BUSINESS PLAN

2015 – 2018

Updated 2016
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SCHOOL OVERVIEW

Location
Roseworth Primary School is located in the Northern suburb of Girrawheen and is aligned with the North Metropolitan Educational Regional Office of the Department of Education.

Socio Economic Status
The school community of Roseworth Primary School has been measured on the “SES” index with a resulting 87.04 points. This indicates significant socio-economic disadvantage in comparison to other school communities in Australia.

School Information
Roseworth PS is an Independent Public School, enabling the school community to have greater freedom and flexibility to make decisions about curriculum, student support, staff recruitment, financial management, governance and accountability. A School Board is in operation, with representatives from the school staff, parent body and school partnerships being included on the Board. The Roseworth PS website was completed during 2013 and is a very informative website which details school information and promotes the school within the community.

The school opened in 2008 and is a result of the amalgamation of Montrose PS and Hainsworth PS due to falling student numbers. The school was officially opened in 2010 and we celebrate the heritage of both schools while we move forward to the next exciting chapter of the school’s future.

Roseworth PS celebrates a rich cultural diversity with a high proportion of students from language backgrounds other than English. More than 46 languages are represented in the student population. The teaching and learning programs acknowledge that students learn at different rates and in different ways. Specialised resources and personnel to enhance student learning include additional funding for low SES school community, a strong Behaviour Management focus, SAER interventions, Curriculum Support Teachers/Specialists, Special Needs EAs, EAL/D Teacher and EA and AIEO support staff. Roseworth PS aims to enhance learning programs, to promote community participation and to provide a supportive and nurturing school environment for students, staff and parents/carers.

As an Independent Public School, Roseworth PS operates a One-Line Budget, enabling the school to provide additional support to areas of need. The staffing profile reflects provision for specialised programs, resources and personnel to meet the needs of the student population. Early intervention is a focus area within the school with the aim to foster and promote life-long learning. School funded initiatives such as a very successful 0-4 year-old Playgroup, Attendance Strategies, Breakfast Club, a strong Values Program, capacity building Parent/Family Program (RAPP), Transition Programs, Pastoral Care initiatives and co-located services such as the Classroom Management Strategies Team, a Dental Clinic and the Roseworth Child and Parent Centre (The Smith Family) are all central to the school’s desire to welcome the school community as soon as is possible into the supportive learning environment of the school. We aim to enhance learning programs, promote community participation and to provide a supportive and nurturing school environment for students, parents and staff.

Early intervention strategies and the development of partnerships within the community are central to the school’s philosophy. A number of major organisations, including Edith Cowan University (ECU), The Smith Family and The Fogarty Foundation are major partnerships the school has brokered. The development of the ECU Fogarty Professional Learning Centre within the school site is a facility that is valued by the school and ECU as it is central to Pre-Service Teacher development and research. The school fosters a number of other partnerships and initiatives central to the ongoing delivery of quality teaching and learning programs and fostering the development of the wellbeing of students, staff and parents/carers.

Roseworth PS shares the school site with Roseworth ESC, although they are separate schools. Both schools share some resources and buildings, such as the Library. The same bell times and play times are used so students from both schools are in the playground at recess/lunch breaks. Assemblies are combined and Special Events etc usually operate across the campus. Staff Meetings, Professional Learning sessions and a number of whole-campus events are shared between the schools, helping to promote a philosophy of collaboration and integration.

Roseworth Primary School is supported by a small but active Parents and Citizens’ Association and continues to develop initiatives that encourage the parent community to contribute to and support the school. The Roseworth PS Board has representation from staff, parents, community members and the ESC Principal is also invited to attend. The Board meets once per term and supports the shared vision of the school. The ongoing growth of Roseworth Primary School is closely linked to a supportive and interactive partnership with our community and we foster these partnerships. The completion of the Child and Parent Centre, co-located within the school grounds, in October 2014 will assist in supporting the school community with both personnel (eg Medical practitioners, Speech Pathologists etc) and a number of programs/initiatives it will offer.
COMMUNITY PROFILE

School Community
Roseworth PS caters for students living in the Girrawheen community. Student numbers have grown steadily since the school started and projected numbers indicate further steady growth in school enrolment.

Population
Approximately 50% of the people living in the Girrawheen community are Australian born, with the remaining population being represented by a large Cultural and Linguistically Diverse (CaLD) population. Approximately 40% of the people living in the area are from Non English Speaking Backgrounds (NESB). More than 46 languages are spoken by families within the Roseworth PS community.

Indigenous Population
Roseworth PS has an Indigenous student population of approx. 20%, significantly higher than the community representation of 4% to 5%.

Socio-Economic Index
Roseworth PS has an SES of 87.04. This corresponds with an Index of Community Socio-Educational Advantage (ICSEA) of 880.

Child Health Services
Roseworth PS shares the community concern of large waiting lists for early intervention services such as Speech Therapy, Physiotherapy and Occupational Therapy and has been operating services through its own resources to overcome these ‘gaps’. With the completion of the Child and Parent Centre co-located at Roseworth PS in 2014 the provision of Health and Community services should become more accessible to the Roseworth PS community. Roseworth PS hosts a Dental Therapy Unit and a Community Health Nurse on site.

AEDC Community Profile
The Australian Early Development Census (AEDC) is a measure of how young children are developing in different communities. Like a Census, it involves the collection of information to create a snapshot of early childhood development across Australia. The AEDC is a population measure of children’s development as they enter school. Based on the scores from a teacher-completed checklist, the AEDC measures five domains of early childhood development – 1 Physical Health and Wellbeing, 2 Social Competence, 3 Emotional Maturity, 4 Language and Cognitive Skills (School-based) and 5 Communication Skills and General Knowledge. These five domains are closely linked to the predictors of good adult health and social outcomes. In 2012 the AEDI was completed and more recently in 2015 and now known as the AEDC. The AEDC results can assist schools to pinpoint the types of services, resources and support young children and their families need to give children their best possible start to life.

AEDC Results from Roseworth PS (2015)

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Developmentally Vulnerable (No of Chn scoring below 10th percentile)</th>
<th>Developmentally at Risk (No of chn scoring between 10th and 25th percentile)</th>
<th>On Track (No of chn scoring above the 25th percentile)</th>
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<tbody>
<tr>
<td>32</td>
<td>7</td>
<td>11</td>
<td>14</td>
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<tr>
<td></td>
<td><strong>PHYSICAL HEALTH AND WELLBEING</strong></td>
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<tr>
<td>32</td>
<td>2</td>
<td>5</td>
<td>25</td>
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<td></td>
<td><strong>SOCIAL COMPETENCE</strong></td>
<td></td>
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<tr>
<td>32</td>
<td>4</td>
<td>6</td>
<td>22</td>
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<td></td>
<td><strong>EMOTIONAL MATURITY</strong></td>
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<tr>
<td>32</td>
<td>0</td>
<td>3</td>
<td>29</td>
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<tr>
<td></td>
<td><strong>LANGUAGE AND COGNITIVE SKILLS</strong></td>
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<tr>
<td>32</td>
<td>6</td>
<td>14</td>
<td>12</td>
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<td></td>
<td><strong>COMMUNICATION SKILLS and GENERAL KNOWLEDGE</strong></td>
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11 students are Developmentally Vulnerable on one or two domains
5 students are Developmentally Vulnerable on two or more domains
SCHOOL VISION, PURPOSE and VALUES

Vision
Our vision is that Roseworth PS students develop the knowledge, skills and confidence to achieve their individual potential and contribute meaningfully to society. We want all students in our school to achieve the highest standards of learning possible so they are equipped to deal effectively with the opportunities and challenges they will encounter in a changing world. We want them to be enthusiastic about learning in a safe and supportive learning environment.

Purpose
To provide an education which will develop the students’ academic, physical, creative and social skills as a basis for future learning; enabling them to participate as informed, active and responsible members of society.

Values
Roseworth PS implements a strong, explicit Values Program within the school, impacting not only students, but staff and parents/carers are included as part of the focus on Values Education within the school. Roseworth PS focuses on the following core areas as a basis for the Values Program (CLOSE) –

- COMMUNITY
  Social and Civic Responsibility
- LEARNING
  A Pursuit of knowledge and a Commitment to Achievement of Potential
- OTHERS
  Respect and Concern for Others and their Rights
- SELF
  Self-Acceptance and Respect of Self
- ENVIRONMENT
  Environmental Responsibility

The base resource for the Values Program (CLOSE) is “Teaching Values Across The Curriculum” and its associated materials.

Personal Goals are focused on the following five areas –

- CONFIDENCE
- PERSEVERANCE
- RESILIENCE
- ORGANISATION
- GETTING ALONG

The base resource for the Personal Goals is the “You Can Do It Program”.

Explicit Values lessons are timetabled into the school timetable and occur across the school on a regular basis. A variety of resources, initiatives and programs are implemented throughout the school to support the Values focus in the school. Some of these include Breakfast Club, Lucky Kids, Happy Kids, Recycling Programs, Kitchen-Garden Programs, Playgroup, Roseworth And Parents Program (RAPP), Sister School Program (Ang Satha PS in Cambodia), Wastewise and Waterwise Programs and our Music / PE Programs.
2012 IPS REVIEW – Independent Review Findings

Roseworth PS underwent an Independent Review in November, 2012 which consisted of a 3 day visit by the Review Panel. The purpose of the review process is to provide an assurance to the Minister of Education, the Director General of Education and the school community on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. The focus of the review was -

- How well the school has improved the standards of student learning (achievement, progress and engagement) for all students
- How well the school has created an environment that promotes student learning
- How well the school is placed to sustain and improve its performance

Recommendations, as listed in the Review Findings, need to be considered when planning the 2015-2018 Business Plan. The recommendations are listed below-

**School Performance – Student Learning**

- The school develops student achievement targets that are challenging, realistic and established in the light of current performance

**School Performance – Quality of Learning Environment**

- No recommendations were provided

**School Performance – Sustainability**

- The Board and the leadership team work together to engage parents as participants in the governance of the school
- The Board investigates and implements ongoing training for Board members in the responsibilities of their role

Many commendations and affirmations were provided in the review and also should be given consideration when planning the 2015-2018 Business Plan

<table>
<thead>
<tr>
<th>Commendations</th>
<th>Affirmations</th>
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<td><strong>School Performance - School Context</strong></td>
<td><strong>School Performance - Student Learning</strong></td>
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<tr>
<td>The engagement with families through the Roseworth And Parents Program</td>
<td>The school's acknowledge of shortcomings in student achievement and flexibility to respond promptly with appropriate resources.</td>
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<tr>
<td>The programs which engage with parents and carers to support attendance</td>
<td>The appointment of a 1.0 FTE Curriculum Deputy Principal and curriculum coordinators in Literacy, Numeracy and Science to lead staff teams in data driven planning and curriculum development.</td>
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<tr>
<td>The quality of the learning environment and the learning program.</td>
<td>The proactive sourcing of an appropriate suite of tests to provide relevant baseline and ongoing data.</td>
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<td>The partnerships that have been established which support student learning and promote the professional growth of staff.</td>
<td>The clear and comprehensive use of data to drive planning.</td>
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<td>The 0-3 Years Program to promote school readiness and engage parents in early years education</td>
<td>Evidence of the staff shared vision for best practice.</td>
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<tr>
<th><strong>School Performance - Sustainability</strong></th>
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<tr>
<td>The processes established to ensure a shared culture among the staff of the school and to engage with parents to reinforce this culture.</td>
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REVIEW of 2010-2014 BUSINESS PLAN

REVIEW PROCESS
Staff Members (inc Teaching and Non Teaching), Parents and Board Members were involved in a rigorous review process which reflected the following cycle –

- Staff Review at Committee Level
- Committee Presents to Whole Staff
- Whole Staff Provides Feedback
- Feedback Presented to Parents Group and The Board
- Draft Plans Developed for 2015-2018 Business Plan

Once feedback had been sought from all stakeholders draft plans were developed and finalised. Operational Plans were developed in all Areas of the Curriculum and some key Focus Areas with particular reference to Roseworth PS.

2015-2018 Priority Areas for the Business Plan
Staff, Parents and The School Board agreed that the following Priority Areas would be identified in the 2015-2018 Business Plan:

- Literacy
- Numeracy
- Information, Communication & Technology
- Values Education
- Partnerships & Extended Services

Ongoing Operational Plans for 2015-2018 were developed in the following areas –

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<tr>
<th>CURRICULUM AREAS</th>
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<td>Early Childhood Education</td>
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<td>Science</td>
<td>ICT</td>
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<td>Health &amp; PE</td>
<td>Attendance</td>
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<td>Visual Arts</td>
<td>EAL/D</td>
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<td>Music &amp; Drama</td>
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<tr>
<td>LOTE (Spanish &amp; Noongar)</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>(History, Geography, Civics &amp; Citizenship and Business &amp; Economics)</td>
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BUSINESS PLAN
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PRIORITY AREAS

LITERACY

NUMERACY

VALUES EDUCATION

ATTENDANCE

BEHAVIOUR & ENGAGEMENT

INFORMATION, COMMUNICATION & TECHNOLOGIES

PARTNERSHIPS & EXTENDED SERVICES
# Priority Area – LITERACY

## Key Performance Area – Improving Literacy Skills

We aim to maintain and improve standards of achievement in Literacy. Students should be able to read, write and speak with confidence and understanding at their developmental level.

## Key Strategies

- Development and implementation of a Strategic Plan for English (English Committee to monitor). Focus on the implementation of an Explicit Instruction Model (Fleming) for the whole school.

- Survey staff re professional development requirements and build these requirements into the English Strategic Plan.

- Development of common planning documents to be utilised across the school (in English Strategic Plan).

- Continue to implement the resources “Let’s Decode and Jolly Phonics” (K/PP) and “Sound Waves” (Yr 1-6) as base resources across the school for Phonics/Spelling.

- Identification of students at risk by utilising a whole school assessment schedule (inc On Entry Assessment and school-based assessment tasks). Ongoing, targeted monitoring of SAER through IEP/GEP development and implementation, formal monitoring/testing and reviewing. Formal reporting to parents 2x year.

- Ensure that target groups are identified and appropriate IEP/GEPs are formulated to meet these students’ needs (Target Groups may include SAER Students, LBOTE Students, Indigenous Students). Continue to utilise EAL/D Specialist Teacher role to provide support for students in the classroom and support for the CT re planning/implementing/assessment cycle.

- Class Teachers to regularly engage in monitoring and moderating processes across the school (K-Yr 2, Yr 3-4 and Yr 5-6). Moderated Teacher judgements to be a focus in 2016 to ensure alignment with school testing program including NAPLAN.

- Refine the processes for passing on student information from year to year by developing a checklist of English records/achievements.

- Continue to build on the English resources available in the school and streamline borrowing procedures. (English Committee to monitor).

## Milestones / Achievement Targets

**NAPLAN (Yr 3 and Yr 5)** – Achievement of NAPLAN results that are at least “statistically similar” for LIKE SCHOOLS in all areas of English 2015 - 2017. Achievement of NAPLAN results that are above the expected range for our ICSEA in all areas of English by 2018. (Testing each year).

**ON ENTRY TESTING (PP)** – Expected Performance of Progression Point 0.5 or higher. Achievement of at least 75% of students to reach Progression Point 0.5 or higher by Term 4. (On Entry Testing to be completed in Sem 1 and Sem 2 each year).

**SCHOOL-BASED ASSESSMENT** – Analysis of school-based assessment to reflect improvements re cohorts of students in the South Australian Spelling Test, Alphacheck (Early Reading skills and Phonics), York Assessment of Reading Comprehension and Reading Recovery Levels. (Testing Program to be completed each year).
### Priority Area - Numeracy

#### Key Performance Area – Improving Numeracy Skills

We aim to maintain and improve standards of achievement in Numeracy. Students should be able to confidently use mathematical skills to problem solve at their developmental level.

#### Key Strategies

- Development and implementation of a Strategic Plan for Mathematics (Maths Committee to monitor). Focus on the implementation of an Explicit Instruction Model (Fleming) for the whole school.
- Survey staff re professional development requirements and build these requirements into the Maths Strategic Plan.
- Development of common planning documents to be utilised across the school (in Maths Strategic Plan).
- Continue to implement the resource “Maths Tracker” to monitor student achievement (PP-Yr 6).
- Identification of students at risk by utilising a whole school assessment schedule (inc On Entry Assessment and school-based assessment tasks). Ongoing, targeted monitoring of SAER through IEP/GEP development and implementation, formal monitoring/testing and reviewing. Formal reporting to parents 2x year.
- Ensure that target groups are identified and appropriate IEP/GEPs are formulated to meet these students’ needs (Target Groups may include SAER Students, LBOTE Students, Indigenous Students). Continue to utilise EAL/D Specialist Teacher role to provide support for students in the classroom and support for the CT re planning/implementing/assessment cycle.
- Class Teachers to regularly engage in monitoring and moderating processes across the school (K-Yr 2, Yr 3-4 and Yr5-6). Maths Tracker to be used to monitor student performance and drive planning. Moderated Teacher judgements to be a focus in 2016 to ensure alignment with school testing program including NAPLAN.
- Refine the processes for passing on student information from year to year by developing a checklist of Maths records/achievements.
- Continue to build on the Maths resources and streamline borrowing procedures. Continue development of “Maths Boxes”. (Maths Committee to monitor).
- Whole school focus on basic facts and times tables.

#### Milestones / Achievement Targets

**NAPLAN (Yr 3 and Yr 5)** – Achievement of NAPLAN results that are at least “statistically similar” for LIKE SCHOOLS in all areas of Mathematics 2015 - 2017. Achievement of NAPLAN results that are above the expected range for our ICSEA in all areas of Mathematics by 2018. (Testing each year).

**ON ENTRY TESTING (PP)** – Expected Performance of Progression Point 0.5 or higher. Achievement of at least 75% of students to reach Progression Point 0.5 or higher by Term 4. (On Entry Testing to be completed in Sem 1 and Sem 2 each year).

**SCHOOL-BASED ASSESSMENT** – Analysis of school-based assessment to reflect improvements re cohorts of students in the Westwood Test (Basic facts), MTS Mental Test, MTS Formative Topic Tests and MTS Summative Test (Term 4) for PP-Yr 6 students. (Testing Program to be completed each year).
**Priority Area – Values Education**

**Key Performance Area – Safe, Supportive & Sustainable Environment**

We aim to provide a safe, supportive and sustainable environment that underpins a positive, reflective school culture. The RPS Values Program encourages students to develop positive attitudes and skills in order to become independent learners who strive to develop to their potential, respect themselves and others, demonstrate social and civic responsibility and engage in environmental responsibility.

**Key Strategies**

- Maintain a “Values Committee” to continue to act as a monitoring body in the development, implementation and review processes of the Values Education Plan.
- Conduct Values testing and analysis in 2015 and 2017 in order to identify strengths and need and identify specific students at risk.
- Provide professional development opportunities for staff in the Values Education area.
- Promote Values Education in the classroom/school with explicit, planned Values Lessons (K to Yr 6).
- Promotion of positive Values by recognising individuals and groups of students within the school community (Values Cards, Honour Certificates, identification of ‘good deeds”).
- Further development of a positive school culture (eg Values-Based Performances, Lucky Kids/Happy Kids initiatives, Breakfast Club, Lunchtime Games, Values Activity Days).
- Provision of opportunities for parents/carers to access information and capacity build re Values Education (eg RAPP, Playgroup initiative, Parent Workshops, CPC involvement – PPP).
- Promotion of positive health and wellbeing of staff (Stress-Buster activities, Opportunities for discussion and reflection, Meeting forums at multi levels).
- Continue to promote, develop and review school policies and procedures ( SAER procedures, Pastoral Care Programs, School Psychologist support, Chaplaincy Program).
- Continue to foster research opportunities relating to the development of positive mental, emotional and physical health and wellbeing of members of the school community.
- Promotion of whole school activities that focus on social and civic responsibility and environmental responsibility (eg Music Program, PE Program, Kitchen-Garden Program, Sister School in Cambodia, Recycling Programs, Cultural Programs and Wastewise Programs).

**Milestones / Achievement Targets**

- Parent Survey 2016 - Survey to reflect positively regarding safety and care of students.
- Student Values Testing/Analysis 2015 and 2017 – Analysis to reflect improvements re cohorts of students. Whole School Data re % difference between the school mean and the sample mean to improve at least 1% over each Testing/Analysis period (2013 to 2015 and 2015 to 2017) –
  a) Early Childhood Comparative: 2015 Testing/Analysis to -4% and 2017 Testing/Analysis to -3%
  b) Middle-Upper Childhood Comparative 2015 Testing/Analysis to -3% and 2017 Testing/Analysis to -2%
- YCDI Rubrics to be completed for each student yearly – Rubrics to reflect gradual improvement of individuals re their development of personal skills (Confidence, Resilience, Perseverance, Organisation and Getting Along).
- Student Report Data - Consistently and Often recorded for “Values, Behaviour and Effort” Section which identifies eight descriptors 2015 = 70% 2017= 75%.
Priority Area - Attendance

Key Performance Area – Improved Attendance and Punctuality

We believe that student attendance impacts directly on academic achievement, social interaction and student engagement. We aim to engage in an intensive cycle of monitoring, reviewing and planning to assist in meeting the needs of all students and ensuring each child is offered the best possible opportunity to perform to their potential while at school. We work with students and families at risk and plan for improvement re attendance and punctuality.

Key Strategies

- Class Teachers (CT) and School Administrators monitor attendance of students via the Attendance Registers and students at risk are identified (attendance and lateness).

- CT, Attendance EA/AIEO and Admin regularly contact parents/carers of students at risk for reasons for non-attendance or lateness (Phone calls, informal meetings, formal interviews and home visits).

- Formal letters are sent home 2 x term for explanations as to unexplained absences (Weeks 3 and 8).

- CT to negotiate a specific, Class-Based Attendance Plan for students at risk re attendance or lateness with the student/family where an incentive plan is put into place and monitored on an ongoing basis.

- CT, Attendance EA/AIEO and Admin to engage parents/carers in informal meetings to discuss attendance and lateness issues and provide support and assistance as required. Staff and parents/carers work collaboratively to develop an Attendance Improvement Plan specific to an individual or family for those students considered to be At HIGH Risk. The situation is monitored and intervention is provided as needed.

- A number of whole school attendance strategies are implemented to acknowledge consistent attendance and improved attendance. Focus School Strategy - “Attendance Raffle” at each Class Assembly where 8 students are recognised for consistency or improvement re attendance. Other activities include – Breakfast Club initiative, Happy Kids/Lucky Kids initiatives, Class incentives, Individual Incentive Plans, Opportunities to represent the school in Musical/Sporting activities, Values Program initiatives, Leadership activities in Yr 6, Disco invitations).

- If attendance or lateness issues persist formal meetings with the parents/carers are arranged (Appendix D Letter is sent home) and consultation with Regional Office staff is undertaken. School staff and Regional office staff work collaboratively with parents/carers to restore appropriate attendance levels.

- If attendance or lateness issues persist formal meetings with the parents/carers are arranged (Appendix E Letter is sent home) and further consultation with Regional Office staff is undertaken. Possible referral to the Behaviour And Attendance Team or other agencies as required. A Responsible Parenting Order may be implemented and an Attendance Panel may be convened if necessary. Panel convenes to consider issuing of certificate and prosecution.

Milestones / Achievement Targets

Yearly Expected Minimum Attendance (All students, All Year Levels) – 92%  Category Expectations (Each Year)

- Students in the Severe Risk Category will decrease to 4% or less
- Students in the Moderate Risk Category will decrease to at least 8%
- Students in the Indicated Risk Category will decrease to at least 16%
- Students in the Regular Attendance Category will improve to at least 72%

Attendance levels of Individual Students/Families identified as “At HIGH Risk” will improve (Refer to Individual Attendance Plans for Targets).

Lateness Strategy Expectations (Each Year) - Number of students arriving at school after the siren will decrease to at least 8%.
### Priority Area – Behaviour and Engagement

#### Key Performance Area – Improved Behaviour and Engagement

We believe that student behaviour and engagement impacts directly on academic achievement, social interaction and student engagement. We aim to engage in an intensive cycle of monitoring, reviewing and planning to assist in meeting the needs of all students and ensuring each child is offered the best possible opportunity to perform to their potential while at school. We work with students and families at risk and plan for improvement re behaviour and engagement.

#### Key Strategies

- Develop a “Behaviour Management Committee” and a “Pastoral Care and Engagement Committee” to act as a monitoring body in the development, implementation and review processes involved in developing strategies, initiatives and programs that promote positive student behaviour and increased engagement.

- Provide professional learning opportunities for staff in the development of positive strategies, initiatives and programs to improve student behaviour and engagement.

- Review the school “Behaviour Management Plan” on a yearly basis and make adjustments and refinements to the plan accordingly. All staff to be involved in the review process.

- Review the SAER Policy and Guidelines to streamline processes and develop appropriate Documented Plans for managing behaviours relating to Behaviour Support, Individual Education plans; and Risk Management processes. A clear, detailed SAER Checklist to be developed to form a comprehensive Student Profile Overview. Case Management of students at risk to be monitored and regularly reviewed, with input from all stakeholders. School Psychologist time to be increased if funding permits. Engagement Centre input/support accessed as required.

- Further refine the 2015 Roseworth Student Playground Support (SPS) Team initiative to provide additional support in the playground during breaks. SPS Team to be involved in a series of training workshops to develop positive communication and leadership skills. Input from SPS Teacher and School Psychologist.

- Playground Duty responsibilities to be equitable. Staff to be rostered to organise games and engage with students during break times. Library and quiet areas provided during breaks. Level 3 EAs to supervise at risk students during breaks as required. Before school and after school supervision to be provided in the school grounds.

- Recognition of individuals and groups of students who exhibit positive behaviour and engage positively within the school community (Students recognised at Class Assemblies, Line Up assemblies and the school newsletter).

- Promotion of whole school Values-linked Programs that foster and support student and family engagement (Happy Kids Program, Lucky Kids Program, Cambodian Sister School Program, Gardening Initiatives, Recycling Initiatives, Wastewise/Waterwise Programs, Recycling Initiatives and our weekly Manners Focus).

- Promotion of whole school Pastoral Care Programs that foster and support student and family engagement (Breakfast Club, Roseworth & Parents Program [RAPP], 0-3 Playgroup, Chaplaincy Program, Passport Program)

- Provision of opportunities for parents/carers to access information and capacity build re developing skills to manage student behaviour and promote engagement (eg RAPP, Playgroup initiative, Parent Workshops, CPC involvement – PPP classes offered each term).

- Continue to foster research opportunities relating to the development of positive behaviour strategies and the promotion of engagement in the school community. (eg Murdoch University – Self Regulation research)

- Continue to foster and support partnership programs and activities that promote the development of positive behaviour strategies and the promotion of engagement in the school community (eg The Fogarty Foundation-Wildcats Inspire Program, The Smith Family-Learning for Life Scholarships)

- Promotion of whole school activities that focus on positive engagement with the school community (eg Market Day Fair, Values Activity Days, Sports/Music events and other school events)

#### Milestones / Achievement Targets

**Behaviour Incidents (Each Year)** – Both the number of students and the number of incidents referred to the Office for negative behaviour will show a downward trend through current Business Plan when compared to previous years.

**Suspension:** Through the course of the current Business Plan:

1. The number of suspensions recorded will show a downward trend.
2. The total days recorded for students suspended will show a downward trend.
3. The number of students who are suspended will show a downward trend.
Priority Area – Information Communication Technologies (ICT)

**Key Performance Area – Use ICT as a Teaching and Learning Tool**

The ICT Program provides students and staff with the opportunity and support to develop and maintain skills, knowledge and understandings in a changing world. The ECU-Fogarty Professional Learning Centre is a valued resource and will be utilised to enhance staff professional development and reflection through the concept of the "Roseworth Video Club" and various research opportunities.

**Key Strategies**

- Development of an ICT Committee, representative of all areas of the school to strategically plan and monitor the use of ICT within the school.

- ICT is to be embedded throughout all operational planning as required by the Australian Curriculum. Support and professional learning opportunities will be provided to staff to allow the effective and efficient integration of ICT into the classroom curriculum. Development of an ICT Skills Matrix detailing minimum ICT mastery by students at each year level.

- Electronic whiteboards will be maintained in every classroom (K-6) and in Specialist classrooms. Banks of PCs will be available in each Block and in the Library (Desktops). Each class will have a minimum of 10 iPads available to them (by 2018). The use of other digital technologies, such as cameras, will be promoted. An ongoing maintenance cycle will operate to ensure ICT is updated/renewed as required and an appropriate budget is provided.

- Regular promotion of an awareness of Cyber-safe behaviours and strategies will be highlighted to facilitate online safety and to minimise cyber bullying.

- Promotion of the use of iPads as a “teaching and learning tool” rather than “busy work” or “rewards”. Classroom programs should incorporate purposeful, relevant and engaging activities and the incorporation of ICT should enhance learning opportunities for students.

- Refine the storage procedures within the school. Create iPad banks for each Block, rather than a small number for each class to enable 1:1 situations as required. iPad storage to be monitored and security issues to be addressed - 2015 to investigate the use of a security camera focused on the ICT storeroom to reduce loss from burglary and damage. iPads must be stored in safes inside the ICT storeroom.

- Charging/Syncing of iPads to be coordinated by the ICT Committee members. Mac computer and iPad Trolley to be used for Apple Configurator to be stored in the Administration Block for security purposes.

- Employment of a Technician on a “needs basis” to address maintenance issues. ICT Committee members will also be available for advice and consultation re ICT issues as well as the DoE Help Line.

- Promote the use of “Connect” and the “Video Club” within the school community by continuing to provide PL to staff. Connect to be a communication conduit between classes, school and home rather than only a noticeboard for staff. Parents to be included by 2016. Expansion of Video Club concept to encompass “Peer Coaching and Self Reflection” as part of the Performance Management Process (ECU Research Project)

- Expand the number of staff with knowledge re the Reporting Template. Aim to have the key members of the ICT Committee coordinate and monitor the reporting template / process.

- Regular updating of the school website to inform and celebrate school successes. ICT coordinator to monitor and update information and Class Teachers to update class pages minimum of 2 x term.

- Provision of specialist ICT Teacher 0.2FTE (2016) for Yr 5/6 students. W8 to be converted into a Computer Lab and additional iPads to be purchased for use in the Lab. Classes may access the Lab with Class Teachers.

**Milestones / Achievement Targets**

Parent & Student Surveys 2016 - Survey to reflect positively regarding use of ICT in the classroom (inc Connect).

ICT Skills Matrix – Student achievement to be 2016 – 75% and 2018- 80%

“Peer Coaching and Self Reflection” Research Project to be included in the Performance Management Process. Research Project to be Reviewed/Evaluated by ECU and the school - 2016.

Review of the use of ICT as a “Teaching and Learning tool” to be included in the Performance Management Process. Teachers to provide evidence of their use of ICT to improve student achievement. (Yearly)
### Priority Area – Partnerships & Extended Services

<table>
<thead>
<tr>
<th><strong>Key Performance Area – Promote Partnerships and Provide Extended Services</strong></th>
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<tbody>
<tr>
<td>We aim to maintain effective partnerships by promoting, supporting and communicating effectively with parents/carers and the wider community. Research consistently demonstrates that a collaborative and integrated serviced delivery model for the provision of programs and services to pre-school children, school-aged students and families, will result in positive outcomes for children and the community more broadly. Utilisation of the ECU-Fogarty Professional Learning Centre for staff development and research opportunities will be a priority.</td>
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<table>
<thead>
<tr>
<th><strong>Key Strategies</strong></th>
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<tr>
<td>- Increase understanding of the school governance structure (Develop a Flow Chart outlining the governance of the school and roles of representatives). Further develop the capacity of Board Members by offering training opportunities and support. Registrar to act as Executive Officer re administration tasks of the Board eg Take minutes of meetings, email agenda and documents prior to meetings etc.</td>
</tr>
<tr>
<td>- Promote inclusivity and celebrate cultural diversity within the school community (CTs to consider cultural diversity when planning units of work, Adult Learning Classes, Harmony Day celebrations, NAIDOC celebrations, Market Day Stalls for Cambodian Sister School and other Special Events during the year).</td>
</tr>
<tr>
<td>- Further develop a marketing strategy to celebrate school achievements (Update the school website with current school and community events, Fortnightly newsletter, articles in newspapers/DoE publications).</td>
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<tr>
<td>- Promotion of regular Special Events within the school to showcase our school and student achievement (eg annual Art Display/Open Day, Special Assemblies, Healthy Lifestyles Expo 2016).</td>
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<tr>
<td>- Continue to foster strong links with established partners in the school, to add value to learning opportunities, reduce disadvantage and establish opportunities for research, development and innovation at Roseworth PS –</td>
</tr>
<tr>
<td>- Edith Cowan University – Ongoing pre service teacher development, professional learning opportunities for staff, Research Project involvement and student initiatives (eg Literacy Coaching)</td>
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<tr>
<td>- The Fogarty Foundation – Ongoing support for Roseworth PS initiatives (eg Wildcats Inspire Program), Professional Development opportunities, development of the Fogarty Professional Learning Centre and ongoing research opportunities. Staff development and reflection opportunities - “Roseworth Video Club” initiative.</td>
</tr>
<tr>
<td>- Participation in the Fogarty EDvance School Improvement Program 2016-2018.</td>
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<tr>
<td>- The Smith Family – Learning for Life worker with Family Liaison role linked to Roseworth PS, Management of Learning for Life Scholarships (approx. 25% of families) and the implementation of a variety of Smith Family Programs (eg Learning Clubs)</td>
</tr>
<tr>
<td>- Classroom Management Strategies Team – Provision for professional development for staff on an ongoing basis as required. (eg PBS implementation and classroom visits)</td>
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<tr>
<td>- Next Challenge Consultancy – Personnel and support for speech, physiotherapy and occupational therapy assessment, program implementation and review.</td>
</tr>
<tr>
<td>- Health Dept of WA – Location of Dental Clinic and Community Nurse (CPC) on site</td>
</tr>
<tr>
<td>- View Club/Greenwood Uniting Church – Support for individual students/families and donations of food to the Breakfast Club on a regular basis.</td>
</tr>
<tr>
<td>- Develop and foster strong links with the Child and Parent Centre on site at Roseworth PS. The aim of the CPC is to improve the development, early learning, health and wellbeing of children ranging in age from pre-birth to eight years so that those children are better prepared for an educational program. Services, programs and personnel will be available to increase families’ capacity and achieve successful transitions and sustained engagement with schooling. The school will work with the CPC to develop programs and offer opportunities to benefit our school community.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Milestones /Achievement Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek community feedback to identify and inform future directions (Parent Surveys 2016/2018, Discussion Forums, School Board and P&amp;C Meetings).</td>
</tr>
<tr>
<td>Develop a Flow Chart outlining the governance of the school and roles of representatives – 2015.</td>
</tr>
<tr>
<td>Continue to foster strong links with major partners (Annual Reports completed in conjunction with partners)</td>
</tr>
</tbody>
</table>
RESOURCING – ONE LINE BUDGET

One Line Budget
All schools will operate with a one line budget from 2015. The Principal, in collaboration with the Leadership Team and school community, will determine how funding is used to best support student and school needs. The One Line Budget will be made up of the following:

A) Cash carried forward from 2014
   This is the balance at the end of 2014 which rolls over into 2015 and shows as the ‘Previous Year Closing Balance (YYYY) on the 2015 Comparative Budget Report. It will not include funds committed in suspense or reserve accounts.

B) Salaries carried forward from 2014
   This will include the 2014 School Salary Pool rollover, and for Independent Public Schools, the 2014 SFSA and RFSA carry forward.

C) 2015 Student-Centred funding
   This will include Targeted Initiatives and Transition funding.

D) 2015 Locally Raised Funds
   This will include funds collected by the school from sources other than the Department of Education such as fundraising, contributions and charges, P&C donations and miscellaneous revenue.

One Line Budget –
The One Line Budget should be composed of a Salary component (approx. 90%) and a Cash component (approx. 10%).
RESOURCING – STUDENT CENTRED FUNDING

Per Student Funding, Enrolment Linked Base Allocation
The per student funding is based on the year level of each enrolled student. For Primary School aged students there are three levels of funding: Kindergarten, Pre-Primary to Year 3 and Years 4 to 6.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Per Student Funding 2015</th>
<th>Per Student Funding 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>$4,417.00</td>
<td>$4,473.00</td>
</tr>
<tr>
<td>Pre-primary to Year 3</td>
<td>$7,572.00</td>
<td>$7,668.00</td>
</tr>
<tr>
<td>Years 4 to 6</td>
<td>$6,310.00</td>
<td>$6,390.00</td>
</tr>
<tr>
<td>Years 7 to 10</td>
<td>$8,392.30</td>
<td>$8,498.70</td>
</tr>
<tr>
<td>Years 11 to 12</td>
<td>$9,023.30</td>
<td>$9,137.70</td>
</tr>
</tbody>
</table>

Total expenditure previously provided through the school grant and staffing allocations will now be included in the per student funding, enrolment-linked base allocation and locality allocation. The Principal should consider all these items when planning workforce (salaries) requirements and cash requirements.

Examples of what is included in the Per Student Funding, Enrolment Linked Base Allocation includes such things as –
- School Grant for Teaching and School Operations
- School Grant for Facilities
- School Leadership and Teaching Staff
- School Operations Staff
- School Facilities Staff

Additional Funding Allocations include –

**Aboriginal Allocation** – Provided to help the school address the learning needs of Aboriginal students and close the educational achievement gap between Aboriginal and non-Aboriginal students. An allocation is provided for each Aboriginal student and will increase progressively as the proportion of Aboriginal students reaches 5%. The Aboriginality allocation per student ranges from $1,868 to $2,428.40

**EAL Allocation** – Provided to help schools address the learning needs of eligible students who are learning Standard Australian English as an additional language through mainstream English as an Additional Language (EAL) Support Programs. To be eligible for funding, students must be identified as Stage 1 or 2 EAL learners, hold eligible visa categories or be Australian citizens.

**Disability Allocation** - Provided for eligible students to help the school address the learning needs of students with diagnosed disability. Seven levels in the allocation will be aligned to each student’s assessment and each level will generate a different amount of funding.

**Social Disadvantage Allocation** – Provided for eligible students to help schools address the higher and additional learning needs of students from the most disadvantaged backgrounds. In 2015 a measure of social disadvantage will be used based on parent occupation, school education and non-school education data. Funding will be provided for each student in the lowest three deciles. The highest amount of funding will be for students in the first decile as they represent the most disadvantaged students.

**Locality Allocation** – Provided to eligible schools in remote and outer regional areas of WA to help meet the complexities unique to their location. Roseworth PS will not receive funding via a Locality Allocation.

**Targeted Initiatives** – Funding through Targeted Initiatives will be provided to specific schools for a) Strategic Programs and Services (eg IPS Grant, Gifted and Talented Programs and Faults Management Programs), b) Commonwealth Funded Programs, c) Operational Resources and Reimbursements (eg Programs identified by Corporate Executive for key initiatives and Reimbursement to schools) and d) Resources provided by Educational Regions (eg Regional Networking Resourcing).
INITIAL RESOURCING OF BUSINESS PLAN – PROCESSES for 2015

Schools will receive their budgets and plan workforce according to the following cycle for 2015:

- **March 2015**: Operational workforce and cash budget planning. Principal finalises workforce and continues to monitor workforce and cash budgets.
- **May 2014**: State budget handed down. Government allocates budget to the Department.
- **March 2015**: Operational budget is released to the school. Includes funding through the student-centred funding model, targeted initiatives and carry forward amount.
- **May 2014**: Projected student enrolments. Principal projects enrolments for 2015 and enters them in the staffing portal. After validation, principal can adjust enrolments continually to update the school budget.
- **July 2014**: Preliminary workforce and cash budget planning. Principal views staff establishment and plans preliminary workforce and cash budgets.
- **May 2014**: Preliminary budget is released to the school for planning purposes. Includes funds allocated through the student-centred funding model, targeted initiatives and carry forward amount.
- **May 2014**: Preliminary budget is released to the school for planning purposes. Includes funds allocated through the student-centred funding model, targeted initiatives and carry forward amount.

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*Note: Diagram shows a cyclic process where each step leads to the next, highlighting the flow of budget and workforce planning for the year.*
RESOURCING – PROCESSES for 2016 and Beyond

The Department of Education receives its annual budget from the State Government in May each year. Based on this budget and projected student enrolments, an amount is set for the per student funding for the following year. The Funding Agreement 2016 is considered by the principal as an attachment to the Delivery and Performance Agreement and is endorsed by the school board annually.

The annual cycle for the 2016 budget and beyond is:

1. **Government provides Department budget May**
2. **Amount for the per student funding is set for next calendar year August**
3. **Principal projects student enrolments August**
4. **School receives preliminary budget September**
5. **School plans its workforce and cash budgets September to February**
6. **School continues to adjust cash and workforce budget plans March to December**
7. **Student census February**
8. **School receives operational budget March**
9. **Government provides Department budget May**
WORKFORCE PLANNING

During 2015-2018 the school will be staffed to meet legislative requirements and school-based needs and initiatives.

<table>
<thead>
<tr>
<th>Management Implication</th>
<th>Strategy</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Demographics</strong></td>
<td>Determine staff Demographic Profile Plan for -retirements, promotions, change of work fraction etc Note- Balance permanent positions and fixed term appointments to minimise overstaffing</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Staff Leave Entitlements</strong></td>
<td>Determine Staff Leave Requirements Plan for Long Service Leave, Parental Leave, Leave Without Pay etc Note- Fixed Term appointments to backfill positions</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Staff Qualifications</strong></td>
<td>Ongoing Professional Development Opportunities Plan for ongoing opportunities to support and improve workforce effectiveness (inc consideration for both School and DoE initiatives) PD should include Graduate Teacher Modules, Senior Teacher/Level 3 Teacher processes and Promotional Opportunities as well as School-Based Initiatives and Personal Development opportunities</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Aboriginal Education Workers</strong></td>
<td>Plan to continue AIEO Position(s) to support Indigenous students and families Seek further opportunities to offer employment for Indigenous people</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Staff funded from External Funding (Grants etc)</strong></td>
<td>Determine Possibility of External Funding Opportunities Plan accordingly to utilise additional staff to meet the needs of the school/students</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Student Numbers</strong></td>
<td>Determine Student Numbers Plan accordingly to meet the student profile.</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Match staffing to DoE Directions Plan accordingly to meet needs and requirements</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>Students with Special Needs</strong></td>
<td>Manage Appointments of Staff Level 3 EAs to meet the needs of Students with Special Needs</td>
<td>Ongoing</td>
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</tbody>
</table>

Performance Management Processes

Performance Management Processes are in place for all staff. The Performance Management Cycle is one of Self Reflection, Goal Setting, Performance Management Meeting(s), Feedback Processes and a Review Meeting which leads into the Self Reflection process for the following year. The Performance Management processes for teaching staff are aligned with the Australian Institute for Teaching and School Leaders (AITSL) Professional Standards for Teachers and School Leaders. The Performance Management processes for non-teaching staff are aligned to the job description for that position.
SCHOOL BOARD ENDORSEMENT – BUSINESS PLAN 2015-2018

We, the members of The School Board of Roseworth PS, endorse the 2015-2018 Business Plan.

<table>
<thead>
<tr>
<th>BOARD MEMBER</th>
<th>SIGNATURE</th>
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<tbody>
<tr>
<td>Board Chairperson – Jessica Biggs</td>
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<tr>
<td>(School Community Member)</td>
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<tr>
<td>School Administrator – Sue Brockman</td>
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<tr>
<td>2014 Principal (Substantive Deputy Principal)</td>
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<tr>
<td>School Administrator – Clare Roser</td>
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<tr>
<td>Deputy Principal</td>
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<tr>
<td>School Administrator – Geoff Metcalf</td>
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<tr>
<td>Substantive Principal</td>
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<tr>
<td>Partnership Member – Annie Fogarty</td>
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<tr>
<td>(Fogarty Foundation)</td>
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<td>Partnership Member – Anita Bowyer</td>
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<tr>
<td>(The Smith Family)</td>
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<tr>
<td>Partnership Member – Chris Brook</td>
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<tr>
<td>(Edith Cowan University)</td>
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<tr>
<td>Staff Member – Carol Foley</td>
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<tr>
<td>Staff Member – Julie Reynolds</td>
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<tr>
<td>Staff Member – Kristy Hawkey</td>
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<tr>
<td>School Community Member – Jane Tairova</td>
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<tr>
<td>School Community Member – Jim Leighton-Jones</td>
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<tr>
<td>School Community Member – Dawn Sutherland</td>
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<tr>
<td>Roseworth ESC Principal – Patricia Watt</td>
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</table>

Date - 11th November 2014