

School Strategic Plan for Mount Waverley School Eastern Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	<p><i>'Fostering confident, creative, caring, connected citizens'</i></p> <p><i>To promote and nurture integrity, life-long learning and the attainment of excellence for students and staff. Our school is committed to enabling students to maximise their academic, social and physical potential. This is achieved through the provision of a stimulating and supportive environment in which individual differences are recognised, encouraged and catered for through a diverse curriculum.</i></p>
Values	<p><i>The following habits and values are seen as being integral to the ongoing development of a positive school culture and a supportive school community:</i></p> <p><u>Be Proactive: Responsibility</u> – being accountable for own actions and words</p> <p><u>Be a Good Citizen: Honesty</u> – being truthful, Respect – having regard for self, others and property, Integrity – being honest and fair, Cooperation – getting along with others by being part of a group or team, Tolerance- accepting of each other's differences, Responsibility – being accountable for own actions and words</p> <p><u>Be Organised: Responsibility</u> – being accountable for own actions and words, Respect – having regard for self, others and property</p> <p><u>Think Win-Win: Respect</u> – having regard for self, others and property, Cooperation – getting along with others by being part of a group or team, Tolerance- accepting of each other's differences</p> <p><u>Seek First to Understand, Then to be understood: Respect</u> – having regard for self, others and property, Cooperation – getting along with others by being part of a group or team, Tolerance- accepting of each other's differences</p> <p><u>Learning from Others: Respect</u> – having regard for self, others and property, Cooperation – getting along with others by being part of a group or team, Tolerance- accepting of each other's differences</p> <p><u>Life Balance: Honesty</u> – being truthful, Respect – having regard for self, others and property, Integrity – being honest and fair</p>

Environmental Context

Social – Community and demographics

Mt Waverley Primary School is situated in the south-eastern suburbs of Melbourne and was established in 1906. The school celebrated its Centenary Year in April 2006. The residential area surrounding the school is changing, with many older home sites being subdivided to accommodate higher density housing. Although demographic predictions for schools in the Mount Waverley area indicate a reduction in enrolments over the next decade, Mt Waverley Primary School has become a 'School of Choice', showing strong growth with student enrolments increasing by 190% over the past 13 years. The current enrolment stands at 770 students, which sits well beyond the predicted long term enrolment figure of 475. The school has been granted an 'Enrolment Ceiling' of 800 students to assist in controlling student numbers.

There has been a significant increase in the number of EAL students, with 34% of student enrolments currently being from EAL backgrounds. 21% of families are entitled to receive Educational Maintenance Allowance. The school community features a high percentage of professionals, as indicated in our SFO Index of 0.3202.

The school is committed to providing an environment where the student is at the centre of learning. Our approach to teaching and learning ensures every student experiences success through provision of challenging and relevant curriculum and recognition of individual learning styles. The school's staffing reflects a balanced profile of graduate through to experienced teachers and a dynamic leadership structure. The school is committed to the delivery of 'Best Practice' approaches to the delivery of teaching and learning and to the provision of ongoing learning opportunities for the wider school community.

Educational

Mt Waverley Primary is embracing the change from the Victorian Essential Learning Standards to the introduction of AusVELS. The school has refined data collection and interpretation processes to enhance teacher confidence and consistency in making judgements on student achievement. The school offers extensive access to information technology which is incorporated across the curriculum and in all year levels. The school is currently refining the use of multiple sources of feedback to inform planning and delivery of curriculum. The school is well resourced through a generous budget process which facilitates improved access for students to research materials and equipment that promote learning. Although the school's performance data already identifies it as a high performing school, work is being undertaken to further improve pedagogy and to ensure that explicit teaching supports the learning process. The school has been recognised through the Performance and Development Culture Accreditation process, as having an outstanding 'Performance and Development Culture'. Work in this area has continued, building teacher skills and knowledge and enhancing professional standards.

Technological

The school is committed to providing opportunities for staff and students to develop technological knowledge and skills. In support of this learning, the school has appointed two ICT teachers (.8 & .4) to manage, model and coach staff and students across the school. Increased technical support has also been provided to ensure effective access to ICT. Feedback from the ePotential Survey

completed by staff has been used to develop an eLearning matrix of self- assessment, identifying needs and tracking professional growth. The ICT Budget is the largest curriculum budget, in excess of \$120,000 pa. This provides a ratio of 1 computer to every 3.5 students, with Computer Lab facilities and a notebook program operating in years P-6. Sets of iPads are available for all year levels, with a dedicated class set for the LOTE program.

The ICT Coordinator supports staff and students in planning and delivering an ICT Program that forms an integral part of the school's curriculum. The ICT Program continues to expand, with hardware constantly being updated and the ICT Coordinator providing staff with access to in-school and external professional learning opportunities. All staff have individual notebooks which are used for planning and reporting, communication and professional learning. An increasing number of individual staff are seen as experts and are involved in providing professional learning to teachers within the school and in other educational settings. In building ICT into the school's culture MWPS has developed its profile as an ICT resource, establishing links within the wider educational community.

Environmental – grounds and facilities

The school underwent a complete rebuild in 2008 as a part of the 'Interim Building Futures' initiative. The rebuild has created flexible learning spaces, withdrawal and common areas that can be used by individuals, groups, single and multiple classes. The project focuses on improved student engagement and connectedness to school through the provision of contemporary and flexible facilities that allow for effective curriculum delivery and an enhanced ICT infrastructure. The school features a Library that is very well resourced and regarded as the hub of MWPS. Our revitalised Art room provides a conducive environment, which fosters creative expression. In addition to the 16 permanent classrooms that make up the core of the school, a further 16 MOD 5 relocatables make up the rest of the 32 classrooms in the school. These rooms include a number of the latest designed relocatables that include environmentally friendly features. The final addition to the school facilities was the BER (Building Education Revolution) full sized basketball stadium and music room complex. The facility has provided a place for the whole school to meet and for the Out of School Care program to operate. The school offers extensive asphalt playground areas as well as a newly grassed oval area for the school community. In all, the school offers an attractive, safe and functional 21st Century learning environment for all students. The school community is very proud of the school facilities and works hard to maintain and develop them.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To foster the achievement of high quality educational outcomes for all students.	<ul style="list-style-type: none"> • At least 55% of students in Years P-6 will achieve above the expected VELs standard (A or B) in Literacy (Reading, Writing, Speaking & Listening) and Numeracy (Number, Measurement, Chance & Data) by 2015. • Naplan reading in Year 3 to improve from 467.3 in 2012 to 482 in 2015 and in Year 5 from 527.7 in 2012 to 543 in 2015. • Naplan writing in Year 3 to improve from 447.7 in 2012 to 468 in 2015 and in Year 5 from 505.6 in 2012 to 526 in 2015. • Naplan spelling in Year 3 to improve from 471 in 2012 to 486 in 2015 and in Year 5 from 546.5 in 2012 to 562 in 2015. • Naplan Grammar and Punctuation in Year 3 to improve from 488.6 in 2012 to 504 in 2015 and in Year 5 from 546.5 in 2012 to 562 in 2015. • Naplan Numeracy in Year 3 to improve from 464.6 in 2012 to 480 in 2015 and in Year 5 from 534 in 2012 to 549 in 2015. • That Parent Satisfaction scores with the items of 'Stimulating Learning' and 'Learning Focus' increase at least 6.0 and 5.8 respectively by 2015. • That student satisfaction scores for the item 'Teacher Effectiveness' increase from the 2011 score of 4.42 to a score of at least 4.5 by 2015. • That staff satisfaction scores for the items 'Curriculum Processes', 'Engaging Practice' and 'Quality Teaching' are at or above 4.1, 4.0 and 4.2 respectively by 2015. (This is an improvement of 0.3 from the 2011 scores for each of these survey items.) 	<p>Build on agreed and evidence based school-wide approaches to instructional and classroom management practices.</p> <p>Consolidate in-school professional learning practices that support the implementation of a school-wide approach to instructional practice.</p> <p>Continue developing a whole school approach for Literacy, Numeracy and Inquiry Learning.</p> <p>Further enhance assessment and monitoring of the achievement of individual students.</p> <p>To develop a vision for the integration of ICT across the curriculum and plan for the introduction of a 1:1 computer program in the school.</p>

<p>Student Engagement and Wellbeing</p>	<p>To provide a safe and welcoming school environment, which nurtures success, encourages students to develop friendships, social competencies, resilience and self-esteem.</p>	<ul style="list-style-type: none"> • The Parent Opinion Survey variable of Connectedness to Peers to increase from 5.71 in 2011 to 5.88 by 2015. • The Teacher Opinion Survey variable 'Parent Partnerships' to increase from 3.90 in 2011 to 4.20 by 2015. • The Attitudes to School Survey variable for Teacher Empathy which in 2011 was 4.40 to be at least 4.46 and Connectedness to Peers which in 2011 was 4.28 to be at least 4.35 by 2015. 	<ul style="list-style-type: none"> • Apply strategies designed to strengthen student relationships. • Improve student attendance and punctuality. • Foster opportunities for student voice, responsibility and leadership. • Build positive relationships with parents.
<p>Student Pathways and Transitions</p>	<p>To maintain quality student transition arrangements at all school entry and exit points and all learning stages within the school.</p>	<ul style="list-style-type: none"> • To achieve a parent approval mean score of 5.85 or more for the school's transition arrangements by 2015. 	<ul style="list-style-type: none"> • Reinforce and enhance home-school communications. • Strengthen links with feeder pre-schools and local secondary schools • Formalise year to year transition arrangements.

School Strategic Planner 2013- 2016: Indicative Planner

Student Learning Outcomes

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Build on agreed and evidence based school-wide approaches to instructional and classroom management practices.	Year 1	<ul style="list-style-type: none"> • Develop School Mission and Vision statements. • Develop an Instructional Model to further strengthen the whole school approach. • Adopt a school-wide approach to classroom management. 	<ul style="list-style-type: none"> • Teachers have a shared understanding of the school's mission and vision. • Teachers have an understanding of the Instructional Model through PD and modelling from the Core Leadership team. • All teachers have an awareness of and are implementing a whole school approach to discipline.
	Year 2	<ul style="list-style-type: none"> • The School Mission and Vision to be actively promoted in the school. • Further develop the use of Direct Instruction, Facilitation of Understanding and Coaching to build a common language related to the delivery of teaching and learning. • Embed school wide approach to classroom management. 	<ul style="list-style-type: none"> • School Mission and Vision displayed around the school. • Teachers demonstrate an understanding of the Instructional Models. • Classroom management processes displayed and modelled in classrooms.
	Year 3	<ul style="list-style-type: none"> • The School Mission and Vision will be embedded into School Culture. • Development of a deeper understanding of Instructional Practices. • Continued focus on school wide approach to classroom management. 	<ul style="list-style-type: none"> • Teachers have a deeper understanding of the Instructional Models • Classroom management processes embedded in classroom practice.
	Year 4	<ul style="list-style-type: none"> • Review of school wide Instructional and Student Management Practices 	<ul style="list-style-type: none"> • The use of the Instructional Models evaluated and future plans developed.

Consolidate in-school professional learning practices that support the implementation of a school-wide approach to Instructional Practice.	Year 1	<ul style="list-style-type: none"> • Encourage teachers to visit each other's classrooms to observe classroom practices and engage in professional dialogue. • Provide professional learning to support the introduction of the AusVELS curriculum in 2013 and the effective use of ICT to support learning. • Introduce Peer Coaching strategies to Leadership team. 	<ul style="list-style-type: none"> • Teachers visit other classrooms and engage in professional dialogue about teaching practice. • Leadership team undertake training in Peer Coaching strategies.
	Year 2	<ul style="list-style-type: none"> • Each term provide professional development on selected elements of the Instructional and Student Management practices. • Introduce Peer Coaching and feedback processes to teaching staff. • Develop Peer Observation across the school. 	<ul style="list-style-type: none"> • Teachers use Peer Coaching and feedback processes to have professional dialogue about Instructional and Student Management techniques being trialled in classrooms.
	Year 3	<ul style="list-style-type: none"> • Institute professional learning that supports staff to collaborate in the identification, implementation and refinement of desirable whole school Instructional and Classroom Management Practices. 	<ul style="list-style-type: none"> • Instructional and classroom management strategies developed to assist observations during Coaching sessions. • Peer Coaching Process is embedded across the school.
	Year 4	<ul style="list-style-type: none"> • Review effectiveness of Professional Learning and Coaching practices across the school. 	<ul style="list-style-type: none"> • Professional Learning and Peer coaching process are reviewed.
Further enhance assessment and monitoring of the achievement of individual students.	Year 1	<ul style="list-style-type: none"> • Strengthen the use of Assessment 'for' Learning by developing a process for data analysis as part of area meetings. • Maintain moderation as an important element of the school's assessment schedule. • Continue to analyse performance data so that intervention strategies can be effectively targeted. • Teachers and teams set goals as part of their review process in line with data. 	<ul style="list-style-type: none"> • Use of data for planning and outcome analysis becomes more prominent in team meetings. • Moderation is conducted each semester as part of the assessment and reporting process. • Leadership team analyses school data on a regular basis to monitor trends and plan accordingly. • Teacher Review Process aligned more closely with the concept of value adding to student outcomes.

	Year 2	<ul style="list-style-type: none"> • Introduce a formalised end of year handover process for teachers. • Develop a protocol for the use of assessment data to guide decisions about planning through area meetings. 	<ul style="list-style-type: none"> • Meetings allocated to handover data and key information to teachers at the end of each year. • Meeting protocols for the use of data in discussions developed.
	Year 3	<ul style="list-style-type: none"> • Further strengthen staff understanding of data analysis and trends. 	<ul style="list-style-type: none"> • Teachers demonstrate through the review process an understanding of the impact of teaching practice on student outcomes.
	Year 4	<ul style="list-style-type: none"> • Review of effectiveness of assessment and monitoring processes on student achievement. 	<ul style="list-style-type: none"> • Full review of assessment schedules and processes conducted.
Continue developing a whole school approach for Literacy, Numeracy and Inquiry Learning.	Year 1	<ul style="list-style-type: none"> • Continue working with consultants to implement a best practice approach to literacy and numeracy. • Increase opportunities within the classroom for students to exercise and strengthen their Speaking and Listening skills. • Professional Development on the explicit teaching of writing. • Implement Literacy, Numeracy and Inquiry planners in line with the Australian Curriculum. 	<ul style="list-style-type: none"> • Literacy and Numeracy action plans developed for the next three years. • New planners implemented in line with the Australian Curriculum.
	Year 2	<ul style="list-style-type: none"> • Develop teachers' ability to use the Australian Curriculum as a continuum. • Development of Literacy and Numeracy teaching practices through Peer Coaching techniques. • Continue Professional Development in the areas of Writing and Speaking and Listening. 	<ul style="list-style-type: none"> • Teachers demonstrate an improved understanding of the Australian Curriculum through planning documentation. • Planning for Literacy and Numeracy is informed through analysis of student outcomes.
	Year 3	<ul style="list-style-type: none"> • Development of a whole school approach to the explicit teaching of Writing and Grammar. 	<ul style="list-style-type: none"> • Processes developed and documented for the explicit teaching of writing.
	Year 4	<ul style="list-style-type: none"> • Audit of Literacy and Numeracy programs to ensure whole school approach 	<ul style="list-style-type: none"> • Leading teachers review their areas of expertise and present progress report to Leadership team.
To develop a vision for the integration of ICT across	Year 1	<ul style="list-style-type: none"> • Consider current research and establish a vision for 1:1 learning at MWPS. • Engage School Council and the school community in our 	<ul style="list-style-type: none"> • A thorough vision and plan is developed for the implementation of 1:1. • Teachers using a range of digital resources

the curriculum and plan for the introduction of a 1:1 computer program in the school.		<p>vision for e-learning at MWPS.</p> <ul style="list-style-type: none"> • Conduct a detailed readiness assessment for 1:1 • Develop a Project Plan. • Prepare a detailed budget. • Select a preferred ownership and finance model. • Professional development in the area of ICT. 	<p>to enhance their teaching practice.</p> <ul style="list-style-type: none"> • Increased presence of innovative digital resources in the classroom. • Innovative e-learning strategies used to support learning.
	Year 2	<ul style="list-style-type: none"> • Provide Professional Development in the area of linking ICT into all aspects of the curriculum • Continue school planning and review readiness for implementation of the project. 	<ul style="list-style-type: none"> • Improved teacher competency in the use of innovative ICT practices.

Student Engagement and Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	
<ul style="list-style-type: none"> • Apply strategies designed to strengthen student relationships. 	Year 1	<ul style="list-style-type: none"> • Provide professional development to build teacher capacity in dealing with student welfare issues through the 'MWPS Welfare Program'. • Maintain a Student Welfare Curriculum Team to monitor and drive improvement in Student Engagement and Wellbeing. • Articulate high expectations to all members of the school community through the Welfare component of the Vision statement. • Use student forums to discuss peer connectedness issues and solutions. • Review the effectiveness of Circle Time and Peer Mediation programs. • Promote and assess student learning in the Interpersonal 	<ul style="list-style-type: none"> • Evidence of high expectations through multiple sources of feedback. • Evidence of a respectful and friendly climate as evidenced through student forums. • Improved rating in the Student Attitudes to School Survey (Peer Connectedness and Teacher Empathy) and Parent Opinion Survey as set in the Student Engagement and Wellbeing targets. • All teachers to set a Welfare target as part of the review process.

		Development and Personal Learning strands of AusVELS.	
	Year 2	<ul style="list-style-type: none"> ○ • Continue to use student forums to discuss peer connectedness issues and solutions. • Review the 'MWPS Welfare Program' 	<ul style="list-style-type: none"> • Student Opinion Survey will show an increase in peer connectedness as set in the Student Engagement and Wellbeing targets. • All staff understand the MWPS Welfare Program as evidenced by it being embedded into classroom practice.
	Year 3	<ul style="list-style-type: none"> • Review of student data relating to well-being and student relationships to ascertain the effectiveness of the existing program. 	<ul style="list-style-type: none"> • A review summary document produced.
	Year 4	<ul style="list-style-type: none"> • Review and develop strategic plan. 	<ul style="list-style-type: none"> • Review completed.
<ul style="list-style-type: none"> • Improve student attendance and punctuality. 	Year 1	<ul style="list-style-type: none"> • Raise whole school awareness around absenteeism and monitor attendance and punctuality. • Target students from P-2 who have poor attendance records with a vision to improve attendance data. • Open classroom doors at 8:50am to encourage punctuality. 	<ul style="list-style-type: none"> • Decrease in student absenteeism from Years P-2. • Improved punctuality as demonstrated through the lateness booklet. • All classrooms opening doors at 8:50am.
	Year 2	<ul style="list-style-type: none"> • Continue to monitor attendance and lateness. 	<ul style="list-style-type: none"> • Data indicates reduced absenteeism and lateness.
	Year 3	<ul style="list-style-type: none"> • Continue the promotion of the 8:50am Open Door Policy. 	<ul style="list-style-type: none"> • Reduced absenteeism and lateness.
	Year 4	<ul style="list-style-type: none"> • Review absenteeism and lateness data. 	<ul style="list-style-type: none"> • Review completed.
<ul style="list-style-type: none"> • Foster opportunities for student voice, 	Year 1	<ul style="list-style-type: none"> • Continue development of in-class responsibility roles for students • To develop guidelines to assist staff in best utilising 	<ul style="list-style-type: none"> • Responsibility roles documented at each level.

responsibility and leadership.		Student Leadership potential.	<ul style="list-style-type: none"> Professional discussion with staff to develop the guidelines and documentation of Student Leadership processes.
	Year 2	<ul style="list-style-type: none"> Introduction of MWPS news at school assembly. Investigate and planning for a student radio station. 	<ul style="list-style-type: none"> The programs will be embraced and running effectively
	Year 3	<ul style="list-style-type: none"> Develop an increased role for Student Council members. Explore ways to add to the responsibility roles available to students within the school. 	<ul style="list-style-type: none"> Documentation of roles and responsibilities. Produce recommendation report regarding an increase in student responsibilities.
	Year 4	<ul style="list-style-type: none"> Review of Student Voice and Student Leadership. 	<ul style="list-style-type: none"> Evidence of students having the opportunity to share their points of view
<ul style="list-style-type: none"> Build positive relationships with parents. 	Year 1	<ul style="list-style-type: none"> Promote the MWPS Welfare Program to parents. Run parent forums. 'Say Hi to Five' Program. Run social events and cultural evenings for parents and families. 	<ul style="list-style-type: none"> Increase parent participation in Parent Forums. Parents Opinion Survey showing improvement in teacher approachability measure.
	Year 2	<ul style="list-style-type: none"> Provide classes for parents (e.g. parenting, computers, internet and email skills, crafts, cooking, etc.) through a Community Hub. Continue to conduct parent forums. Continue to run social events and cultural evenings. 	<ul style="list-style-type: none"> Evaluate program effectiveness and monitor parental feedback through 'Survey Monkey' and evaluation forms.
	Year 3	<ul style="list-style-type: none"> Continue to provide parent forums and classes. Continue to run social events and cultural evenings for families. 	<ul style="list-style-type: none"> Evaluate program effectiveness and monitor parental feedback through 'Survey Monkey' and evaluation forms.

	Year 4	<ul style="list-style-type: none"> • Review 	<ul style="list-style-type: none"> • Review completed.
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Student Pathways and Transitions

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Reinforce and enhance home-school communications.	Year 1	<ul style="list-style-type: none"> • Review current home school communications strategy. • In January send each child in Years Prep to 6, a letter from their new teacher, welcoming them to school. • Introduce a 'postcards to parents' strategy. 	<ul style="list-style-type: none"> • New communication strategies introduced. • Surveys conducted regarding success of student commencement at school
	Year 2	<ul style="list-style-type: none"> • Document a Home-School Communication Strategy. • Survey school community on the effectiveness of the school's current Home-School Communication strategy. 	<ul style="list-style-type: none"> • Home school communication strategy documented
	Year 3	<ul style="list-style-type: none"> • Consolidate home- school procedures implemented. 	<ul style="list-style-type: none"> • The results from the survey will show improved effectiveness of communication.
	Year 4	<ul style="list-style-type: none"> • Review effectiveness of home school procedures established during the strategic plan. 	<ul style="list-style-type: none"> • Review of processes conducted by Leadership team.
Strengthen links with feeder pre-schools and local secondary schools	Year 1	<ul style="list-style-type: none"> • Schedule regular visits to the local pre-school and secondary schools to improve sharing of student information. • Issue the pre-school with invitations to school events. 	<ul style="list-style-type: none"> • Relationships with local feeder schools and secondary schools enhanced.
	Year 2	<ul style="list-style-type: none"> • Continue to build connections and shared learning opportunities with local pre and secondary schools 	<ul style="list-style-type: none"> • Relationships with local feeder schools and secondary schools further
	Year 3	<ul style="list-style-type: none"> • Maintain links with local feeder schools and secondary schools. 	<ul style="list-style-type: none"> • Meetings with local schools to establish effectiveness of transition programs

	Year 4	<ul style="list-style-type: none"> • Review effectiveness of links with local feeder and secondary schools. 	<ul style="list-style-type: none"> • Review of transition processes documented.
Formalise year to year transition arrangements	Year 1	<ul style="list-style-type: none"> • Ensure agreed information about students is passed on to their new class and Specialist teachers. • Document the school's year to year transition arrangements. 	<ul style="list-style-type: none"> • Transition processes between levels put into place and documented.
	Year 2	<ul style="list-style-type: none"> • Review the arrangement made for students who enter or exit the school mid-term to ensure that their transition needs are being met. • Embed the school's year to year transition program. 	<ul style="list-style-type: none"> • Document processes for students who start throughout the school year. • Schedule meeting times for teachers allowing them to follow up on transition processes.
	Year 3	<ul style="list-style-type: none"> • Maintain year to year and entry and exit processes. 	<ul style="list-style-type: none"> • Students Year 3-6 survey results show the effectiveness of the transition process.
	Year 4	<ul style="list-style-type: none"> • Review of policy and procedures related to the transition process. 	<ul style="list-style-type: none"> • Review of year to year and entry processes documented.