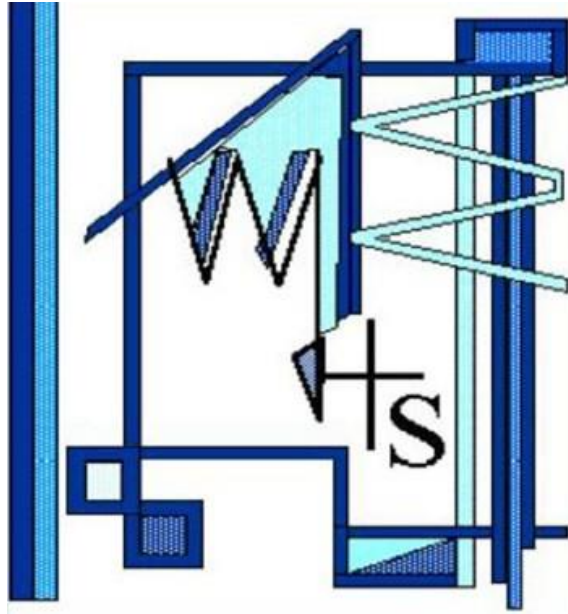


# Woodfarm High School



# Development Plan 2023/2024



# WOODFARM HIGH SCHOOL

*Higher Standards, Higher Expectations, Greater Opportunity*



## Development/Improvement Priorities 2022 - 2025

With a new Senior Leadership Team now in place and upon a return to full time education post Covid-19 pandemic. Woodfarm HS will begin our new 3 year cycle in session 2022-23. This is in line with the ERC cycle and will add value to the outcomes of our school improvement.

Target	Broad Outcome	Expected Impact	Progress to date
1	Improving the quality and consistency of Learning and Teaching for all	<ul style="list-style-type: none"> <li>Improve quality of teacher feedback</li> <li>Increased focus on effective questioning</li> <li>Increased pupil enjoyment</li> <li>Increased attainment</li> <li>Focus on skills and Career Standard Education</li> </ul>	Limited progress in 22/23 session to improve L&T. New approach to be introduced in 23/24. ERC CIV useful in some ways to measure progress.
2	Raising Attainment, Recognising Achievement	<ul style="list-style-type: none"> <li>Update systems and processes for attainment Tracking and Monitoring</li> <li>Update systems and processes for recording of pupil achievement in and out of school</li> <li>Update systems and processes for celebrating achievement at all levels</li> </ul>	Good progress on updating systems of T&M Learning. To be introduced 23/24. Achievement to be refined in 23/24 for immediate implementation.
3	Safeguarding and supporting pupils	<ul style="list-style-type: none"> <li>Focus on attendance and engagement through Pupil Support</li> <li>Build resilience and increase awareness of positive mental health strategies</li> <li>Promoting Positive Relationships</li> </ul>	Latecoming and family holidays remain an issue. Resilience around mental health improving but not perfect. Good progress on PPR to be reviewed 23/24
4	Developing leadership	<ul style="list-style-type: none"> <li>Staff CLPL programme, promoting leadership at all levels</li> <li>Further increase pupil leadership opportunities in line with RRS</li> </ul>	Some progress here, continued 23/24

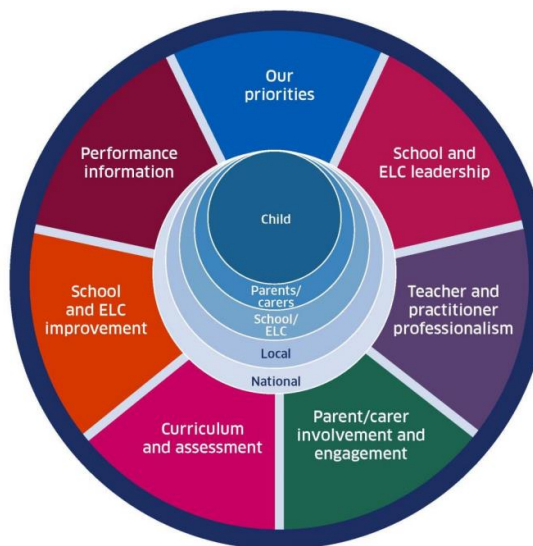
## Woodfarm High School Outline Targets for session 2023 / 2024

	Targets 2023 – 2024	Quality Indicators	N.I.F. Drivers	SHANARRI Indicators
Target 1	Improving the quality and consistency of Learning and Teaching for all	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Pupil Progress; Performance Information; Teacher Professionalism; School Improvement	Achieving, Included, Nurtured, Responsible
Target 2	Raising Attainment, Recognising Achievement	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3	Pupil Progress; Parental Engagement; Performance Information	Safe, Healthy, Nurtured, Achieving, Respected, Responsible, Included
Target 3	Safeguarding and Supporting Pupils	2.1, 2.4, 2.6, 2.7	School Improvement; Pupil Progress; Parental Engagement	Respected, Responsible, Included
Target 4	Developing Leadership opportunities across the school	1.1, 1.2, 1.3, 1.4, 2.7, 3.1	School Leadership; School Improvement; Teacher Professionalism	
Maintenance	Section for continued working			

Fig. 7: The quality indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

How Good is our School? 4<sup>th</sup> edition Quality Indicators



2022 National Improvement Framework and Improvement Plan for Scottish Education. Drivers for Improvement



Getting it Right for Every Child Wellbeing Wheel

TARGET 1		FURTHER DEVELOPING THE QUALITY AND CONSISTENCY OF LEARNING AND TEACHING FOR ALL							
	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
a	All learners are fully engaged by motivating learning experiences that meet their individual needs	<ul style="list-style-type: none"> <li>Formation of TLC groups and implementation of Woodfarm L&amp;T programme</li> <li>Refresh staff awareness of L&amp;T strategies, high quality teaching and excellent learning experiences alongside <a href="#">ERC Learning, Teaching and Assessment Framework</a>.</li> <li>Increased understanding of scaffolding, higher order questioning, effective feedback evident in all curricular areas</li> </ul>	1.2 2.3	School Improvement  Performance Information	Achieving  Included  Responsible	All staff  Lead: G Lamb MA Hamid	Launching in August 2023, progress will continue throughout the session	<ul style="list-style-type: none"> <li>Ongoing classroom observations as per Woodfarm Quality Assurance Programme</li> <li>Timeous learner feedback via questionnaires and focus groups</li> <li>Staff feedback via questionnaires and focus groups.</li> </ul>	Time allocated through In-Service and in WTA for collaborative TLC working  Cost of Walkthu's programme and ongoing resources
b	All stakeholders to be consulted and included in establishing our new Woodfarm vision for the future.	<ul style="list-style-type: none"> <li>Form a working group to engage all stakeholders in establishing our priorities as a school community.</li> <li>Use this information to establish Woodfarm High School's vision, values and aims for the future</li> </ul>	1.3	School Improvement	Achieving  Included  Responsible	All learners, staff, parents and partners  Lead: G Boyle MA Hamid	Begin December 2023 for launch June 2024	<ul style="list-style-type: none"> <li>All stakeholder views will be requested as part of ongoing self-evaluation</li> </ul>	Time  Budget for branding and printing once vision has been established
c	To meet the needs of all learners, review current curricular structures and content in line with National changes and recommendations	<ul style="list-style-type: none"> <li>Maintaining a focus on skills development for learners at all stages, look to embed skills based learning into all curricular areas through ongoing curricular revision.</li> <li>Meeting the needs of all learners, look to apply principles of nurture, equality and diversity, sustainability and differentiation into all ongoing curricular revision.</li> <li>Further research into expanding curricular provision in line with changes to Senior Phase curriculum recommendations</li> </ul>	1.1 1.2 2.2 2.3 3.2	Curriculum and Assessment  Teacher Professionalism  School Improvement	Achieving  Included  Responsible	Lead: G Boyle G Lamb MA Hamid DYW Coordinator  HoF's  All Staff	Ongoing  Initial phase to be completed by June 2024	<ul style="list-style-type: none"> <li>Discussions through DMs and SLT/HoF Link Meetings.</li> <li>Further discussion at ELT meetings</li> <li>Audit of curricular provision</li> <li>School Quality Assurance Programme Learning observations</li> <li>Learner feedback</li> </ul>	Time allocated in WTA for curricular discussion/revision  Budget for resources and materials

TARGET 2		RAISING ATTAINMENT AND RECOGNISING ACHIEVEMENT							
	Impact & Outcomes	Aims & Objectives	HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	How will success be measured?	Resources
a	Intensive Literacy & Numeracy support for targeted learners (Lowest performing 20%, EBSA, UASYP)	<ul style="list-style-type: none"> <li>Implement Literacy and Numeracy nurture groups for learners based on internal T&amp;M data.</li> <li>Establish bespoke curricula where appropriate for learners based on need in line with Woodfarm Wellbeing procedures, ensuring no learner is left behind</li> <li>Think “outside the box” to enhance curricular provision of young people currently struggling to navigate school</li> <li>Bespoke ESOL provision for learners who would benefit from this input</li> </ul>	<p>1.4 1.5 2.2 2.3 2.4 2.6 2.7 3.1 3.2</p>	<p>School Improvement</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p>	<p>Lead: G Boyle S Wilson</p> <p>Pupil Support</p> <p>English and Maths staff</p>	<p>Follow on from systems in place 2022/23</p> <p>Ongoing work in response to pupil need</p>	<ul style="list-style-type: none"> <li>Regular focus on meeting need and PEF spending through bi-monthly Equity meetings</li> <li>Woodfarm attainment and wellbeing tracking data</li> <li>Feedback at JST and Year Group/SSG meetings</li> </ul>	<p>PEF funding/LP 20% money to support resources and staffing</p> <p>Establish effective partnerships to enhance provision</p>
b	Improved system of Tracking & Monitoring, including reporting will improve outcomes for all young people and ensure parents/carers are fully informed in the progress of their children	<ul style="list-style-type: none"> <li>Improvements to Woodfarm’s attainment tracking to be implemented in session 2023/24</li> <li>Implement new Tracking, Monitoring and Reporting system to ensure data is being used appropriately to improve outcomes for all learners</li> <li>Increased use of C&amp;G systems &amp; Parents Portal should improve communication with parents.</li> <li>Consult parents on the reporting future of Woodfarm. (2 parents evenings or 1 full report and one parent evening)</li> </ul>	<p>1.3 2.3 3.1 3.2 3.3</p>	<p>School Improvement</p> <p>School Leadership</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p> <p>Respected</p>	<p>Lead: S Higgins G Lamb MA Hamid</p> <p>G Boyle</p>	<p>T&amp;M system implemented August 2023</p> <p>Ongoing throughout the session</p> <p>Consultation to begin October 2023</p>	<ul style="list-style-type: none"> <li>WHS tracking data and year group meetings</li> <li>Faculty link meeting discussions on attainment</li> <li>Feedback from learners and parents/carers following interventions</li> </ul>	<p>Time for systems to embed</p> <p>Time built into WTA for T&amp;M</p> <p>Increased burden on admin staff to be monitored</p>
c	Enhance curriculum, improve attainment and build confidence and resilience in our learners through consistent study skills delivery and learner interventions	<ul style="list-style-type: none"> <li>Continue to deliver study skills sessions to all learners as part of an ongoing programme of skills development</li> <li>CLPL on current research and metacognition will provide all staff with the skills to tailor the learning experience for all stakeholders.</li> <li>Mentoring and learner interventions are in place for young people identified as “off track”</li> </ul>	<p>1.3 1.4 1.5 2.2 2.3 2.4 2.5 2.6</p>	<p>School Improvement</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p>	<p>Lead: S Higgins</p> <p>SLT</p> <p>PSMT</p> <p>Heads of Faculty</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Learner feedback on Mentoring and interventions</li> <li>WFH data tracking and SQA performance</li> <li>Feedback from parents via questionnaires and attendance at parent sessions</li> </ul>	<p>PEF funding to remove individual barriers to learning/ revision depending on need</p> <p>Budget for resources and materials</p>

<b>TARGET 2 Continued</b>		<b>RAISING ATTAINMENT AND RECOGNISING ACHIEVEMENT</b>							
	<b>Impact &amp; Outcomes</b>	<b>Aims &amp; Objectives</b>	<b>HGIOS? 4 Quality Indicators</b>	<b>N.I.F. Drivers of Improvement</b>	<b>SHANARRI Indicators</b>	<b>Personnel</b>	<b>Time-scale</b>	<b>How will success be measured?</b>	<b>Resources</b>
<b>d</b>	Update structures and systems for reporting and recording Wider Achievement in Woodfarm	<ul style="list-style-type: none"> <li>Audit current system for recording and monitoring Wider Achievement</li> <li>Look to update current system to incorporate national discussions on Pupil Profiles</li> <li>Work with learners &amp; parents/carers to refine systems for reporting and celebrating achievement</li> <li>Increase emphasis on the Woodfarm House System</li> <li>Increase pupil leadership opportunities through Wider Achievement</li> </ul>	<p>1.3 2.7 3.1 3.2 3.3</p>	<p>School Improvement</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p> <p>Respected</p>	<p><b>Lead:</b> MA Hamid J Kelly</p> <p><b>Staff House Leads</b></p>	<p>Annual achievement Census to be completed by November 2023</p>	<ul style="list-style-type: none"> <li>Views of all stakeholders to be collated</li> <li>Woodfarm achievement tracking overhauled</li> </ul>	<p>PB allocated to House Rewards System in response to pupil voice</p> <p>Time</p>
<b>e</b>	Achievement of pupils in and out of school is widely recognised and celebrated in Woodfarm	<ul style="list-style-type: none"> <li>Improvements to Woodfarm's achievement tracking to be implemented later in session 2023/24</li> <li>Review and replace current BGE Awards ceremony</li> <li>Introduce an annual Woodfarm Prizegiving Celebration to recognise achievement and attainment</li> <li>Increased use of Assemblies, achievement boards, social media, school newsletter and other methods of recognising pupil (and staff) achievement</li> </ul>	<p>1.3 2.7 3.1 3.2 3.3</p>	<p>School Improvement</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p> <p>Respected</p>	<p><b>Lead:</b> J Kelly MA Hamid</p> <p><b>Faculties</b> G Boyle</p>	<p>T&amp;M system implemented August 2023</p> <p>Ongoing throughout the session</p> <p>Consultation to begin October 2023</p>	<ul style="list-style-type: none"> <li>WHS achievement tracking data and year group assemblies</li> <li>Newsletters and Awards Ceremonies</li> <li>Feedback from learners and parents/carers</li> </ul>	<p>Budget: awards ceremonies, hall decorations etc.</p> <p>Time</p> <p>Investigation (and cost of) new social media platforms or school app</p>
<b>f</b>	Invest in uniform supplies for loan in school to ensure equity for all and remove embarrassment factors for learners	<ul style="list-style-type: none"> <li>Invest in setting up a uniform lending store within Woodfarm to complement the already successful Uniform Recycling Programme</li> <li>Purchase a variety of uniform items in all sizes to be loaned out as appropriate</li> </ul>	<p>1.5 2.1 3.1</p>		<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Respected</p>	<p><b>Lead:</b> G Boyle</p>	<p>implemented by October 2023</p>	<ul style="list-style-type: none"> <li>Lending records</li> </ul>	<p>PEF spending to ensure young people in need are not stigmatised in any way.</p> <p>Staffing implications for Uniform store.</p>

**TARGET 3**

**SAFEGUARDING AND SUPPORTING PUPILS**

	<b>Impact &amp; Outcomes</b>	<b>Aims &amp; Objectives</b>	<b>HGIOS? 4 Quality Indicators</b>	<b>N.I.F. Drivers of Improvement</b>	<b>SHANARRI Indicators</b>	<b>Personnel</b>	<b>Time-scale</b>	<b>How will success be measured?</b>	<b>Resources</b>
<b>a</b>	Implement next phase of Woodfarm's Promoting Positive Relationships policy for Woodfarm High School.	<ul style="list-style-type: none"> <li>Evaluate the PPR policy introduced in session 2022/23 and implement next phase (refine) for session 2023/24</li> <li>Seek feedback from all stakeholders to ensure the policy meets all needs and learners feel included in the process</li> <li>Staff refresher training to ensure consistent application of the merit system</li> <li>Establish a new tracking and monitoring system for Behaviour for discussion at SLT</li> </ul>	<p>1.2 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>Teacher Professionalism</p> <p>School Improvement</p> <p>Performance Information</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p> <p>Respected</p>	<p>Lead: G Lamb</p> <p>All staff</p>	<p>Systems in place by November 2023</p> <p>Review in June 2024</p>	<ul style="list-style-type: none"> <li>Regular focus on PPR discussion through Faculty and SLT meeting minutes.</li> <li>Woodfarm Behaviour tracking data</li> <li>Learner and staff feedback as part of the annual Quality Assurance procedures</li> </ul>	<p>Time at In-Service</p> <p>PB allocation for rewards trip supplementation as per pupil voice</p> <p>Time to review systems</p>
<b>b</b>	<p>Increased focus on Latecoming</p> <p>Increased focus on pupil non-attendance</p>	<ul style="list-style-type: none"> <li>Review of Woodfarm's attendance &amp; latecoming policy and introduction of systems to identify and challenge pupil non-attendance and non-engagement</li> <li>Implement systems to challenge regular latecoming with particular focus on Period 1</li> <li>Work with parents &amp; carers to try to reduce the number of term time holidays and trips abroad and hence improve attendance overall</li> <li>Look to establish the Woodfarm Attendance Council to challenge persistent non-attendance</li> </ul>	<p>1.2 1.3 1.5 2.1 2.4 2.7 3.1 3.2 3.3</p>	<p>Teacher Professionalism</p> <p>School Improvement</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p> <p>Respected</p>	<p>Lead: G Boyle</p> <p>All staff</p>	<p>Systems in place by September 2023</p> <p>Review in January 2024</p>	<ul style="list-style-type: none"> <li>Attendance tracking data</li> </ul>	<p>Time</p>
<b>c</b>	Nurture principles and trauma-informed practice are fully embedded	<ul style="list-style-type: none"> <li>Apply the principles of nurture as a whole-school approach, underpinned by trauma-informed practice to improve and address the MHWB of young people.</li> </ul>	<p>2.1 2.3 2.4 2.5 2.7</p>	<p>Pupil Progress</p> <p>School Improvement</p>	<p>Nurtured</p> <p>Included</p> <p>Achieving</p>	<p>Lead: G Lamb</p> <p>S Wilson</p> <p>Educational Psych.</p>	<p>Throughout the session</p>	<ul style="list-style-type: none"> <li>Monitor the schools nurture programme via our QA procedures.</li> </ul>	<p>Time</p> <p>CLPL</p> <p>Budget for resources</p>

<b>TARGET 3 Continued</b>		<b>SAFEGUARDING AND SUPPORTING PUPILS</b>							
	<b>Impact &amp; Outcomes</b>	<b>Aims &amp; Objectives</b>	<b>HGIOS? 4 Quality Indicators</b>	<b>N.I.F. Drivers of Improvement</b>	<b>SHANARRI Indicators</b>	<b>Personnel</b>	<b>Time-scale</b>	<b>How will success be measured?</b>	<b>Resources</b>
<b>d</b>	Learners are safe, included and respected in our school community	<ul style="list-style-type: none"> <li>Work to further embed the principles of RRS as a Gold Rights Respecting School</li> <li>Establish and implement a new anti-bullying programme</li> <li>Continue to build upon the excellent work started in anti-racist club</li> <li>Continue to roll out MVP with a view to enabling mentors to achieve accreditation</li> <li>Expand mentoring programme to Mental Health Ambassadors too</li> </ul>	1.2 1.3 1.5 2.1 2.4 2.7 3.1 3.2 3.3	Teacher Professionalism  School Improvement  Performance Information  Parental Engagement	Included  Nurtured  Responsible  Achieving  Respected	Lead: <b>G Lamb</b> <b>MA Hamid</b>  <b>N Singh</b> <b>K Mulhern</b> <b>G Miller</b>  <b>G Boyle</b>  All staff	Systems in place by December 2023  Review in June 2024	<ul style="list-style-type: none"> <li>Stakeholder feedback via questionnaires and focus groups</li> <li>School QA procedures</li> </ul>	Time  CLPL  Budget for resources
<b>e</b>	WFH's most vulnerable pupils receive contact and support from school & partners to support personal, social educational needs in line with national priorities Review of ASL and The Promise	<ul style="list-style-type: none"> <li>All key equity groups have regular contact with the support team and achieve equitably with their peers.</li> <li>The recommendations of the ASL review and The Promise will be implemented at WFHS</li> <li>New systems in place within the school will target key equity groups and vulnerably young people facilitating time for discussion leading to intervention where appropriate</li> </ul>	2.1 2.3 2.4 2.5 2.7	Pupil Progress  School Improvement	Nurtured  Included  Achieving	Lead: <b>G Lamb</b>  PSMT	Throughout the session	<ul style="list-style-type: none"> <li>Pupil Profiles, Wellbeing Questionnaires, Attainment data, Learning Centre intervention evaluations</li> </ul>	Time  CLPL  Budget for resources
<b>f</b>	Barriers to learning are removed for all	<ul style="list-style-type: none"> <li>Utilise an individualised, data driven approach to PEF spend to reduce the attainment gap.</li> </ul>	1.5 2.4 2.7 3.1 3.2 3.3	Pupil Progress	Nurtured  Included  Achieving	Lead: <b>G Boyle</b>  SLT PSMT	Throughout the session	<ul style="list-style-type: none"> <li>Pupil feedback, attainment and wellbeing data will highlight the benefits of spends.</li> <li>Continued reduction in attainment gap.</li> </ul>	PEF budget



**TARGET 4**

**DEVELOPING OPPORTUNITIES FOR LEADERSHIP AND EMPOWERMENT ACROSS THE SCHOOL**

	<b>Impact &amp; Outcomes</b>	<b>Aims &amp; Objectives</b>	<b>HGIOS? 4 Quality Indicators</b>	<b>N.I.F. Drivers of Improvement</b>	<b>SHANARRI Indicators</b>	<b>Personnel</b>	<b>Time-scale</b>	<b>How will success be measured?</b>	<b>Resources</b>
<b>a</b>	Comprehensive systems in place for departmental and whole school quality assurance and self-evaluation	<ul style="list-style-type: none"> <li>Further develop, share and implement systems for school self-evaluation in line with HGIOS 4</li> <li>Analyse and review implementation of new QA procedures</li> </ul>	<p>1.2 1.3 1.4 1.5 2.2</p>	<p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p>	<p>Responsible</p> <p>Included</p>	<p>Lead: G Lamb</p>	<p>December 2023</p>	<ul style="list-style-type: none"> <li>Ongoing classroom observations, focus groups and questionnaires as per the QA policy</li> </ul>	<p>Time</p>
<b>b</b>	Establish effective CLPL programmes for staff at all levels	<ul style="list-style-type: none"> <li>Create and implement a programme of CLPL to allow aspiring PT's and/or DHT's an opportunity to explore leadership theory and identify their own personal leadership potential</li> <li>Evaluate current NQT in-house programme and implement new programme for this</li> </ul>	<p>1.2 1.3 1.4</p>	<p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p>	<p>Responsible</p> <p>Included</p>	<p>Lead: G Lamb MA Hamid G Boyle</p>	<p>September 2023</p>	<ul style="list-style-type: none"> <li>Participant evaluations</li> </ul>	<p>Time</p> <p>Budget for resources</p>
<b>c</b>	Increase opportunity for Pupil Leadership at all stages	<ul style="list-style-type: none"> <li>Audit current pupil leadership opportunities and establish a pupil working group to ensure all views are heard</li> <li>Map leadership opportunities to possible qualifications and achievement opportunities.</li> <li>Ensure all pupils have opportunities to shine</li> </ul>	<p>1.2 1.3 1.5 2.1 2.4 2.7 3.1 3.2 3.3</p>	<p>Teacher Professionalism</p> <p>School Improvement</p> <p>Performance Information</p> <p>Parental Engagement</p>	<p>Included</p> <p>Nurtured</p> <p>Responsible</p> <p>Achieving</p> <p>Respected</p>	<p>Lead: MA Hamid</p>	<p>Ongoing</p> <p>Initial phase to be completed by June 2024</p>	<ul style="list-style-type: none"> <li>Stakeholder feedback via questionnaires and focus groups</li> <li>School QA procedures</li> </ul>	<p>Time</p> <p>Budget for resources and materials</p>