regarding space between school and centre. | Garry  
Narelle  
Mark Middleton  
Ngutani-Lui |
### 3.8 Consultative and Collaborative Partnerships

Consultative and collaborative partnerships are evident among schools and between schools and BCEO.

<table>
<thead>
<tr>
<th>Goal: To forge a collaborative culture between schools in the South West Cluster.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Form an RE Validation mini-cluster</td>
</tr>
<tr>
<td>- South West RE Cluster</td>
</tr>
<tr>
<td>- SW Cluster CTJ Day</td>
</tr>
<tr>
<td>- Providing extra planning support for teachers of multi-level classes.</td>
</tr>
</tbody>
</table>

**Goal:** To forge a collaborative and supportive AP network.
- Meet once a term with other Aps

<table>
<thead>
<tr>
<th>Garry</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW Cluster Schools</td>
</tr>
<tr>
<td>Nikki and RE Team</td>
</tr>
<tr>
<td>SW APRE’s</td>
</tr>
<tr>
<td>SW CST’s</td>
</tr>
<tr>
<td>BCE EO’s</td>
</tr>
<tr>
<td>Strategic intents:</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
</tbody>
</table>
| **4.1** The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources. | **Goal:** To develop a more effective system of resourcing.  
- Sharing and use of resources  
- Caretakers of resources  
**Identified Internal Review and Strategy for Improvement:**  
1. *The NCC data could be used to allocate school officers to classrooms with the highest level of needs.* | Library staff  
Nikki  
Patricia  
Wai  
Jenny  
Various teachers  
Office staff  
Mosa |        |
| **4.2** Collaborative processes are in place to develop the budget and to allocate resources. | **Goal:** To allow resourcing of initiatives to take place.  
- Negotiate with teachers a budget to conduct their Visible Learning opportunities  
- Monitor the usage and replacement of technology and PE resources to support the Australian Curriculum  
- Continue the provision of RoleM resourcing into the Year 4 and 5 classrooms | Chris  
Wai  
Deb  
Eva de Vries  
School Officers  
Karen  
Garry |        |
| **4.3** The formation and professional learning of staff is clearly evident in budget priorities. | **Goal:** Maximum return for budget dollars.  
- Funded days for VL, PB4L lead teachers.  
- Funding to release the RE Validation team.  
- Funding for Catching Fire initiatives.  
**Goal:** To allocate funds to provide necessary PD for teachers.  
- Catching Fire  
- REAP  
- RE Validation Team  
- Australian Curriculum  
- ROLE M  
- Reading to Learn/Learning to Write  
- Mentoring PD  
- First Aid  
- Critical Incident Training. | Garry  
Narelle  
Chris  
Nikki  
Catching Fire Team  
Key teachers |        |
<table>
<thead>
<tr>
<th>Section</th>
<th>Goal</th>
<th>Identified Internal Review and Strategy for Improvement:</th>
</tr>
</thead>
</table>
| 4.4     | To ensure that no students are at a disadvantage due to financial hardships.  
- Support students with book packs/uniforms  
- Continue instrumental music at Yr 4 level. |  
|  | Resourcing decisions and priorities support financial accessibility for families. |  
| 4.5     | To further develop RE learning bytes looking at St Mark’s history and charm and liturgical celebrations (positive feedback from wider BCE community)  
- Continue work with RE committee to develop resources. | RLOS Committee  
- Nikki  
- Chantale |
|  | Information and learning management systems enhance student and staff engagement with learning, teaching and school operations. |  
| 4.6     | To consolidate the strategies and practices in place for the end of National Partnership funding.  
- BI Tool  
- Increased coaching staff | Chris  
- Wai  
- Karen  
- Jess D  
- All teachers |
|  | Sustainable environmental practices are embedded into the organisational structure and processes of schools. |  
| 4.7     | To continue to develop and modify teachers’ thinking about their identity as educator.  
- In-servicing, discussion, planning, reflecting and feedback.  
- Visible Learning - DELT.  
- Catholic Identity and its strategic resourcing. | Helen Leeson  
- Pat Lavercombe  
- Committees  
- Nikki  
- Garry  
- Chris  
- All Staff |
|  | Contemporary learning approaches inform the planning, design and use of facilities. |  
| 4.7     | To plan for and purchase contemporary furnishings for selected classrooms on a needs basis  
- Funding for the purchasing of these facilities.  
- Seek feedback from all stakeholders. |  

| Identified Internal Review and Strategy for Improvement:  
1. Devise a strategy to gauge parent and student satisfaction of facilities.  
2. Library and Technology - Possibly a separate technology section with specialist staff and a laptop for each child may further meet the needs of the children within the classrooms. |  