

2017 School Action Plan Report

SCHOOL CONTEXT

The 2017 AAP supports the school vision to:

- focus on student achievement and ensure that students are at the centre of everything that we do.
- promote a growth mindset and focus on the ongoing professional learning of all staff
- enhance the agency of all key stakeholder and further develop an engaged community

Bonython Primary School is a friendly, safe and supportive learning environment where students are challenged to achieve their personal best. The school's new motto: ***'Learning with Purpose and Passion'*** underpins the belief that our students learn best when there is meaning, context, high levels of engagement and empowerment. The school works in partnership with families to develop positive learning experiences for students where curiosity, creativity and passion are harnessed in contemporary classrooms.

The school's work is guided by the following principles:

- focus on what's best for learners
- foster a culture where trust is the norm
- build and value respectful relationships
- promote responsibility for ourselves, others and environments
- empower learners to pursue their passions
- pursue opportunities for innovation

Bonython Primary School provides a well-balanced and fluid educational program which places emphasis on all aspects of The Australian Curriculum. The school believes children bring a natural curiosity and willingness to inquire into the world around them. The inquiry classrooms across the school are places where professional educators provide highly intentional teaching to grow the capacity of all students and develop purposeful and passionate lifelong learners. Educators at the school pride themselves on knowing students well and having a broad understanding of how to cater for their learning needs. Teaching focuses on individual next steps in the learning process and how students can get there effectively.

The teaching practices at the school focus on developing the 'whole' child and have a strong focus on learning assets, skills and dispositions to enable each child to develop as a productive and active citizen of the community. Educators believe in teaching students the importance of collaboration, being a self-manager, developing strong communication skills, being a critical thinker and a proactive researcher. These assets are valued and taught to students so they can be literate, numerate and active members of our community.

The focus for learning is based on the success skills that all people need to be active, successful and happy citizens in our global society. Students learn about the important success skills of empathy, integrity, self-management, embracing diversity, grit and how to foster these skills into learning and their lives.

Educators at Bonython Primary School understand that education is a partnership between school and home and greatly appreciate the active role that families and community can play in developing students to be the leaders of tomorrow.

Methodology:

The school's self-evaluation process is cyclic and embedded in operational systems. Priorities are routinely reviewed through intentional critique and discussion in staff, team, executive, School Board and P&C meetings. Highlights, successes and challenges relating to each of the domains of the National Tool for School Improvement are considered and acted upon.

Specific data is collected and analysed as indicated on the table below:

Data	Type	Role
Demographics & Enrolment	QUAN-qual	Provides important statistical and background information that informs planning, assessment and evaluation of teaching and learning programs.
Attendance & Behaviour	QUAN-qual	Assists staff and families in identifying and responding to patterns of student behaviour to promote and sustain positive participation.
Community Satisfaction	QUAN-qual	Provides ongoing evaluation of staff, student and parent/carer satisfaction with school actions, policies and culture.
Teacher/Parent & Carer Observation & Communications	Qualitative	Provides ongoing evaluation of rigour, quality, efficiency and effectiveness of teaching and learning systems and experiences.
Individual Learning Plans	QUAL-quant	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Reporting (including A-E)	QUAN-qual	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Standardised Assessments (including NAPLAN & PIPS)	QUAN-qual	Assists staff and families in identifying and responding to patterns of students' academic and social achievement.
Finance	QUAN-qual	Supports staff to make strategic decisions around student support, human & physical resource deployment and staff professional learning.
School Documents	Qualitative	Provides an historical archive of school community ethos and activities.

Strategic Priority 1:

Embed the strategies of Formative Assessment to improve student learning outcomes

Targets

By the end of 2021:

- Achieve ACT Education Directorate NAPLAN targets for year 3 and 5.
- Achieve a 5% improvement in the percentage of year 3 and 5 students meeting the proficient level in all aspects of NAPLAN domains based on the 2016 four year average.
- Reduce the number of students in (ACER) stanines 1-3 and increase proficiency levels of all students in reading and maths.
- 90% of Kindergarten students achieving expected or above expected proficiency levels (band 3 and above) in PIPS each year.

Key Improvement Strategy

Strengthen formative assessment approach and student accountability

Specific Actions

- Embed formative assessment strategies in all classrooms
- Reframing learning intentions and effective sharing with students
- Implement classroom walkthroughs
- Build capacity of students through the effective teaching of peer and self-assessment
- A focus on early intervention

Progress

The school's focus on strengthening the formative assessment approach and student accountability commenced in 2017 with the school's new Five-Year Strategic Plan. Staff Satisfaction Survey data revealed that 100% of teachers believe they motivate students to learn at Bonython Primary School. A strong focus for the year was on work to further enhance staff understanding and knowledge of the principles of formative assessment and what was expected to be seen in every classroom across the school.

These were:

1. Students being able to talk about what they are learning, not what they are doing. Walkthrough data indicated this was identified as the most frequently observed strategy.
2. Feedback being provided to move learning forward. School Satisfaction Survey data showed: 96% of teachers made this part of their regular practice; 62% (+/-18%) of students agreed they received useful feedback; and 77% (+/-17%) of parents/carers agreed teachers give useful feedback to their child/ren.
3. Teachers using a range of techniques to check student understanding. Walkthrough data showed this was the second most observed strategy in classrooms.
4. Activating students as resources for learning.
5. Students being agents of their own learning.

The school's revamped coaching and mentoring approach enabled staff to build their capacity with the use of formative assessment strategies and practices. 100% of participants in 2017, through a school-based survey, agreed that the current coaching model supported them to build their capacity as an educator. Staff Satisfaction Survey data highlighted 93% of staff agree or strongly agree that mentoring, coaching or peer observation are arranged at the school as part of professional development. The benefits of the school's approach to professional learning were also seen in survey results, with 97% of staff agreeing or strongly agreeing they are offered programs to develop their teaching knowledge and skills.

Classroom walkthroughs were completed by staff throughout 2017 and the data was collected against the whole staff agreed 'look fors' of the five formative targets of formative assessment. Across the school, teaching teams agreed on particular focus areas and the walkthrough data highlighted pleasing numbers of observations in classrooms for:

- clarifying, sharing and understanding learning intentions and success criteria
- providing feedback that moves learning forward

The school's focus on inquiry pedagogy has supported teachers in the move to reframing Learning Intentions as questions as opposed to statements. This work is supporting students to develop their skills as as thinkers, collaborators, researchers, communicators and self-managers - the Learning Assets. Classroom

environments reflected this focus in what was displayed throughout the school to support learners to engage in effective and purposeful learning. Team leaders ensured that this was a strategic focus for professional conversations about teaching practice with their teams.

Teachers have supported students to engage in peer and self-assessment throughout 2017 as they continue to focus on facilitating meaningful and relevant learning opportunities. Data from classroom walkthroughs identifies this area as an ongoing focus for the school and the need for teachers to continue to develop skills in students to help them further understand themselves as learners and how to give effective feedback that moves learning forward.

The school set up a team of educators to support the early intervention approach in 2017. The team worked strategically and methodically to support targeted and identified students. The completed report by the team identifies student learning progress against their individual learning goals, also highlighting next steps for learning. The school also engaged the support of the Network Student Engagement Team (NSET) to identify mental health needs and underlying learning behaviours that impact on learner participation. A key action from these findings was the implementation during Terms 2 and 3 of the 'Zones of Regulation' (social emotional regulation) approach, in conjunction with the school's psychologist, 1/2 Team Leader and teaching team. The language of this approach was embedded in the 1/2 student cohort and feedback from parents and carers highlights that the language is being transferred into the home context.

Considerations for Future Actions

- Review the current approach to classroom walkthroughs to streamline the system and ensure clear links to criteria within targets.
- Ensure formative assessment targets remain at the forefront of team planning.
- Continue to use walkthrough data to inform next steps and future focus areas for professional learning for staff.
- Build the capacity of new staff with formative assessment strategies.
- Implement the language of the Zones of Regulation across P-4

Strategic Priority 2:

Build, develop and sustain an Inquiry mindset in educators and students

Targets

By the end of 2021:

- 5% increase in the walkthrough data correlation "knowing what I'm learning about" and "how I know I will be successful".
- 100% of teachers demonstrate attainment of Performance Agreement Pathway Goals using annotated work samples linked to the AITSL Standards.
- Student satisfaction data / School Climate Survey indicates 80% of students indicate they have "opportunities to do interesting things" and "teachers motivate me to learn".

Key Improvement Strategy

Develop and commence implementation of a concept driven whole school curriculum map.

Specific Actions

- Supporting teachers to engage in collaborative planning to develop inquiring mindsets and

- authentic teamwork
- Align school reporting procedures to reflect current practices with curriculum, pedagogy and assessment
- Ongoing professional learning opportunities for staff to explore and strengthen their knowledge and understanding of inquiry learning in the classroom

Progress

The Executive team commenced the development of a concept driven Curriculum Map using Kath Murdoch's 'Power of Inquiry' to guide development. The school map consists of four broad, conceptual lenses:

- **Our Personal World** (*understanding ourselves and how we interact with others*)

KEY CONCEPTS: expression, wellbeing, change, identity, choices, personal responsibility, values

- **Our Social World** (*understanding our place within the world and how we connect with others*)

KEY CONCEPTS: diversity, social systems, change, citizenship, relationships, culture, history, community

- **Our Natural World** (*understanding how we interact with the natural environment*)

KEY CONCEPTS: interdependence, place, responsibility, environment, conservation, cycles, location, sustainability

- **Our Physical World** (*understanding how our world works*)

KEY CONCEPTS: systems, innovation, design, classification, cycles, change, technology, ethics

In whole school meetings, staff unpacked their understandings of the 'worlds' and key concepts. In mixed cohort groupings, staff selected a host curriculum area (Science, Technology, Humanities & Social Sciences, Health & Physical Education) to backward map the Australian Curriculum Achievements Standards against the worlds, highlighting key concepts and associated wording for each year level. This task enabled staff to make connections with and see links between the 4 Worlds of the Curriculum Map and what students are needing to understand, know, do and value according to the Australian Curriculum. Staff reflected upon and discussed English and Mathematics demands that could be authentically linked and taught within inquiries to support and show students' understandings of the key concepts. In Term 4, cohort teams reflected on their year of learning and teaching and documented the 2017 inquiries against the 4 Worlds. In Week 0 of 2018 educators/teams will further inquire into the journey of our curriculum map, delving deeper to develop possible questions for inquiries.

The focus in Semester one was targeted/front loading professional learning around Priorities 1 and 2 of the school's Action Plan. Teachers collaboratively planned in team meeting times as well as other mutually agreed times. As educators became more equipped with the knowledge, understanding and skills of Formative Assessment and inquiry we moved to frequent weekly/fortnightly planning times that were built into the 'Whole School Commitments' agenda alongside of planning time within teacher release time. Educators were meeting frequently in teams using student classroom data and observations to plan possible next steps and share directions within the guided inquiry that students were exploring. In 2018 the school is providing three specialist roles for teacher release. Teachers will be given additional planning time with their team leader to plan for inquiry and review data (formative assessment and student work samples).

Collaborative planning for all teachers happened at a team level and for educators who enlisted in the school's coaching and mentoring model, with goals framed around building inquiry mindsets, formative assessment and using the Achievement Standards to backward map learning. Educators sought support/coaching from members of the executive team and classroom teachers who were leaders of this work. Educators were given 2-3 hours of focused time with their coach during core school hours rotating through a coaching cycle. Educators documented their reflections and actions they were going to work on till their next coaching session. Feedback survey data indicated that educators valued this time during core business hours to build their professional capacity. The school aims in 2018 for all teachers to enlist in our coaching and mentoring model with a focused goal to support their practice and build their professional capacity.

The school changed its reporting format in 2017 to align with the ACT Education Directorate's sample template. The language of the Learning Assets: collaborators, communicators, thinkers, researchers and self-managers were used to describe learners individual skills and next steps in comment areas including English, Maths and End comment as well as reflected in the learning behaviour skills section. Executive teachers worked with cohort teams and individually (on a needs basis) for a smooth transition to the new reporting format. A survey was completed at the end of the reporting process and feedback taken on board with some adjustments made to the template for Semester 2's reporting cycle. Semester 2 saw an increase in educator confidence with the reporting documentation and process and the language of the learning assets was strong and embedded in describing students as learners.

Professional learning was strategically targeted throughout 2017 to build teacher capacity with inquiry learning and the created hashtag '#bpsinquiry' has been a key resource in celebrating the inquiry focus in the school on various social media platforms. The school Executive Team facilitated a whole school focus on inquiry learning, 'Building inquiry mindsets' to start the year. This included support and administrative staff. The professional learning day, which was accredited by the ACT Teacher Quality Institute (TQI), focused on what is inquiry learning, why inquiry learning and what it means for teaching and learning at Bonython Primary School. 100% of participating staff, through their TQI evaluations, agreed or strongly agreed the professional learning day:

- helped them gain useful knowledge and understanding;
- content was appropriate and helpful for their practice;
- program description accurately reflected the content delivered and intended learning outcomes for participants;
- provided an effective learning experience.

Reflections were collected throughout the day and at the end of the day where educators indicated how they were feeling and where they were at with their inquiry journey. Majority indicated that they were working towards, with a few indicating they were moving forward. This reflective tool 'Where are you on your inquiry journey?' was completed again in term 3 with more educators indicating they were now 'moving forward' with their inquiry learning compared to 'working through'.

Inquiry professional learning continued as the focus of the school's professional learning agenda. All staff engaged in rich conversations and reflections using 'The Power of Inquiry' text by Kath Murdoch, the school's inquiry curriculum critical friend. Kath worked onsite in the school during June to deliver targeted whole staff professional learning based on our next steps and wonderings around inquiry learning, and also guided planning conversations to support teachers to develop big understandings and concepts for authentic inquiry contexts. Working with Kath was a pinnacle moment with the school's educators and

ignited a true passion for and buy in for the school's direction into inquiry learning and why.

From class visits, observations and student interactions it was evident that the language of the Learning Assets was being embedded P-6 and a focus for all learning tasks and reflections. Educators were using the language in google posts to families and families are also hearing the language being used by their child at home, thus having a flow on affect in the community. Learning intentions are posed as questions of inquiry. Educators are planning learning experiences driven by students wonderings and passions.

The executive team, on recommendation from Kath Murdoch, visited Mother Teresa school in Melbourne to meet with their executive team and observe inquiry practice in action. The visit provided many new ideas and possibilities for growing an inquiry school. In particular, a key focus was 'How can inquiry learning be made visible for students and families?' This visit led to whole school reflections on this next step and visits to classrooms where inquiry learning was being made visible. This inspired educators and as a result saw inquiry journeys being documented visibly on walls and in visual diaries as a resource for students and educators to reflect upon and refer to and for students to share with their families.

Selected staff also attended Kath Murdoch's Inquiry Professional Learning in Canberra in November. The opportunities educators have had to engage with Kath has definitely had a huge impact on their disposition and passion towards inquiry learning and building inquiry mindsets. Educators have experienced first-hand the increase in student engagement and excitement students display towards their learning. Educators are without doubt passionate to continue their inquiry journey and are looking forward to working with Kath Murdoch in April and August of 2018 at Bonython Primary School. The reputation of Bonython as an evolving inquiry school is seeing the school regularly host visits from other local schools. The school looks forward in April 2018 to welcome 18 members of the team from Graceville State School, Brisbane, as they continue to learn and develop their knowledge and understanding of the inquiry practices at Bonython.

Considerations for Future Actions

- Whole School Inquiry professional learning in week 0 2018 - TQI accredited
- Inquiry Professional Learning in 'whole school commitment agenda'
- Continue to develop the conceptual curriculum map based on the 4 Worlds.
- More educators to visit Mother Teresa School in Melbourne throughout 2018
- Inquire into possible adjustments to the 2018 reporting template through the new School Administration System (SAS)
- Schedule visits to other local Inquiry Schools to observe practice
- Establishing Professional Learning Communities for action learning focuses

Strategic Priority 3:

Increase Agency of key stakeholders in our Community

Targets

By the end of 2021:

- Increase the proportion of students demonstrating overall satisfaction with the education provided from 61% to at or above ACT Primary School average
- Increase and maintain overall satisfaction of parents with the education provided at this school from 86% to at or above ACT Primary School average
- Increase engagement to a minimum of 80% time on task in all learning environments

Key Improvement Strategy

Provide opportunities for students to have an active voice in their learning, whole school decision making and leadership

Specific Actions

- Development of Student Leadership Team for different portfolios across the school
- Increase the opportunities and rigor of recognition of student achievement and growth
- Implement a social and emotional learning framework to support student wellbeing

Progress

In Term 1 of 2017 student leadership portfolios were established and Year 5/6 students selected to be a member of a portfolio group that they were passionate about. Groups included areas such as: Community service; Sports; Sustainability. Portfolio meetings were at different times and student representatives introduced their portfolio to the Bonython School Community and communicated updates and events at weekly Bonython Briefings on Monday mornings. Particular portfolio groups were more active in their endeavours and provided the school with insights into specific Learning Assets skills that needed to become a key focus. Effective structures for the leadership portfolios will be a focus for all key stakeholders for 2018 to work towards providing authentic opportunities for students to have an active voice in their learning, whole school decision making and leadership.

Student success and achievement at Bonython PS is acknowledged through the class BPS awards presented at school assemblies. These awards focused on the Learning Asset skills describing students success as collaborators, communicators, thinkers, researchers and self-managers. Term awards were given at the end of each term for all classes. Recipients of these awards are selected by the class teacher and release teachers (junior and senior award) and are awarded to a student who has demonstrated growth within the learning assets and/or in their disposition towards learning and their actions/interactions towards others. 2017 School Satisfaction Survey indicated 93% of parents and carers agreed or strongly agreed that the achievements of students are celebrated at their child's school.

2017 saw the introduction of awards for Year 6 students presented at the year 6 Graduation Ceremony. These awards acknowledged academic, sporting, creativity and citizenship celebrating personal best as opposed to overall achievement with the criteria being framed around learning progress and growth and the school's success skills of Grit, Integrity, Diversity, Empathy and Self-Management.

The school's success skills/values will be launched to the school community in 2018 and will be taught authentically in context. The language of the success skills will be authentically woven into and feature in our 2018 BPS awards and Class Term awards as learning dispositions within the Learning Assets.

The BPS Social and Emotional approach was presented to staff at the beginning of 2017 with educators leading this to further unpack the framework for teachers in team meetings to support teachers to support student wellbeing. 'Mind Up' resources were shared with educators and made accessible via google platform. The Year 1/2 cohort implemented a strong focus on wellbeing, with a particular emphasis on the ability to self-regulate and appropriately communicate emotions. The school's psychologist and Years 1/2 Executive teacher worked closely to plan lessons using the 'Zones of Regulation' approach. A survey was given to families before and after the approach was implemented and data revealed a reduction in the time period students took to calm after episodes of heightened emotions were exhibited. Class teachers participate in sessions with their students to build their knowledge and capacity in the language of and

understanding the 'Zones of Regulation'. Families reported seeing changes in behaviours in their children at home and that children were becoming more able to articulate their emotions. The school aims to continue with the 'Zones of Regulation' in 2018, introducing it in Preschool/Kindergarten, continuing with it in Year 1/2 and rolling it over into year 3/4. By 2021, the school aims to have the language embedded across the school, used by all educators, students and families to identify, express and regulate emotions with the desired result being students empowered to be self-managers in regulating their emotions.

Considerations for Future Actions

- Focus on building more rigor and accountability in student leadership portfolios
- Identify ways to acknowledge and celebrate students' personal best across Preschool-Year 5
- Authentically embed the Social and Emotional Learning approach to support students wellbeing

Key Improvement Strategy

Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs.

Specific Actions

- Collate and create a set of core values for the school in which to operate from
- Connect students with local and global communities through linking with businesses, services and support agencies that assist to grow an inquiry mindset
- Continue to provide learning partnerships with families through Google Communities

Progress

The culminating work from a Change 2 process developed a core set of values for the school, as it rebadged it's focus on 'Learning with Purpose and Passion'. This work led by the school's Deputy Principal and an executive teacher saw a values committee meet throughout Terms 1 and 2, consisting of selected staff, students and parents. The work of this committee identified key skills/values that relate to successful people. The work identified core purposes of Bonython PS to be (aligned to the concept of 'The Golden Circle' by Simon Sinek:

WHY = The Purpose

We believe all students can be successful learners who are confident & creative individuals, active & informed citizens.

HOW = The Process

We learn and teach through inquiry.

WHAT = The Result

We develop thinkers, researchers, communicators, collaborators and self-managers who show grit & integrity, embrace diversity and display empathy.

Documentation of the new values was developed and shared with all staff, ready to support official implementation from the beginning of 2018, together with visual representations for school signage to be created during 2018. Professional learning is set to take place with staff to identify authentic ways to explicitly teach the new success skills focus.

A key cultural marker of an inquiry school is students make strong connections to local and global communities. The school worked strategically during 2017 to engage with the community beyond the school to support authentic opportunities for inquiry. Members of the school's executive team visited Merrylands East Public School in Sydney to learn from their approach to building Interactive Social Capital and were able to develop a connection with the local branch of the Commonwealth Bank to provide a

meaningful financial literacy opportunity to a pilot group of Year 5/6 students. The success of this pilot will see it expanding in 2018. A strong connection also built throughout 2017 to support the development of students in the Arts was with 'The Music Bus' seeing over 50 Bonython students engaging in onsite music sessions on a weekly basis. This connection is anticipated to grow in 2018.

Building capacity of the future of the teaching profession is an important element of the school's work at Bonython to support the growth of inquiry learning to maximise learning outcomes for all students. During 2017, the connection with the University of Canberra was strengthened to see over 70 preservice teachers engage with the school through a variety of professional experience placements and pedagogical content knowledge teaching clinics. The school also developed partnerships with organisations including: the Tuggeranong Hawks; McInyre Real Estate; Continental Cakes; Foxy Fitness; Tegan Graham Photography ; the Tuggeranong Arts Centre and with local artists. Results from the 2017 School Satisfaction Survey say 90% of staff agreeing or strongly agreeing that the leadership in the school arranges events (and connections) that help this school function effectively.

Keeping families up-to-date and providing 'real-time' insights into their child's learning was strengthened during 2017 with the introduction of Google Communities. Through the work of some key staff to drive the processes, all teaching staff were supported to engage with the online platform to share aspects of learning programs and achievement of students. Posts to the Google Communities were made very regularly, almost daily, to ensure that families had another avenue to connect with the school and develop further knowledge and understanding of how their child was learning. This work is expected to continue to grow into 2018 as staff become more familiar with what's possible to keep the authentic sharing of learning happening. The celebration of the school's success with this work was documented in an ARACY Case Study showcasing google communities and parental engagement across the school. 80% of parents and carers said through the 2017 School Satisfaction Survey that computer technology is an integral part of learning and teaching at their child's school.

Considerations for Future Actions

- Communicate and make visible our schools Success Skills/Values
- Seek opportunities to authentically connect with global communities
- Identify some key means of engaging feedback/responses from families to support with measuring family engagement
- Start to develop digital portfolios across the school to showcase learning in real-time
- Consider possibilities for the live-streaming of school events to provide options for families who are not able to physically attend the school e.g. School YouTube Channel

Performance Against Targets (by the end of 2021) - How are we tracking?

Target	Achievement
<ul style="list-style-type: none"> Achieve ACT Education Directorate NAPLAN targets for year 3 and 5. 	<p>In 2017, all NAPLAN targets for year 3 and 5 students were achieved.</p>
<ul style="list-style-type: none"> Achieve a 5% improvement in the percentage of year 3 and 5 students meeting the proficient level in all aspects of NAPLAN domains based on the 2016 four year average. 	<p>In 2017, the average growth from Year 3 - 5 in Reading, Grammar and Punctuation was less than the State (ACT) and the rest of the Tuggeranong region. In Writing the average growth from Year 3 – 5 was the same as the State (ACT), but less than Tuggeranong. In Numeracy, the average growth from Year 3 - 5 was the same as Tuggeranong. In Spelling the average growth from Year 3 - 5 was above the State (ACT) and Tuggeranong.</p>
<ul style="list-style-type: none"> Reduce the number of students in (ACER) stanines 1-3 and increase proficiency levels of all students in reading and maths. 	<p>Between 2016 and 2017, the number of students in Years 2 - 6 who fell into stanines 1, 2 & 3 varied as follows;</p> <p>Comprehension Stanine 1 reduced by 3: 13[2016] 10 [2017] Stanine 2 reduced by 5: 20 [2016] 15[2017] Stanine 3 reduced by 4: 25 [2016] 21 [2017]</p> <p>Maths Stanine 1 increased by 1: 4 [2016] 5 [2017] Stanine 2 reduced by 5: 12 [2016] 7 [2017] Stanine 3 reduced by 10: 37 [2016] 27 [2017]</p>
<ul style="list-style-type: none"> 90% of Kindergarten students achieving expected or above expected proficiency levels (band 3 and above) in PIPS each year. 	<p>80% of students achieved expected or above expected proficiency levels (band 3 and above) in PIPS Reading and 77.14% in Maths.</p>
<ul style="list-style-type: none"> 5% increase in the walkthrough data correlation “knowing what I’m learning about” and “how I know I will be successful”. 	<p>Walkthrough data indicated 2.71% decrease in the number of students who could articulate their learning target “knowing what they’re learning about” at the end of 2017.</p> <p>Walkthrough data indicated a 2.51% increase in the number of students who demonstrated “how I know I will be successful”.</p>
<ul style="list-style-type: none"> 100% of teachers demonstrate attainment of Performance Agreement Pathway Goals using annotated work samples linked to the AITSL Standards. 	<p>All teachers completed or were on track with their 2017 Performance Agreement Pathway Goals using annotated work samples linked to the AITSL Standards</p>

<ul style="list-style-type: none"> ● Student satisfaction data / School Climate Survey indicates 80% of students indicate they have “opportunities to do interesting things” and “teachers motivate me to learn”. 	<p>2017 Student Satisfaction data indicated 60% +/-22 agreed they have opportunities to do interesting things and 54% +/-27% agreed their teachers motivate them to learn.</p> <p>School based survey data - senior school 76%, Junior school P-2 81.6% plus or minus 7.1% agreed they have opportunities to do interesting things</p> <p>School based survey data - senior school 86%, junior school P-2 82.7% plus or minus 9.2% agreed their teachers motivate them to learn.</p>
<ul style="list-style-type: none"> ● Increase the proportion of students demonstrating overall satisfaction with the education provided from 61% to at or above ACT Primary School average 	<p>Overall satisfaction of students in 2017 was 59% (+/- 11%).</p>
<ul style="list-style-type: none"> ● Increase and maintain overall satisfaction of parents with the education provided at this school from 86% to at or above ACT Primary School average 	<p>Overall satisfaction of parents in 2017 was 72% (+/- 15%).</p>
<ul style="list-style-type: none"> ● Increase engagement to a minimum of 80% time on task in all learning environments 	<p>2017 Walkthrough data indicated 76.60% of students are engaged in their learning.</p>