



School Improvement Plan 2015 -16

School Motto: “Strive To Achieve”

School Vision

Our school is a learning community that highly values life-long learning and facilitates excellence in student achievement. Our practices focus on enabling students to demonstrate our motto “Strive To Achieve”.

Purpose Statement

As a high quality primary school we provide all students with a safe, supportive environment which promotes the foundations for effective lifelong learning.

With support of best practice, technology and research APS staff, parents and community will assist each student to develop the core skills, knowledge, understandings, personal attributes and values necessary to become successful, responsible and independent adults who contribute successfully to the social and economic wellbeing of the community.

Overarching Principles

- The foundations of success are built on strong relationships and partnerships between school community members.
- Students are motivated and engaged in the learning process.
- Staff implement effective practices to facilitate and enhance learning.
- School leadership facilitates staff undertaking their roles and student learning.

School Context

Albany Primary School is located close to the city CBD and is nestled between Middleton Rd and Albany Senior High School at the foot of Mt Clarence. The school has consistently enrolled between 400 and 500 students over its long history that dates back to its former location on Albany Hwy some 300 m from York St.

The school has a rich history of success and has enjoyed many years of positive parent and community engagement in its programs, special activities and directions through participation informally at the classroom and whole school level and through formal processes involving the P & C and School Council.

The staff at Albany Primary School is dedicated and willingly engages in a range of school processes that require their personal time and efforts. There is a strong relationship between the staff and the students based on mutual respect. This has been predicated on the Tribes Agreements, inclusive practices and the student welfare structures that are in place.

Students at Albany Primary are enrolling from an increasingly diverse cultural

background and heritage. This has enriched school culture while maintaining harmony and goodwill amongst the students who have solid relationships with each other. There is a sound learning culture demonstrated by the students with many willingly engaging in the learning program and exhibiting a desire to achieve and improve their personal performance.

While we have a diverse cultural mix within the school we also have students of varying ability level and socio economic background. A number of students have special needs and learning difficulties that are catered for through staffing structures, specialised support and individualised programs.

The school has been on its current site for 12 years. It therefore retains many modern physical features that enhance the learning program. Ongoing work by staff and parents over the 12 years has ensured that facilities have been enhanced to improve play opportunities and foster the physical skills of the students. There has also been a concerted effort to ensure that new technologies have been introduced to be used by both staff and students in the learning program.

The school's rich history and sustained culture of striving to achieve has been commendable and will continue with ongoing effort from the school community.

Developing the School Business Plan Document

Background

Like all schools Albany Primary School is multi-faceted and layered. While all components to the School Business Plan are centred around the need to improve and enhance student performance across all curriculum areas the plan must take into account:

- Recent developments in curriculum across the state and the nation.
- Departmental focus areas.
- Findings from recent research into neurological and physiological developments of children, student learning, quality pedagogical processes and school improvement processes.
- The interests and beliefs of the school community.
- The skills and knowledge of the school staff and interested community members.
- Efficiency and effective management of all resources and the personnel within the school.

Focus on Improvement and Development

To effectively enhance school performance it is recognised that there is the need to review performance through both anecdotal and explicit assessment data collection.

The school has the responsibility to review all facets of its performance which includes the teaching and learning program, school management, staff performance, school policies and procedures, resource management and financial processes.


Critical in reviewing the above is the school's capacity to enhance student performance in all areas of the curriculum and student health, welfare and wellbeing. Therefore the following components of the School Business Plan are included:

- School review process and assessment schedules.
- Strategic planning for improved student performance in key curriculum areas.
- Strategic planning to ensure the physical, emotional and social wellbeing of our students.
- Strategic planning in school management and staff development
- Community participation in the school's directions, programs and policy development.

Note: Strategic plans will include clear targets, strategies and outcomes.

School Review and Assessment Processes and Schedule

The school has established a comprehensive process for assessment and review of its performance across all areas. The schedule is attached in enlarged form as part of the Business Plan Document.

 Whole School Assessment Schedule 2015							
Assessment and Data Collection Schedule Term 1: Curriculum							
Week	English	Mathematics	History	Science	Health/Phys Ed	The Arts	ICT Skills
1							
2							
3	SA Spelling Test RA Test Spelling Journal Review (Admin)						
4	Guided Reading Review (admin)	Basic Facts Recall Baseline test					
5	Oral Reading Assessment Handwriting Review (Admin)	Mathematics bk review (Admin)					
6	Written Text assessment Spelling Journal Review (Admin)	Collab. Gp full Mathematics assessment					
7			Student work Review (Admin)	Review Science Performance (Admin & Specialist)		Review Arts Performance (Admin & Specialist)	
8	Spelling rules test	Mathematics Files review (Admin)			Student health work reviewed (Admin)		
9	Spelling Journal Review (Admin)		Student Assessment by Collab. Gp				Students ICT Checklist completed
Assessment and Data Collection Schedule Term 2: Curriculum							
Week	English	Mathematics	History	Science	Health/Phys Ed	The Arts	ICT Skills
1		Mathematics bk review (Admin)					
2	Guided reading Review (Admin)						
3							
4	NAPLAN Testing Years 2 to 6 K/PP/Yr 1 agreed assessment format	NAPLAN Testing Years 2 to 6 K/PP/Yr 1 agreed assessment format					
5	Home Reading		Collab. Gp				

	Review (Admin) Handwriting Review (Admin)		agreed assessment process.				
6	Spelling Journal Review (Admin) English Books review (Admin)				Review Phys ed performance (Admin & specialist)		
7				Review Science Performance (Admin & Specialist)		Review Arts Performance (Admin & Specialist)	
8			Student work review (Admin)		Student health work reviewed (Admin)		
9							ICT Usage in classrooms Review (Admin)
10							
11	Writing Portfolio	Mathematics Files review (Admin)					

Assessment and Data Collection Schedule Term 3: Curriculum

Week	English	Mathematics	History	Science	Health/Phys Ed	The Arts	ICT Skills
1		Yr Level assessments set by collab gps					
2	Guided reading Review (Admin)						
3	Agreed Collab. Gp Writing Punctuation/ Grammar & spelling assessment						
4	Home Reading Review (Admin)	Recall basic facts assessment 2 Algorithm assessment					
5	Handwriting Review (Admin)	Maths Books Reviews (Admin)	Collab. Gp agreed assessment process.				
6	Spelling Journal Review (Admin) English Books review (Admin)				Review Phys ed performance (Admin & specialist)		
7				Review Science Performance (Admin & Specialist)		Review Arts Performance (Admin & Specialist)	
8			Student work review (Admin)		Student health work reviewed (Admin)		
9		Maths Files Review (Admin)					ICT Usage in classrooms Review (Admin)
10	Writing Portfolio Review (Adm)						

Assessment and Data Collection Schedule Term 4: Curriculum

Week	English	Mathematics	History	Science	Health/Phys Ed	The Arts	ICT Skills
1		Mathematics bk review (Admin)					
2							
3							
4	NAPLAN Testing Years 2 to 6 K/PP/Yr 1 agreed assessment format	NAPLAN Testing Years 2 to 6 K/PP/Yr 1 agreed assessment format		Science Performance Assessment			
5	Home Reading Review (Admin)		Collab. Gp agreed assessment process.				ICT Skills assessment or checklist
6	Spelling Journal English Books				Review Phys ed performance		

	Writing Portfolio Reviews (Admin)				(Admin & specialist)		
7	Handwriting Review (Admin)	Review maths files (Admin)		Review Science Performance (Admin & Specialist)		Review Arts Performance (Admin & Specialist)	
8		Final Basic combinations assessment	Student work review (Admin)		Student health work reviewed (Admin)		
9							
10	Spelling Journals Guided reading SAER information to the office						

Assessment and Data Collection Schedule Other Than Curriculum 2015

Term	Policy & Procedures	Student Wellbeing	Parent Participation and Confidence in School	Resource Management	Financial Management	Staff Performance & Wellbeing	ICT Skills
1	Complete Risk Management Review and put online.	Conduct school bullying survey by end of week 7.	Collect feedback from parents about satisfaction levels online by end of February 2015	Admin/staff in charge of resources review meetings. Review Grounds development	By end of term review school processes. (Principal & Registrar)	Confirm all staff have completed planning document by end of term 1	
2				Gain feedback from staff as to improvements and developments that could be put in place.	Budget Review	Review progress by week 7 Obtain feedback from staff about wellbeing	Collate staff usage by end of term. Complete required audit
3	Spot check random assessment of implementation of school procedures	Repeat bullying survey		Review grounds development	Budget Review Conduct school based audit	Review progress by week 7	
4	Review school policies and procedures	Complete online survey student wellbeing		Conduct and finalise audit	Budget Review	Final meeting by Week 7 Review number of staff that have taken on special roles and responsibilities	

Key Targets and Actions to Enhance Student Performance

Curriculum	
Targets	Key Strategies
<p style="text-align: center;"><u>English</u></p> <p>In NAPLAN 2016/17 the school mean in all areas of English for years 3 and 5 are above the Australian Mean.</p>	<ol style="list-style-type: none"> 1. The school has an overall Curriculum leader and a English Curriculum team that meets to respond to issues related to improving student performance in English 2. School develops and implements a Scope and Sequence in key English areas based on the Australian Curriculum. 3. All staff fully implement key English requirements as outlined within the School Business Plan. 4. Effective ongoing collaboration between teams enhance pedagogy and effective assessment of students performance. 5. Collaborative teams set minor targets to meet in year levels and assess performance against these targets. The aim is to challenge and set high standards. 6. Collaborative Groups assist in developing professional learning opportunities that enhance teacher performance. 7. Collaborative Groups engage in planning and assessment development for year levels, 8. Staff engage in delivering an English curriculum that is differentiated according to the needs of the students. 9. Effective accountability and performance management processes have been put in place and where necessary, action has been taken to assist a teacher to improve performance. 10. Key personnel attend PL outside the school and then provide new knowledge and understandings to other staff. 11. New ideas and strategies are trialled and followed up. 12. Assessments are analysed and used to implement change in pedagogy or expectation. 13. Resources match pedagogical requirements with the Collaborative Groups engaged in ensuring resources are appropriate.
<p style="text-align: center;"><u>Mathematics</u></p> <p>In NAPLAN 2016/17 the school mean in Mathematics for years 3 and 5 is above the Australian Mean.</p>	<ol style="list-style-type: none"> 1. School implements a Scope and Sequence in key Mathematical areas based on the Australian Curriculum and using the material from TOPS. 2. All staff fully implement key Mathematics requirements as outlined within the School Business Plan. 3. Effective ongoing collaboration between teams enhance pedagogy and effective assessment of students performance. 4. Collaborative teams set minor targets to meet in year levels and assess performance against these targets. The aim is to challenge and set high standards. 5. Collaborative Groups assist in developing professional learning opportunities that enhance teacher performance. 6. Collaborative Groups engage in planning and assessment development for year levels, 7. Staff engage in delivering a Mathematics curriculum that is differentiated according to the needs of the students. 8. Effective accountability and performance management processes have been put in place and where necessary, action has been taken to assist a teacher to improve performance. 9. Key personal attend PL outside the school and then provide new knowledge and understandings to other staff.

	<ol style="list-style-type: none"> 10. New ideas and strategies are trialled and followed up. 11. Assessments are analysed and used to implement change in pedagogy or expectation. 12. Resources match pedagogical requirements with the Collaborative Groups engaged in ensuring resources are appropriate.
<p style="text-align: center;"><u>History</u></p> <p>By the end of first semester all teachers have implemented a comprehensive History program based on the Australian Curriculum</p> <p>By the end of semester 1 student assessment developed by the school indicates that 85% of year level students have sound skill, knowledge and understandings of the curriculum.</p>	<ol style="list-style-type: none"> 1. Ensure that a History curriculum team and a co-ordinator of this area are in place. 2. Collaborative groups assist each other to develop, plan and assess student performance in history for each year level. 3. Resources are developed and enhanced to ensure that staff can conduct an effective History program. 4. Teachers have developed a shared understanding of requirements for each level that are relevant to the Australian Curriculum. 5. Where identified individual, small groups and whole staff have opportunity to engage in professional learning. 6. Teachers develop effective planning process to implement the Australian Curriculum. 7. Effective assessment strategies and appropriate standards of achievement have been implemented. 8. Teachers will discuss and outline key issues during performance management processes.
<p style="text-align: center;"><u>Geography</u></p> <p>By the end of 2015 all staff have trialled a semester program based on the Australian Curriculum</p>	<ol style="list-style-type: none"> 1. The History Curriculum team will support staff in this area. 2. Collaborative groups assist each other to develop processes and strategies and commence the development of school wide resources that need to be used in various year levels. 3. Collaborative teams devise programs, assessment strategies and professional learning opportunities. 4. Staff provide feedback during PL days to each other and to the admin team during performance management meetings. 5. Staff to gain a shared understanding of the standards expected within this area through PL days and group discussion and viewing information from ACARA and the Education Dept of WA.
<p style="text-align: center;"><u>Science</u></p> <p>By the end of 2015 the school has a data baseline on student performance in Science.</p> <p>By the end of 2016 we have seen 0 to 5% improvement in results using the baseline data assessment.</p>	<ol style="list-style-type: none"> 1. The school implements the Science plan outlined in the appendix for 2015. 2. The school develops a plan for Science development for 2016. 3. Assessment tools have been confirmed and used to assess data.
<p style="text-align: center;"><u>The Arts</u></p> <p>By the end of 2015 there is an effective Performing Arts program being conducted from years 1 to 6.</p>	<ol style="list-style-type: none"> 1. All staff will review the development drama and performance in our school. 2. Parents will be invited to review the performance element of students and provide their perspectives on what they would like to see. 3. The school will have a committee that uses information to devise a program of performances that occur within the year. This to take into account special days, assemblies, performance evenings and celebratory occasions (NAIDOC Week, ANZAC Day etc)

	<ol style="list-style-type: none"> 4. The school will have a performing arts specialist who will develop a choir, develop a performing arts program and assist with instrumental music and assembly performances. 5. The school will investigate providing students with opportunities to belong to performing arts and singing groups both inside and outside the school. 6. The principal will engage parents and community members in developing visual arts opportunities for students either as an addition to their program or part of classroom activity. 7. Staff will have the opportunity to share their art activities and discuss with each other processes that they put in place to conduct an effective Visual Arts program.
<p style="text-align: center;"><u>Health and Physical Education</u></p> <p>By the end of 2016 all staff have fully implemented 2 years of an approved Health program.</p> <p>By the end of 2016 the school has a sustainable and working Physical Education program that includes sports sessions.</p> <p>By the end of 2016 the school has data that indicates student improvement in key areas has gone up by 5%.</p>	<ol style="list-style-type: none"> 1. The school will implement a Health program based on the WA syllabus until this curriculum area is developed by ACARA. 2. Scope and sequence material will be from the WA Syllabus. 3. All staff will implement topics as organised by Albany PS. 4. Staff will demonstrate that they have implemented the program by presenting student work to the administration. 5. The school continues to monitor its physical education program which is linked to the WA syllabus until such time that ACARA presents the final physical education curriculum. 6. The staff review sport session organisation for different year levels and link these sports to the phys ed program. Each collaborative group have a sports co-ordinator who liaises with the phys ed teacher about the program being undertaken during sports sessions. This is co-ordinated by an administrator. 7. The school reviews its major sporting activities to ensure maximum participation and skill development. 8. Early childhood teachers promote and engage students in a range of activities that develop their physical capacities. These are assessed in an ongoing way through to the end of Pre-primary.
<p style="text-align: center;"><u>ICT Skills and Usage</u></p> <p>By the end of 2016 all staff are using technology to develop learning programs and conduct their work.</p>	<ol style="list-style-type: none"> 1. Each staff member develops a range of opportunities for students to use technology during instruction time. 2. All classrooms use Mathletics during the year. 3. Students have an opportunity to use technology to present their work including word processing, powerpoints and audio-visual work. 4. Teachers requiring support to utilise technology in their daily work are provided with personal PL and support. 5. The school will monitor student skill levels in an ongoing way and support staff and students to improve in their ICT skills. 6. The school will continue to enable staff to experiment with new forms of technology within the classroom setting and have their experiences shared with others. 7. The school will continue to upgrade and improve available technology.

Key Targets and Actions to Enhance Student Welfare

Targets	Key Strategies
<p style="text-align: center;"><u>Behaviour</u></p> <p>Throughout the year surveys indicate a 5% decrease in bullying in the school.</p> <p>During 2015/16 suspensions are reduced by 20%.</p> <p>During 2015/16 data from the Duty Files and recorded on integris involve only 1% of the school population.</p> <p>During student surveys on wellbeing 95% consider that the school environment is safe and harmonious.</p>	<ol style="list-style-type: none"> 1. All staff implement both classroom and whole school strategies in a consistent, fair and respectful manner. Each staff member regularly refers students to requirements in a positive manner. 2. Staff members follow school processes, policies and procedures. 3. Staff continue to be updated and professionally developed on effective student management strategies. They also share their effective strategies during PL and collaborative group sessions as the need arises. 4. All students are aware of school guidelines, rules and requirements that stem from the Tribes Agreements, school policy and the need to demonstrate mutual respect. 5. The school gathers information about the level of bullying that is occurring taking into account where and how it occurs. 6. Particular students are identified as requiring support, either as a perpetrator or victim. 7. The school administration and staff promotes harmony and effective play during recesses and lunch times. 8. The admin support class room teachers with their behaviour management but do not take responsibility for maintaining classroom management of a student. 9. Where needed a student has an active behaviour management plan that remains in place until it is no longer required. Particular students are “case managed” by an administrator.
<p style="text-align: center;"><u>Attendance/Punctuality</u></p> <p>Improve the overall attendance at school by 2% by the end of 2016.</p> <p>Improve the attendance rate of students considered to “be at Risk” by 15% by the ends of 2016.</p> <p>Decrease the rate of students not being punctual to school and class by 15% by the end of 2015 and improve a further 5% during 2016.</p>	<ol style="list-style-type: none"> 1. Continue to have an overall co-ordinator who closely monitors attendance and punctuality and works with staff and parents to respond to problems. 2. Re-affirm clear protocols for managing families where attendance and punctuality are issues. 3. Teachers to be more proactive in responding to these issues and assist the administration in devising plans of actions for individual students. 4. Admin to engage with parents in meaningful planning processes that ensure attendance and punctuality issues are being addressed. 5. Where needed individual plans are developed and enacted. 6. Where required other agencies and Departmental officials are used to support the school to improve attendance and punctuality of a particular student.
<p style="text-align: center;"><u>Social/Emotional Wellbeing</u></p> <p>By the end of term 1 all students with social/emotional problems have been identified and have a support process in place.</p> <p>Any student who</p>	<ol style="list-style-type: none"> 1. Staff are to identify which students demonstrate social/emotional issues during term 1 and discuss these issues with an administrator. 2. Where needed parents, outside agencies and staff members discuss processes to support the child and develop a written action plan and then proceed with these strategies. 3. An administrator “case manages” the child and assists with liaison between parents, outside agencies, the school psychologist and staff. 4. Staff will actively assist the students to socialise and manage their emotional state by following the student’s plan of action. 5. All students identified as under the care of DCP will automatically

<p>demonstrates issues throughout the year are identified and supported.</p>	<p>have an action plan.</p>
<p><u>Learning Behaviours</u></p> <p>By the end of 2015 the staff are implementing an agreed range of strategies and expectations that enable students to demonstrate appropriate learning behaviours.</p>	<ol style="list-style-type: none"> 1. At the commencement of 2015 the issue of learning behaviours is raised with the staff and they are required to discuss this with colleagues in their collaborative groups. 2. Staff put together some clear, shared expectations about what the learning behaviours should look like across the school. 3. The staff monitor individuals and support any student who is unable to demonstrate appropriate learning behaviours. Note that this is not about students learning in the same way.

Key Targets and Actions to Enhance School Management

Targets	Key Strategies
<p style="text-align: center;"><u>Staff Management</u></p> <p>By the end of 2015 all staff have been fully engaged in 2 effective performance management cycles.</p> <p>By the end of 2016 20% of staff have been actively engaged in curriculum leadership.</p> <p>At the end of each of 2015/16 90% of staff report that they are feeling comfortable about the changes undertaken in the school.</p> <p>At the end of each of 2015/16 staff report that their level of health and wellbeing are at a satisfactory level.</p>	<ol style="list-style-type: none"> 1. Implement a modified and updated performance management process for teaching staff from the commencement of term 1, 2015. 2. Develop and implement an effective performance management process for all other staff by the end of semester 1, 2015. 3. Maintain ongoing efforts to ensure that the formal component of performance management is embedded in school practices. 4. Put in place school structures that enable staff to meet their strategic targets. 5. Link all performance management to school targets. 6. Develop and implement strategies to monitor and support staff within their workplace to assist them to meet their stated targets. 7. Develop a school structure and organisation that enhances opportunities for staff to engage in curriculum leadership. 8. Promote staff developing and presenting professional learning sessions and engaging in formal discussions about key curriculum issues within staff meeting times. 9. Promote non teaching staff to take active leadership roles in their areas by providing opportunities for them to do so. 10. Monitor staff workload, health and well being and support individuals as required. 11. Monitor how staff are managing change by the administration regularly gathering information about responses to change. 12. Monitor staff leave and note physical well being. 13. Ensure that key staff have a role to assist in supporting their colleagues in a manner that encourages resolution of problems.
<p style="text-align: center;">School Resources Management</p> <p>By the end of 2016 school resource management has been structured so that there is minimum wastage.</p> <p>By the end of 2016 all school resources are systematically replaced and repaired as required.</p>	<ol style="list-style-type: none"> 1. The school has in place Phase of Development resource managers who take responsibility for the effective housing and purchasing of resources in consultation with their team. 2. Photocopying and printing is monitored and capped throughout the school to ensure minimum wastage. 3. The resource managers liaise with the registrar and principal regarding resource usage, wastage and purchases throughout each year. 4. The principal and registrar will audit and confirm effectiveness of purchasing processes and the manner in which resources are maintained during each year. 5. The admin will schedule replacement processes for key resources. 6. The admin will review resource storage and how resources are accessed by staff and make adjustments if required.
<p style="text-align: center;">Financial Management</p> <p>By the 2016 audit the school is able to attain an “Excellent” rating.</p>	<ol style="list-style-type: none"> 1. Current systems to be maintained and monitored. 2. The admin to implement a range of auditing processes throughout each year to ascertain level of performance. This to be conducted by school registrar and the principal. 3. The principal and registrar to review audit material and audit response material from 2014 to ensure that improvements have been made in the financial management of the school. 4. The school will conduct a thorough pre-audit for 2016 in readiness for the audit process. 5. The principal and the registrar to work together to implement the ‘one

	line budgeting' process required in the school ensuring that key school strategies can be resourced effectively while maintaining appropriate budgets for school cash and personnel appointments.
<p>Facilities Development</p> <p>By the end of term 1, 2015 the school has a further 3 year plan to improve the grounds and facilities.</p> <p>By the end of 2015 all planned activities have been successfully completed.</p>	<ol style="list-style-type: none"> 1. The principal will conduct an audit of the status of existing planned activities and what needs to be completed. 2. The principal will conduct a survey of school community members to gain ideas regarding further developments within the grounds. 3. During 2015 plan out new developments and budget appropriately. 4. Develop workforces (paid or voluntary) and contacts to complete all work and to receive accurate quotes. 5. Principal to liaise with the gardener to improve gardening that is occurring throughout the school. Develop gardening structures and organisation plan to ensure areas are developed or maintained. 6. Set standards about how the school gardens are to be maintained. 7. A watering program is devised to ensure that new areas and all others are watered appropriately during dry periods.
<p>School Procedures and Processes</p> <p>By the end semester 1, 2015, all current policies and procedures have been effectively "housed" for easy access.</p> <p>By the end of 2016 all school policies and procedures have been reviewed and updated.</p>	<ol style="list-style-type: none"> 1. Admin team to review all policies and procedures and update where necessary. 2. Policies are re-written with stake holders participating. 3. New policies are devised where required. 4. A systemic process has been put in place to date, label and review school policies and procedures. 5. A process is in place for all staff to be able to access a policy or procedure on line through the "s" drive. 6. Relief teacher folders have been reviewed and reconfigured as necessary by principal, office staff and other appropriate staff. 7. A school induction booklet has been developed and made readily available for new staff. A process for induction, developed by the school administration, has also been produced. 8. Continue to monitor library use and wastage through students being careless with material.
<p>School Structure</p> <p>By the end of 2016 an effective school structure and organisation has been put in place and is fully embedded.</p>	<ol style="list-style-type: none"> 1. Develop a school structure based on phases of development and year levels. 2. Implement a structure that confirms committees for English, ICT, Mathematics, History/Geography and Science committees that develop strategies to enhance student and school performance. 3. Within the school build a curriculum leadership team that assists in co-ordinating, promoting and developing pedagogy in each phase of development and assists in the full implementation of whole school strategies. 4. Develop a clear structure for roles and responsibilities for staff members so that they are actively engaged in school organisation and processes. This takes into account special responsibility allowances and staff that are senior teachers and level 3 EAs. 5. Review and refine the use of school facilities so that we maximise the benefits to all students and staff and assist in curriculum delivery.