Rostrata Primary School
Annual Report
2012

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INTRODUCTION

The intention of this Annual Report is to provide our community and other interested groups with information relating to our school over the last twelve months. This document details our programs, the progress of the children and targets for further improvement.

Our Community

Rostrata Primary School, situated in the southern Perth suburb of Willetton, is a Level 6 school with a diverse multicultural population. The school opened in 1983 with an initial enrolment of 149. These enrolments quickly grew and peaked at nearly 1000 to be one of the largest schools in the state. Since then the school population has slowly declined. The current enrolment is 784.

The school is fortunate in having highly motivated students with very supportive parents and skilled, experienced teachers.

Rostrata has embraced developmental learning and our focus is on lifelong learning for children. A significant portion of the school budget has been allocated to provide professional development in cooperative learning, higher order thinking skills and literacy.

Our school has continued to enjoy an excellent reputation within the community for the many successful programs we provide to cater for the wide interests of our children including our excellent Science program and the Stephanie Alexander Kitchen Garden Project. We have specialist teachers in the areas of science, the performing arts and physical education. In addition to catering for the eight learning areas, students have the opportunity to join one of our four bands, the choir and receive tuition in a string instrument. Our CARE motto is embedded within our pastoral care programs.

The Rostrata staff is to be commended for the way in which they have implemented these very significant innovations.

SCHOOL ETHOS

Rostrata Primary School is committed to an ethos characterized by our school motto:

CARE – Co-operation, Achievement, Respect and Endeavour

Our school provides an exciting educational environment where children are challenged to reach their full potential, whilst maintaining a love of learning and a caring attitude towards others.

Our Staff

Principal: Thomas Campbell
Deputies: Rhonda Barnes, Maureen Capps, Annabella Clarke, Andrew Proctor
Registrar: Helen Scott
School Officers: Linda Mott & Jody Karklin
Teachers: 53
Chaplain: 1
Education Assistants: 19
Library Officers: 2
Gardeners: 1
Cleaners: 6
BELIEFS

We support the Teaching and Learning beliefs as set down in the Plan for Government Schools.

At Rostrata Primary School we believe that:

- All people are capable of and have the right to learn in a safe, non-threatening environment.

- Students learn in different ways and all learning programs need to reflect this.

- Rostrata teachers are important facilitators and role models in a child’s learning success.

- Teaching needs to foster students taking responsibility for their own learning and setting challenging yet realistic goals for improvement.

- Effective teaching is purposeful, challenging and connected to a student’s experience, stage of development and background.

- Learning programs need to acknowledge and build on where students are at with their learning. They need to be culturally and developmentally appropriate and have real-life application.

- Students should have the opportunity to observe, practice and teach other students the actual processes, products, skills and values, which are expected of them.

- The mental, physical health and well-being of all staff members is a priority.

- Students and staff need opportunities to engage in higher order thinking and reflection about learning.

- The core-shared values in practice are the important foundation for all learning and teaching.

- Learning happens best when student-teacher relationships are based on mutual trust and respect.

- Learning occurs where student, home and school have a common goal, interact positively and are mutually supportive.

THE YEAR THAT WAS…

2012 HIGHLIGHTS

The School Chaplain program is now an integral part of the Rostrata culture. Our school is most appreciative of this extra support which is having a positive impact on the children.

Rostrata’s 30th birthday party

Our programs reflect how students learn in different ways.
VALUES

The values program implemented at Rostrata Primary fits closely with that defined within the Curriculum Framework. That is, that there is a focus on:

- Pursuit of knowledge and commitment to achievement of potential.
- Self-acceptance and respect of self.
- Respect and concern for others and their rights.
- Social and civic responsibility.
- Environmental responsibility.

Teachers and staff encourage students to recognize that everyone, adults included, has the right to feel valued and safe. In this regard they need to understand and demonstrate their rights and obligations and to behave responsibly. The following programs are also an integral component of these endeavours.

Peer Mediators

A group of 20 Year 7 students have been chosen and trained as Peer Mediators or “Care Kids”. Their role is to provide support to younger students who have minor conflicts or problems in the school grounds. The Peer Mediators using strategies they have learnt will guide the students in solving their conflicts. The Peer Mediators are supervised by the school chaplain, who supports them in their role. The Mediators also refer incidents to the classroom teacher. The Peer Mediators can be recognized in the school by other students, as they wear a distinctive purple t-shirt. We are proud of this program and feel it further supports our pastoral care program.

Buddy System

Throughout the school, students of different ages are allocated ‘Buddies’. It is usual that a Senior Class will join with a Junior Class and take part in a variety of activities that are beneficial to both groups. Older children enhance the confidence of their younger buddies while having the opportunity themselves to take on responsibility and care for others. The younger students particularly enjoy seeing their “Big Buddies” in the playground and during school activities.

Behaviour Management System

This year a review of the Behaviour Management System within the school was begun. The committee has researched best practice by attending seminars and investigating systems in other schools. This is an intensive process that requires extensive planning and research and will take several years to implement. A member of the community is also on the committee.
Other Activities

The children at Rostrata also enjoy a number of other activities. These include dance sport, instrumental tuition and band, and before school tennis tuition.

SCHOOL PERFORMANCE

At Rostrata Primary School we identified the following areas as priorities in our Strategic Plan. This is closely linked with the Government Plan for Schools, our Annual School Review, the School Accountability Framework and Performance Management requirements.

These include:

- High standards of student achievement—both academic and non-academic.
- Motivated and engaged students.
- Inclusive, safe and stimulating learning environments.

More specifically we have focused on the following programs:

- Development and implementation of Whole School Scope and Sequence for Critical Thinking Skills.
- Implementation of Whole School Literacy Plan.
- Commencement of Whole School Numeracy Plan.
- Health and Physical Education.
- Emotional Behaviour/Fundamental Movement Skills.
- Environmental Responsibility.
- Whole School Approach to Science.
- Enhancement of Pedagogy.

The Learning Support Coordinator has continued to make a significant difference to our endeavours to cater for ‘at risk’ children.

Some examples are:

- Presenting First Steps Reading Professional Learning (PL) to staff in response to the School Development Plan.
- Presenting Guided Reading PL to staff on request.
- Providing ongoing individual assistance to staff that embeds change in classroom practice.
Facilitating case conferences with parents and other stakeholders.

Coordinating support for teachers from outside agencies.

Coordinating whole school Literacy programs for ‘at-risk’ students, for example, Multi-lit, Mini-lit, Reading Doctor.

Coordinating volunteers for literacy programs.

Leading Literacy Committee in developing and implementing Whole School Literacy Plan/Assessment Schedule.

As a member of the Language Leaders Initiative (via Statewide Speech & Language Team) disseminating best practice information & resources to staff across key areas of Language Learning.

Promoting PL & Resources from Dyslexia/Speld Foundation to staff and parents.

Writing school newsletter articles to promote best practice in Language & Literacy for parents.

### National Reporting Requirements

Most of the National Reporting Requirements are hosted on the ‘Schools Online’ site accessed through the Department of Education website (www.det.wa.edu.au). This includes:

- School Overview.
- Staff Information.
- Teacher Qualifications.
- Student Attendance.
- Literacy and Numeracy Summary.

### National Assessment Literacy and Numeracy – NAPLAN 2012

The National Assessment Program for Literacy and Numeracy (NAPLAN) is an external standardized test with results linked to National Benchmarks. It is held in May for reading, writing, spelling, punctuation and grammar and numeracy for children in Years 3, 5 and 7. The tests are marked externally and individual reports are provided to parents with the school also receiving the student information.

Students who were identified as ‘at risk’ were placed on the school Tracking System and all teachers were given copies of results to enable them to make decisions about their learning programs.

- Anzac Day Service
- Doves of Peace

Our Science Teacher’s web page has been well received worldwide. Have a look at www.rostrata.wa.edu.au
NAPLAN Analysis

The graphs chosen for the analysis of the relevant learning areas are from a selection that is used to portray a school’s NAPLAN achievement. This particular series is useful in comparing our school’s results with those with a similar intake of children. Although the comparison with schools across the state looks impressive it is more valuable to see how we have performed in relation to similar schools.

In this analysis account is also taken of information from NAPLAN which shows progress in different learning areas over time. It is important to note though that trends can be affected by a number of factors (e.g. test differences, teaching quality and nature of the cohort).

Aside from the NAPLAN analysis, in making comment of our overall academic performance it is significant to note that science results in the WAMSE testing were also extremely pleasing and in society and environment was as expected. In addition, in 2012 the school had 22 students selected for the Gifted and Talented program provided by public secondary schools.

Percentage of students in the top 20%, middle 60% and bottom 20% when compared with ‘like schools’.

<table>
<thead>
<tr>
<th>Like Schools 2012</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>Top 20%</td>
<td>47.67</td>
<td>45.6</td>
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<tr>
<td></td>
<td>Middle 60%</td>
<td>47.23</td>
<td>45.3</td>
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<tr>
<td></td>
<td>Bottom 20%</td>
<td>5.08</td>
<td>9.09</td>
</tr>
<tr>
<td>Spelling</td>
<td>Top 20%</td>
<td>36.38</td>
<td>41.14</td>
</tr>
<tr>
<td></td>
<td>Middle 60%</td>
<td>56.59</td>
<td>52.08</td>
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<tr>
<td></td>
<td>Bottom 20%</td>
<td>7.02</td>
<td>6.77</td>
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<tr>
<td>Writing</td>
<td>Top 20%</td>
<td>44.12</td>
<td>33.9</td>
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<tr>
<td></td>
<td>Middle 60%</td>
<td>47.42</td>
<td>61.6</td>
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<tr>
<td></td>
<td>Bottom 20%</td>
<td>8.45</td>
<td>4.48</td>
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<tr>
<td>Reading</td>
<td>Top 20%</td>
<td>42.18</td>
<td>36.06</td>
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<tr>
<td></td>
<td>Middle 60%</td>
<td>51.21</td>
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<td></td>
<td>Bottom 20%</td>
<td>6.50</td>
<td>7.73</td>
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<tr>
<td>Numeracy</td>
<td>Top 20%</td>
<td>43.77</td>
<td>31.46</td>
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<td></td>
<td>Middle 60%</td>
<td>51.5</td>
<td>62.46</td>
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<tr>
<td></td>
<td>Bottom 20%</td>
<td>4.72</td>
<td>6.07</td>
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</tbody>
</table>
## Numeracy:

Our performance in numeracy has again been very acceptable though we will always take account of areas in need of improvement. In mental maths, for example the P&C funded program Mathletics, has been instrumental in raising standards. The majority of the children across the years are above the national standard and the school has performed better than like schools in each year level. In Year 3 the results are particularly impressive with nearly 40% of the children achieving at band 6, which is considerably above like schools. In years 5 and 7 the performance is slightly above that of like schools. Teachers who have been taking part in ongoing professional learning have embraced the Australian Curriculum and are implementing strategies which should continue to ensure that these results are maintained.
Rostrata students are performing extremely well in reading with the majority above the national standard. The year 3 results have been excellent with a high percentage of children in the higher bands. This has been the result of a very strong explicit teaching program throughout these year levels. In years 5 and 7 it is of interest to note that for this particular year our students did not attain the same levels or better than like schools. This is unusual for our school and will be a significant target over the next three years, with an emphasis placed on ‘best practice’ strategies such as guided reading and the multi-lit program for those children experiencing difficulties. A variety of texts are being purchased that link to the Australian History curriculum, particularly in the years 4 and 5.
In all year levels the students have performed better than those in like schools. It is acknowledged however, that writing is an area where we would like to facilitate further improvements. Teachers will be encouraged to implement a variety of innovative strategies which will provide children with opportunities to explore their creativity. In 2013 we will continue to invite the children to strive for excellence through our Blue Ribbon awards and by entry in school and statewide writing competitions. Specific in-class work will target the process of writing more interesting persuasive text.

<table>
<thead>
<tr>
<th>Band</th>
<th>Year 3 Sch</th>
<th>Year 5 Sch</th>
<th>Year 7 Sch</th>
<th>Year 3 State</th>
<th>Year 5 State</th>
<th>Year 7 State</th>
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<td>9</td>
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<td>16% 13% 6%</td>
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<td>13% 10% 5%</td>
<td>27% 24% 14%</td>
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<td>20% 19% 12%</td>
<td>21% 20% 21%</td>
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<td>6</td>
<td>33% 14% 9%</td>
<td>26% 31% 23%</td>
<td>22% 21% 25%</td>
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<td>5</td>
<td>40% 52% 35%</td>
<td>34% 34% 37%</td>
<td>11% 12% 23%</td>
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<td>4</td>
<td>23% 21% 27%</td>
<td>7% 5% 12%</td>
<td>2% 3% 9%</td>
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<td>3</td>
<td>5% 10% 17%</td>
<td>0% 2% 10%</td>
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<td>2</td>
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<td>0% 1% 4%</td>
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Writing:
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Spelling:

In all year levels the performance in spelling has been above like schools. This has been largely the result of some very sound explicit teaching. In 2013 the literacy committee will encourage staff to commit to a whole school approach to spelling through the ‘Words Their Way’ program.
Punctuation and Grammar:
Our results at Year 3 level, similar to like schools, are very commendable with 38 of the 84 children at the band 6 level. Teachers have been focusing on all forms of writing giving a particular emphasis to grammar and punctuation. As this specific area of language becomes more complex it continues to be challenging for years 5-7. Teachers focused on grammar and punctuation in 2012, however, our like schools are above Rostrata in these age groups and it is clear that we need to set targets for consolidation and improvement.
Rostrata Primary School offers a comprehensive and varied curriculum designed to develop outcomes in each of eight learning areas. These include:


Some of the highlights of these programs include the following:

**Band Program**

The band program is made up of three bands and approximately 90 children are involved. The program is offered to Years 5, 6 and 7 children. Year 4 children join the program in Semester 2. The instruments include flute, clarinet, saxophone, trumpet, trombone and percussion. The children participate in a lesson and a band session each week. To implement the program we are assisted by a committee of parent volunteers. In 2012 the school band performed at a variety of venues. These included the annual Schools Make Music Festival at Crown Theatre, local interschool workshops and other community functions.

**Choir**

At the commencement of the year children are invited to join our choir. All children attend after school rehearsals. The choir performed with distinction at various venues, most notably at the Winthrop Choir Festival. The children’s dedication, enthusiasm and beautiful vocal skills are also demonstrated at school assemblies and district festivals.

**Instrumental Program**

Violin and cello are offered to children in Years 3-7. Tutors provide one lesson per week and the string ensemble also has a weekly practice. All children from Years 2 and 3 are tested for musical aptitude using a ‘standardized test’ to help select students who would like to be part of the Instrumental Program. Once a week before school a group of children form the Rostrata School Ensemble. They perform at assemblies, parent afternoons and Graduation.
**Languages Other Than English**

Students from Years 2-7 study the Italian language and culture. The program focuses on developing an appreciation, acceptance and tolerance of other cultures as well as an ability to communicate effectively in a language other than their own. In Italian, students are encouraged to take risks, as they have to think, speak, read and solve problems (language barrier) on the spot. These skills will help students to deal effectively with the opportunities and challenges that they will encounter both now as young people and in the future as adults.

**English as a Second Language**

A significant number of Rostrata Primary School children are bilingual when they begin school. Our English as a Second Language program recognizes the value of a culturally diverse school community made up of many different groups. A number of children in the early years spend some of their time with the ESL teacher focusing on their English skills. Children are also encouraged to maintain and develop their ‘home’ languages to assist the linguistic demands on our society, our education and our economic system will eventually make on them.

**Information Technology**

Information Technology is an integral component of our learning program. In visiting our classrooms and surrounding work areas it becomes immediately evident that children are provided with many opportunities to enhance their learning through the use of technology. Staff has received training in the following areas during the year:

- Use of multi-media technology (e.g. interactive white boards).
- PowerPoint presentations.
- Learning technology in the classroom.
- Using the internet.
- Various programs (e.g. Word, Publisher).
- Mathletics.

**Science**

A school priority, Science is an extremely important component of the programs we offer at Rostrata. From the beginning of 2006 we have been involved in the Department of Education and Training Science Project. In 2011 our school was selected to be a Teacher Development School. This will involve showcasing our work and supporting other schools, through professional learning, in Science with a particular focus on the Australian Curriculum. Our science support teacher, Mr. Johnson, works with children from Pre-primary to Year 5 with the class teacher involved as a support person. With TDS status in 2012 we have an additional teacher, Ms Johnson, who is also involved in the organization and the teaching program on Thursdays and Fridays.
**Physical Education**

Physical Education is a key program at Rostrata Primary School to ensure that students are learning the benefits of a fit and active lifestyle through cooperative team games. With the appointment of two Physical Education specialists a varied and motivational program of activities is assured. Fundamental Movement Skills are intensively taught to junior years, where students practise their skills through a variety of games and activities, whereas middle and upper years further consolidated these skills through modified games and sports. There are a variety of whole-school and interschool carnivals made available to students where they can showcase their skills in a variety of individual and team sports. A strong emphasis on sportsmanship, as well as the inclusion of all students regardless of ability, ensures that every student is gaining the most from the Physical Education program.

**Engaging With Asia**

Rostrata students are part of a language hub with Willetton SHS, Willetton PS and Burrendah PS. Students in this group are involved in a Japanese extension program.

An exchange program was started with the East Coast PS in Singapore in 2009. Students, teachers and the principal from East Coast PS visit Rostrata for a week. The students, in addition to undertaking excursions around Perth, joined with our children to share cross cultural experiences.

East Coast Primary School students enjoying a barbecue lunch.
**Stephanie Alexander Kitchen Garden**

The new kitchen is completed. Its striking red and white décor, new appliances and furniture make it an invaluable resource for the program. The kitchen is now centred in a prime location to the school community and a short walking distance to the garden. This has made the process of harvesting a wide range of fresh produce and delivering it to the kitchen quicker and easier. New paths are in the process of being built in preparation for the start of 2013. The paths will exist between the garden beds to help create a safe area for the children to work and walk on. Through participation in the kitchen lessons the students have been equipped with a range of cooking skills that assist them in creating technical, creative and delicious dishes. As a result of the regular assistance from volunteers, donations from local business and support from the P & C the program has a strong sense of community and partnership contributing to the success of the program.

**P.E.A.C. (Primary Extension and Challenge Yrs 5-7)**

Each year, in Term 2, all of the children in Year 4 in all Government Schools are tested for inclusion in the PEAC program. The children are given two tests. One measures aspects of language and reasoning and the other measures non-verbal reasoning. Children who score highly in these tests are offered a place in the PEAC program. These courses are conducted at PEAC centres which are housed in nearby primary and high schools.

**Student Attendance**

The average attendance rate (percentage): Comparisons with state attendance by year levels.

<table>
<thead>
<tr>
<th></th>
<th>Y01</th>
<th>Y02</th>
<th>Y03</th>
<th>Y04</th>
<th>Y05</th>
<th>Y06</th>
<th>Y07</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
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<tr>
<td>2011</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
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<tr>
<td>2012</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
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<tr>
<td>State 2012</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>
In 2012 a parent satisfaction survey was administered. The questionnaire focused on the following areas: School Environment, Quality of Teaching, Communication, Curriculum Outcomes and Responsiveness.

The parent survey will be administered again in Term 4 of 2014.

**Conclusions**

The questions on School Environment focused on the overall culture of the school. It included issues of behaviour management, school pride, security, pastoral care and general tone of the school.

There was strong support for the efforts of the school in all areas associated with the School Environment. Parents felt that the school had a strong community feel where it encourages parents and family members to be involved in all aspects of their child’s education. There is strong feedback that the school is inclusive of all children.

In the Quality of Teaching questions the focus was on how the school’s own teachers are perceived. The questions invite opinion about their attitudes and teaching skills. In all areas there was strong support for the notion that the teachers are professional, committed and enthusiastic paying particular attention to the needs of individual children and providing stimulating and safe learning environments.

Parents felt strongly that communication between the school and community was very positive. However some communication and information sharing about extra-curricular programs could be a focus so that forward planning by working parents could be made.

It was generally agreed that parents receive helpful and timely information about their child’s progress and that staff are friendly and approachable.

The questions focusing on Curriculum Outcomes and Responsiveness drew attention to the range, depth and relevance of learning opportunities made available to students. Again parents were strongly supportive of the school’s efforts, agreeing that achievement across broad curriculum areas are encouraged, thus meeting the educational needs of the children. Generally parents were satisfied with the progress of their children and felt that individual interests and talents were being addressed. Parents were also appreciative of the fact that the school values the role of parents in the educational process.

It is of interest to also take account of general comments, both positive and negative, that were included in the surveys. Parents were asked to make comment on the one aspect that they most liked about the school.

They mentioned the broad range of specialist areas: the Science program, Stephanie Alexander project, School Band and Music as highlights. Comment was also made about the approachability of the teachers and administration staff, the way the school motto of C.A.R.E. is embraced, the focus on environmental issues, the buddy program, and the high standards that pervade the school. In particular the friendliness of the staff, a feeling of being part of a community and the strong support provided by the school community was emphasized. It was again reinforced that the teachers are enthusiastic, approachable and provide a nurturing environment. The teachers are always willing to listen to the children and they invoke in them a sense of pride.

Aspects which parents would like improved at the school included: consistency in handwriting policy, increased attention to the problem of bullying, more advanced notice for excursions, incursions and school
activities, greater support and resources for children at risk, more remedial classes and more consistency with homework across the school, including more feedback. Parents also requested further information on the programs being taught in the classroom with regular feedback on a child’s progress. Concern was expressed by parents that bullying, including cyber bullying, still needed to be a continuing focus.

| Action |

- The school administration, management committee and all teachers will heighten their commitment to ensure that bullying in all forms is addressed immediately and that our school motto of C.A.R.E. is an integral part of the classroom environment and playground. In 2013 the Behaviour Management Plan will be reviewed. The committee will also include a member of the School Board. This will be ongoing over the next 3 to 5 years as the research and restructuring is rigorous.

- Although parents were very satisfied with the Quality of Teaching at Rostrata the administration and staff stay committed to ensuring that lessons presented in our classrooms include a focus on ‘best practice’ strategies. All staff have regular opportunities for professional learning to keep abreast of best teaching practice.

- The Stephanie Alexander Kitchen Garden and Science projects will continue to be supported. It is our view that we need to provide more challenge to a significant number of the children.

- Although we are delighted with the number of parents involved in programs and classrooms in the school there will be a continued effort to encourage more parental involvement.

- Procedures and processes to be streamlined to ensure consistent information and constant feedback to parents and the community.