

Fraser Primary School

Annual Action Plan Report 2018

Context:

Fraser Primary School provides quality education for all students. Fraser Primary School is committed to ensuring that every child has the best opportunity to achieve a standard of excellence in all academic pursuits. The school motto, Learning Together, Achieving Together supports our positive collaborative learning environment. Our school values underpin a safe, friendly and supportive environment that encourages students to become effective citizens and lifelong learners.

The school is inclusive and promotes a strong ethos of collaboration and teamwork. It offers a dynamic and engaging curriculum that meets the needs of the students and the community. Fraser Primary School has been well-maintained and classrooms have been refurbished to meet the needs of our 21st century learners. The school is well-resourced with excellent staff, facilities, equipment and technology and is working towards being environmentally sustainable.

A relevant and innovative curriculum is implemented that supports students to develop the skills and understandings needed to be effective citizens within a global community. The school has a focus on core learning in English and Mathematics with targeted intervention and enrichment to support all students to reach their full potential. The Science, Humanities and Social Sciences curriculums are explicitly taught using the Australian Curriculum and through an inquiry approach. Social and Emotional Learning has had a positive impact on the school culture. The school offers a varied range of programs to cater for the needs of students with a strong emphasis on Japanese, Performing Arts and ICT.

Fraser Primary School has a strong commitment to community partnerships. The relationships between school and home are considered most important and many strategies are used to develop greater links. The school community is actively involved in celebrating the learning of students through regular assemblies, Inquiry celebrations and community events.

In 2017, the school leadership team consisted of Principal - Mark Deeker (Principal commencing semester 2), Linda Francis (acting Principal Semester 1), Deputy Principal - Linda Francis (Todd McCoy and Scott Pearce acting semester 1), School Leader Cs - Stephen James, Scott Pearce, Todd McCoy (Term 2) and Natalie Harding (Terms 3 & 4). Kylie Evans is employed as a School Leader C Professional Practice and her role is divided between classroom teaching and the coaching and mentoring of staff K-6. Teaching staff include 23 classroom teachers and 4 specialist teachers covering Japanese, Performing Arts, STEM and Physical Education. Each team comprises of a resourcing teacher critical to enabling teams to develop and implement their own intervention and enrichment model.

Methodology:

At Fraser Primary School self-evaluation is an ongoing process driven by the ACT Education Directorate and School Strategic Plan. The Fraser Primary Annual Action Plan is developed and owned by all staff. Staff reflect on progress against the plan once a term during curriculum meetings and from this, staff document progress against the relevant strategic priority and identify future areas of focus.

The National School Improvement Tool (NSIT) is our primary source of self-assessment, with both executive and teaching staff analysing our performance and identifying supporting evidence against the 9 domains. Staff have engaged with the National School Improvement Tool (NSIT) through our reflection meetings and all staff have participated in discussions to assess Fraser Primary against each domain of the NSIT. In addition, we have used student data (NAPLAN, PIPS, Directorate and school targets), stakeholder perception data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to ascertain priorities.

Weekly (PLT) meetings provide staff with the opportunity to discuss and analyse student assessment data. This data includes:

Performance Data: NAPLAN, PIPS, AGAT, PAT Maths, PM Benchmark data, Morrison McCall Spelling, Essential Skill Trackers.

Satisfaction Data: System Survey Data, Australian School Climate and School Identification and Measurement Tool, School Based Surveys.

Evaluation of Performance:

Strategic Priority 1: Improve student outcomes in literacy and numeracy through building teacher capacity through using an evidence based approach

Targets

By the end of 2016 the school will:

- achieve ETD NAPLAN targets
 - Year 3 Reading 445 ± 22 , Year 3 Numeracy 414 ± 16
 - Year 5 Reading 513 ± 20 , year 5 Numeracy 491 ± 16
- achieve a 1% point improvement in the percentage of students in the top two bands, based on the 2016 four year average in year 3 and year 5 in writing, spelling and numeracy.
- achieve a 2% point improvement in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 four year average.
- increase the % of students making expected or above expected growth in PIPS (maths) from 93% in 2016 to 86% in 2017 and to 94% in PIPS (reading)

Progress

Key Improvement Strategy 1: Embed differentiation to effectively address the learning needs of individual students.

Indicators of Success

In January, all staff participated in professional learning engaging with Great Teachers by Design. Staff were able to learn about and collaboratively plan for:

- responding to individual needs,
- building effective relationships,
- using explicit teaching approaches,
- embedding formative assessment,
- providing students with quality feedback,
- setting high expectations for students and
- student engagement

Staff were able to collaborate and effectively implement strategies to support student learning through their engagement with this Professional Learning and resource.

All teams collaboratively plan using Google Apps for Education. There are a number of part-time staff at Fraser Primary and planning with Google Apps means that staff can keep abreast with planning regardless of whether or not they are physically at the school. Staff can also easily access planning documents at home or on their mobile devices. This has greatly enhanced the accessibility of planning documents and ensures all staff are aware of the outcomes being covered and how to teach them. This translates to a consistent teaching program for all students where learning intentions and lesson aims remain the same regardless of who the teacher is or what class a student is in.

All identified students (funded through ISP and non-funded) have an Individual Learning Plan (ILP) developed in consultation between the classroom teacher and student's parents/carers. The initial ILP

goals were developed with an emphasis on ensuring they were achievable. This has resulted in a high proportion of the goals being met by the end of the year.

All teaching staff participate in weekly PLT meetings where the focus is firmly placed on the analysis of data to inform weekly planning. Individual student progress is discussed by teams to examine how best to target the point of need for each student. Data is used to form targeted intervention, flexible groupings and enrichment groups.

In Humanities and Social Sciences (HaSS) and Science, teams continue to explore differentiation in their inquiries. For example matrix's of activities are provided to students to enable differentiation. Each activity links directly to the outcome and encompasses the range of learning styles to suit individual student needs. Strategies and approaches were shared with the Year 5/6 team to enable a two year inquiry plan to be formulated. This was completed through our Coaching and Mentoring program.

Key Improvement Strategy 2: Create a systematic approach to collecting, analysing and acting on data.

Indicators of Success

Over the past 3 years, teaching teams have been developing and refining the essential skills for mathematics and writing. Student progress against the skills is tracked by all staff using a collaborative spreadsheet in Google Sheets. This tracking of progress has enabled teams to monitor student progress on a weekly basis and to make planning and teaching decisions based on the point of need for each student. Planning and tracking in this way has created a team culture where staff are accountable for all students regardless of whether or not they are in their roll group. Staff have developed trackers to monitor student progress for other areas of the curriculum. Each team uses the trackers alongside PLT meetings to plan for and create fluid groupings, identify students requiring intervention and extend high achieving students. Each team has created criteria which reflect the skills and understanding for each stage of the 1-5 scale on the mathematics tracker. This tracking and planning process has embedded a clear process for differentiation where data is dynamic and personalised. These trackers also provide valuable information about student progress to teachers for the following school year. This has reduced the time it takes for teachers to assess student capacity at the beginning of the school year, allowing for earlier groupings and differentiation.

Specialist teachers are also using trackers to record student progress. The physical education teacher tracks progress and shares this with the relevant teaching teams. The Japanese teacher has been developing a whole-school tracker to not only record student progress within a year but to also track student progress as a student moves from Kindergarten through to Year 6.

Through the use of the essential skills data tracker, staff are beginning to utilise a range of specific assessment tools. This varies from the 'SENA style' interview assessment in K-2 (KESA and JESA - Kindergarten/Junior Essential Skills Assessment) to agreed whole team formative assessments linked directly to the essential skills in 3/4 and 5/6.

Longitudinal PAT maths (Years 1-6) data is collected and analysed to measure student ability vs achievement, student growth over time and to inform A-E reporting. The PAT maths assessment is

conducted at the end of the school year. Data is prepared and analysed by staff to assist with the transition of students to the following school year.

Perception data has been used routinely to evaluate the effectiveness of teaching programs. In Year 5/6 student feedback has been gathered about how they learn. The 5/6 team analysed this feedback and made adjustments accordingly. The 5/6 students were again surveyed at the end of the year so the team could examine whether the changes they had made had had a positive impact on the students' perceptions. The Japanese teacher has followed the same process to gather data about how to best teach Japanese.

Fraser staff make use of the Fraser Assessment schedule to ensure that assessments, formative, summative and diagnostic are being purposefully implemented to ensure that the learning needs of all students is being met.

Key Improvement Strategy 3: Embed effective pedagogical practices

Indicators of Success

Teachers at Fraser Primary continually want to improve their practice and therefore the school has increased the range of coaching opportunities being offered to staff. The Executive Teacher of Professional Practice continues to provide coaching and mentoring in Readers' Workshops and supported our new staff to be able to implement consistent practice across the school. In 2017 coaching and mentoring has occurred in mathematics. Fraser Primary School participated in the Principals as Numeracy Leaders program. The principal along with the mathematics committee engaged in a three day workshop to investigate effective mathematical teaching and mathematical learning across primary aged children. The committee reported back to the whole staff via professional learning sessions. In PTLs each teaching team was asked to respond to a numeracy practice guide survey about their current teaching practices. Survey results indicated that teaching teams across the school wanted to strengthen lesson structure of their mathematics lessons, particularly the conclusions (plenary).

The mathematics committee formulated the following short term goals:

- Continue problem solving journey
- Formulate an Assessment Schedule
- Investigate possible assessment tools
- Develop a consistency across the school of a 4 part lesson structure - with a particular focus on reflection and learning intentions
- Share a range maths plenary ideas. Get a consensus for a 10-15 minute plenary twice per week.

The mathematics committee surveyed teaching staff regarding the availability and centralisation of resources, including manipulatives. Subsequent purchases were made. Teaching resources, including texts were made more prominent in the teacher resource room.

Through the maths coaching process this year, a need to enhance the teaching of problem solving was continued. In 2017, the maths committee focused on this area, as well as developing whole-school common language for maths and a shared understanding about what maths pedagogy should look

like at Fraser Primary School. Coaching has also occurred across the school in Google Apps for Education, Letters and Sounds and Mini-lit.

In 2017, writing continued as a focus for whole-staff professional learning. Staff were committed to building their own capacity to teach writing and to develop a common language for writing across the school. Common language is now evident across the school. This was also reflected on and discussed during reflection staff meetings throughout the year. Writing was the focus for learning walks where teachers were able to visit another team to observe and then provide feedback on writing.

Learning walks occurred throughout the year. All teachers had the opportunity to visit classrooms. This year, two key purposes were defined. The first being teachers visiting another classroom to learn something new and the second was to observe another teacher to provide them with effective feedback about a specific area of their practice.

Fraser Primary Schools continues to invest in visible learning. Teachers and students continue to focus on learning intentions and success criteria. This was followed up on during the term 3 Planning and Reflection days. Staff read viewed a John Hattie clip supplemented by professional reading about what is effective in the classroom. All teaching teams then established an Action Learning Plan for term 4 to further focus on visible learning in their classrooms.

A Professional Learning Plan has been developed. The plan identifies the professional learning that has occurred across the school throughout 2017 and aligns professional learning with the priorities of the strategic plan.

Key Improvement Strategy 4: Further develop and implement plans for curriculum delivery

Indicators of Success

This year, the Australian Curriculum scope and sequence for English has been displayed in the meeting room. Each term, all teams K-6 teams recorded which content areas had been covered. This was used to monitor progress, ensure all content areas are being covered and guide future planning in Reflection and Planning meetings. At the end of the year, in PLT meetings, each team discussed their progress and identified areas which may require further depth in instruction for 2018.

Essential skills in writing and mathematics have been further refined by teams. Teams have developed and use a tracker to record student progress against the essential skills in writing and mathematics. Teaching staff were able to analyse how the essential skills are vertically aligned from K to 1/2, 1/2 to 3/4 and 3/4 to 5/6. In PLTs, staff continually examine the performance data contained in the maths and writing trackers to identify students at risk of not achieving the essential skills. Students at risk are provided with targeted intervention.

In Science, we continue to utilise the Primary Connections as this resource links directly to the Australian Curriculum: Science. This enables teams to choose relevant topics to meet both student interest and other curriculum areas of study. In Humanities and Social Science, year 1 to 6 continue to refine a two year cycle in the delivery of the content following the changes in the Australian Curriculum.

Key Improvement Strategy 5: Continue to develop every child's social, emotional and physical wellbeing

Indicators of Success

Fraser Primary School continues to subscribe to the Growth Mindset model, particularly referencing Carol Dweck's book, 'Mindset: The New Psychology of Success'. All learning communities at Fraser Primary have been working on developing a Growth Mindset, as opposed to a fixed mindset. During 2017, all students spent time learning about what a Growth Mindset is and why it is important to practice a Growth Mindset in life. Students participated in roleplays, reflected on their own mindset and developed strategies to help them apply a Growth Mindset when faced with challenging situations. This has been constantly referred to throughout the year and has been a core component of our Social and Emotional Learning program.

The Student Management Policy, in the form of the development of the Safe and Supportive Schools Procedures document, continued as a focus during 2017. This document was drafted to support the ACT Education and Training Directorate's Safe and Supportive Schools Policy and to outline the practices at Fraser Primary School to provide a safe and supportive environment, manage and respond to complex and challenging behaviour and address bullying, harassment and violence. As part of this process, staff continue to reflected on current processes and beliefs around student management, safety and wellbeing.

Key components of the Safe and Supportive Schools Procedures document include SCARF values, citizenship, growth mindset, Social and Emotional Learning and providing a safe and supportive classroom and playground environment. Staff constantly apply the 2016 behaviour management procedure flowcharts for both the classroom and playground. Student friendly flowcharts are used in classrooms. The Fraser Primary School Behaviour Tracker monitors incidents relating to student misconduct. All incidents in which a child is removed from the classroom or playground are documented by members of the Leadership Team. The analysis of data each term will be used to support teachers and the Leadership Team to implement strategies for students with recurrent behaviours. These records are also available to refer to prior to having a discussion with a student about their behaviour or meeting with parents/carers. As a result of staff feedback, a tracking system is now used on release days. This is used by specialist teachers to keep track of students, record any student management incidents and to provide feedback to classroom teachers.

The Teacher Assistants program continues to support student behaviour and engagement in the playground. Teacher Assistants are Year 5 students who help the junior students at lunch time on the junior equipment and the Kindergarten veranda. They wear bright purple vests and their job is to remind Fraser students of the rules and help students who are hurt, can't find someone to play with or who have had minor disagreements. The school has established three Buddy Benches across the school. The SRC carried out an advertising and fundraising program to build permanent benches in the school where students are encouraged to sit if they are feeling lonely or have no one to play with. Another student will then invite them to play in a new game or simply sit and talk. The Buddy Bench complements our school values, the Social and Emotional Learning program and aims to create a more inclusive and supportive playground.

2017 is the third year of Fraser Primary's participation in the Fresh Tastes program. This year the focus was around Food from School and Classroom Learning. After receiving professional learning in the Food & Me program, regular health and nutrition education continues in all classrooms K-6, as well as in the preschool. Fraser Primary school has a well-established vegetable garden that is currently providing produce for classroom kitchen lessons, the canteen and the community.

Fraser Primary School implements an inside play space during recess (K) and lunch time (K-6) for students who require a more supportive environment. In addition to the library, a junior (K-2) and senior (3-6) inside play classroom are now in operation for four lunchtimes each week. We have also established an increased number and variety of lunchtime clubs. These include gardening, bike workshop, ukulele, recorder, dance and coding for boys and girls. The play shed has also continued to be an integral component of the playground environment.

A number of initiatives which were commenced in prior years have continued to thrive in 2017. The school conducted Ride or Walk to School Days each term this year. Student Active Travel Leaders assisted in planning the days and recording data about the numbers of active travellers. There have been five Stay and Play sessions on a range of afternoons throughout the year, one of which included access to the bike workshop. The Breakfast Club continued to be supported by UnitingCare Kippax to create a sense of community for students.

Summary Against Targets

Achieve ETD NAPLAN targets

- Year 3 Reading 445 ± 22 , Year 3 Numeracy 414 ± 18
- Year 5 Reading 513 ± 20 , year 5 Numeracy 491 ± 16

Summary against mean targets: All Education Directorate targets were met (without the +/- statistical variance).

Target	2017	Result
Year 3 Reading 445 (+/- 22)	Year 3 Reading 453.1	Achieved by + 8.1
Year 3 Numeracy 414 (+/- 16)	Year 3 Numeracy 432.1	Achieved by + 18.1
Year 5 Reading 513(+/- 20)	Year 5 Reading 519.3	Achieved by + 6.3
Year 5 Numeracy 491 (+/- 16)	Year 5 Numeracy 492.5	Achieved by + 1.5

Achieve a 1% point improvement in the percentage of students in the top two bands, based on the 2016 four year average in year 3 and year 5 in writing, spelling and numeracy.

Percentage of students in the top two bands			
Year 3:	Writing	Spelling	Numeracy
2017	29.5	14.8	26.2
2016	11.9	23.7	8.2
2015	19.6	21.7	28.3
2014	7.7	22.6	16.7
2013	15.8	15.8	10.8
Average	13.75	20.95	16
Percentage of students in the top two bands			
Year 5	Writing	Spelling	Numeracy
2017	5.7	7.5	5.8
2016	2	9.6	9.6
2015	0	7.5	5
2014	0	2.3	4.7
2013	4.7	9.3	9.1
Average	1.7	7.2	7.1

Summary against percentages in bands: Fraser Primary results indicate that we achieved the target in Year 3 writing and Numeracy as well as Year 5 writing. We did not achieve the target in Year 3 spelling as well as Year 5 Spelling and Numeracy. The Year 5 spelling percentage was higher than the four (4) year average, just not by a full 1%.

Achieve a 2% point improvement in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 four year average.

Expected Growth %					
Year 5	Reading	Writing	Spelling	G&P	Numeracy
2017	53.5	48.8	60.5	62.8	61.9
2016	59.6	-	55.3	72.3	56.5
2015	54.8	36.7	61.3	45.2	36.7
2014	58.3	54.3	27.8	44.4	39.4
2013	38.2	73.5	55.9	50	29.4
Average	52.7	54.8	50.1	53.0	40.5

Summary against within school expected growth: Fraser Primary results indicate we achieved the target in spelling, grammar & punctuation and numeracy. Fraser Primary School increased the within school expected growth in reading by 0.8%, not the full 1%. We did not met the target for writing.

Increase the % of students making expected or above expected growth in PIPS (maths) from 93% in 2015 to 94% in 2017 and to 94% in PIPS (reading)

End of year PIPS results show that the percentage of students making expected or above expected growth in maths decreased marginally from 93% last year to 91% in 2017, which is below the target of 94%. The percentage of students making expected or above expected growth in reading decreased from 93% last year to 89% in 2017, which is below the target of 94%.

Strategic Priority 2: Develop a strategic approach to partnerships with community organisations to support student learning

Targets

By the end of 2017 the school will:

- maintain the percentage of student satisfaction, 'Overall I am satisfied I am getting a good education at this school' at 96% in 2017
- increase the percentage of parent satisfaction, 'community partnerships are valued and maintained' from 91% in 2016 to 92% in 2017
- increase the percentage of parent satisfaction, 'computer technology is an integral part of learning and teaching at my child's school' from 87% in 2016 to 89% in 2017
- maintain the percentage of student satisfaction, 'at this school I have access to equipment such as computers, internet and digital cameras' at 99% in 2016
- increase the percentage of parent satisfaction /My child likes being at this school' from 91% in 2016 to 94% in 2017

Progress

Key Improvement Strategy 1: Build on ways to engage parent/carers in their child's learning.

Indicators of Success

At Fraser Primary, we strongly believe in parents/carers being partners in their child's learning. To assist with fostering this partnership from the very start of the child's educational journey, Preschool and Kindergarten families were invited to the Preschool/Kindergarten Welcome BBQ. This gave parents/carers the opportunity to meet and chat with all the staff in the Early Learning Communities and also allowed them to connect with other families and their child's friends. For parents/carers of students in year 1-6, a series of Information Sessions occurred at the beginning of term 1. These were held in the child's learning environment with teaching teams introducing themselves and providing an overview about how each of the learning communities will operate in 2017. Also in term 1, parents/carers were invited to Catch-Up Meetings and Progress Meetings. Prior to these sessions, parents/carers were given the opportunity to complete a communication form which provided the classroom teacher information about their child, including their strengths, interests, areas for development and anything relevant about their home environment. In Catch-Up Meetings (Preschool and Kindergarten), parents and carers gained information about how their child had settled into the year, some initial observations in relation to their child's learning and discussions about how they can best support their child's learning at home. Progress Meetings (Years 1-6) were held in term 1, week 8. Parents/carers discussed their child's progress in the first term, as well as goals for the student to work on both at home and school.

In 2017, the Fraser Primary School continued to use a community room. The Kambera Room - named after the Ngannawal word for 'meeting place' - was used to host a number of community sessions. Throughout the year, parents/carers have had opportunities to participate in a range of information sessions that link directly to their child's learning and development. Before commencing the Home Learning program, the Kindergarten team presented a session on 'How to help your child with reading' in which they shared the strategies used in the classroom for reading and letters and sounds. A similar

session was then planned for students in years 1-4, with Melinda Lee and Brooke Hall presenting our research-based approach to teaching phonics and tricky words. In term 3, Carolyn Stolfa and Kelly Hobson presented a session about oral language development and building vocabulary. Other information sessions include parenting courses, GAfE nights, personal development night, nutritional talks and The Future of Education Discussions.

In 2017, we continued to open up classrooms for parents and carers to be able to view and participate in their child's learning. Student Led Conferences were implemented in term 3 for the parents and carers of years 1-6 students. During the 30 minutes Student Led Conference, students led their parents/carers through aspects of their learning in English, Mathematics and Inquiry. Other learning areas such as Japanese and Performing Arts were also included. Students chose areas to share in a range of learning styles, including written work in their workbooks, the Google Classroom and visually through their portfolios. There was a particular focus on students sharing the progress they had made during the first half of the year and the learning goals they had been working towards. Classroom teachers were available throughout the session to discuss each child's progress and achievements over the first semester. At the end of the Student Led Conference parents/carers were given the opportunity to provide feedback to their child to promote further growth and development. Preschool and Kindergarten families were invited to attend a Learning Journey in term 3, in which their child shared their learning from the first half of the year and asked for feedback about the things they were doing well.

The school's journey with using Google Apps for Education continued during 2017. The platform is in use across the curriculum in years 3 to 6 and is in its early stages in from years K to 2. This is providing parents with another valuable avenue to see student learning. Feedback from families continues to be that they now have a greater understanding of the learning happening in classrooms as a result of their children sharing what they are doing through Google Apps.

Fraser Primary School's Graduate Profile continues to be a focus.

The *Learning Community Blogs* have gone from strength to strength with over 40 thousand views in the last 12 months.

Key Improvement Strategy 2: Establish a strategic approach to targeted partnership development with community organisations and businesses to support student learning.

Indicators of Success

During the year, we have continued to strengthen our partnership with UnitingCare Kippax in providing for our Breakfast Club. We also give back to UnitingCare through the Christmas appeal. Another organisation that we have continued to work in partnership with is the Hall Rotary Club, who assist during the Fete and End of Year Celebration. We have continued to maintain links with other community organisations including West Belconnen Family and Child Services and Christian Education In Schools.

We are developing a partnership with West Belconnen Community Services and we are accessing ACT Child and Family Services to host, once a term, a presentation for families.

In 2017 the following presentations were held at Fraser Primary –

We now have a speech pathologist working as a consultant, administering assessment and planning and delivering intervention sessions.

Summary Against Targets

- Maintain the percentage of student satisfaction, 'Overall I am satisfied I am getting a good education at this school' at 96% in 2017

The percentage of students responding favourably to the statement 'overall I am satisfied I am getting a good education at this school', decreased from 96% to 94% in 2017. We did not meet this target.

We did not meet this target.

- Increase the percentage of parent satisfaction, 'community partnerships are valued and maintained' from 91% in 2016 to 92% in 2017

The percentage of parents/ carers responding favourably to the statement, 'community partnerships are valued and maintained' decreased from 91% in 2016 to 83% in 2017.

We did not meet this target.

- Increase the percentage of parent satisfaction, 'computer technology is an integral part of learning and teaching at my child's school' from 87% in 2016 to 89% in 2017

95% of parents/carers responded favourably to the statement 'computer technology is an integral part of learning and teaching at my child's school'. This was an increase from 2016 where 87% responded favourably to the statement.

We exceeded this target.

- Maintain the percentage of student satisfaction, 'at this school I have access to equipment such as computers, internet and digital cameras' at 99% in 2016

96% of students responded favourably to the statement 'at this school I have access to equipment such as computers, internet and digital cameras', which was a decrease from the 99% in 2016.

We did not meet this target.

- Increase the percentage of parent satisfaction 'My child likes being at this school' from 91% in 2016 to 94% in 2017

97% of parents/carers responded favourably to the statement 'My child likes being at this school'. This was an increase from 2016 where 91% responded favourably to the statement.

We exceeded this target.