

2018 School Action Plan Report

SCHOOL CONTEXT

The 2018 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 is 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 life long 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 grit, integrity, embracing diversity, showing empathy and self management, 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
 - Effective sharing of learning intentions and success criteria to provide quality feedback from educators and peers
 - Implement classroom walkthroughs that reflect the 2018 'look fors'
 - Grow students capacity to judge their own learning, to track their own progress and to set goals for improvement
 - Effective use of classroom data to inform planning and assess growth
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Progress

The school's focus on strengthening the formative assessment approach and student accountability progressed during 2018. Staff Satisfaction Survey data revealed that 100% of staff believe they motivate students to learn at Bonython Primary School. This has been consistent over the past three years. A strong focus for the year was to further enhance staff understanding and knowledge of how to authentically use *Visible Thinking Routines* to elicit student prior knowledge and effectively use classroom data in weekly team planning meetings to identify next learning steps. Formative Assessment practices have been documented by teaching teams throughout the planning cycle for effective teaching and learning.

"Visible Thinking makes extensive use of learning routines that are thinking rich. These routines are simple structures, for example a set of questions or a short sequence of steps, that can be used across various grade levels and content. What makes them routines, versus merely strategies, is that they get used over and over again in the classroom so that they become part of the fabric of classroom' culture. The routines become the ways in which students go about the process of learning." http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03b_Introduction.html

In 2018, the school's Inquiry consultant Kath Murdoch worked with staff to further deepen understanding of inquiry, with a particular focus in Term 3 on '*Assessment in the inquiry classroom*' with a focus on what students know, understand, do and value. The school's focus on inquiry pedagogy supported teachers to effectively share learning intentions and success criteria through a split screen approach to provide quality feedback from educators and peers. Modelling the split-screen approach throughout professional learning opportunities highly supported educators to transfer this into their classroom practice. During team planning meetings, learning goals and skills were identified for focus teaching within the inquiry cycle and documented to ensure consistency of practice.

Walkthrough criteria was reviewed and refined at the end of 2017/ early 2018 to reflect Walkthrough 'Look Fors' for 2018. While a new Walkthrough data tool was ready for Term 2, the school's approach to classroom walkthroughs resulted in a change. This saw an allocation of a three-hour planning time for each teaching team, with an hour and a half specifically to focus on planning for inquiry, formative assessment and student-centred reflection around the learning assets and dispositions. Progress has been annotated by the school through the cultural markers of an inquiry school, aligning to the work of Kath Murdoch. This is an important lens to reflect how the school is progressing in growing inquiry mindsets.

The implementation of split-screen teaching with co-constructed 'look fors' has grown students capacity to judge their own learning, track personal progress and set goals for improvement.

Teachers have accessed coaching and mentoring to set up student digital portfolios for students to upload work samples and annotate. The school continues to explore ways to document student growth using a number of approaches:

- Split-Screen Teaching
- Look fors
- Reflective Journals - reflections on learning assets, dispositions and learning goals.
- Regular sharing of learning through Google Communities & School Facebook page
- Classroom learning displays - the walls 'doing the teaching'

During collaborative planning sessions, educators brought student data to the planning table. The focus for this practice was to identify ways teachers had focused on making thinking visible to ascertain students' prior knowledge, understanding and thinking that had been recorded, and specific work samples agreed upon to reflect growth against the Australian Curriculum Achievement Standards. Teams used classroom data to direct and plan future teaching and learning needs.

Considerations for Future Actions

- Through formative assessment strategies, develop and embed structures for promoting quality writing in the classroom.
- Grow students capacity to judge their own learning, to track their own progress and to set goals for improvement.
- Through the creation of a data team, support staff to effectively use classroom data to inform planning and assess growth.

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

- Teachers engage in collaborative, professional learning communities to develop inquiring mindsets
- Strengthen teacher understanding of the Australian Curriculum Achievement Standards to identify the concepts to guide student learning opportunities, including strong focus on skills and dispositions (Learning Assets)
- Teachers engage in embedded opportunities to build capacity as inquiry teachers (action learning/passion projects, professional learning networks, classroom coaching, in-school partnership with critical friend)
- Compile agreed upon pedagogical practices for an inquiry classroom

Progress

Bonython Primary School staff have embraced the development of an inquiry mindset in all learners and have been strategically led by a strong Executive Team. The school's curriculum implementation has grown to now align with an inquiry pedagogical approach. Teachers plan learning experiences that draw upon authentic and relevant contexts. Shared inquiries from Preschool to Year 6 aim to develop students' understandings of the way the world works through the following conceptual organisers:

- ***Our Natural World*** - investigating our interactions with the natural environment
- ***Our Physical World*** - investigating the mechanics of the world
- ***Our Social World*** - investigating connections with others
- ***Our Personal World*** - investigating identity ourselves and how we interact with others

The Australian Curriculum Achievement Standards provide a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations, and a clear reference for monitoring learning across the year levels. Teachers at Bonython have worked throughout 2018 to use the Health & Physical Education, Arts, Humanities & Social Sciences, Science and Technologies Achievement Standards to develop a sequence of learning for guided inquiries. Knowledge and skills taught in English and Mathematics allow students to engage with inquiry learning. This work has seen the development of concept maps for all year levels to detail the key concepts and inquiry skills from the Achievement Standards, demonstrating alignment and progress through the years - using standards as points of reference to backward map against key concepts for shared inquiries. It is worth noting that the 2018 Staff Satisfaction Survey data highlighted:

- 93.76% of staff are satisfied the school has high expectations in all that it does
- 100% of staff set high standards for learning in their classes

Staff have engaged in collaborative, professional learning communities to develop inquiring mindsets throughout the year in different ways. 2018 Staff Satisfaction Survey indicated 96.88% of staff agreed or strongly agreed that the school offers programs to develop their teaching knowledge and skills. At the beginning of the year, the school placed a strong focus on *Inquiry Teachers & Schools: What are they and what do they do?* This highly successful, school-based day was an accredited professional learning program by the ACT Teacher Quality Institute (TQI), and was the next step in strengthening inquiry mindsets. In participating in this program, staff were successfully provided with the opportunity to further develop their understandings of inquiry learning and maintain the school focus on building a culture of inquiry. This is evidenced through TQI evaluations by staff where 100% of participants agreed or strongly agreed that the program:

- enabled them to gain useful knowledge and understanding around inquiry schools
- explored content that was appropriate and helpful to their practice as inquiry teachers
- description accurately reflected the content delivered and intended learning outcomes for participants
- provided an effective learning experience around continuing to grow inquiry teachers and schools.

One teacher in their evaluations commented:

“This PL gave all educators opportunities to reflect on and share their inquiry-based practice to further build capacity as inquiry teachers. The best inquiry teachers are continually inquiring into their own practice. They show students that they are learners too and bring an inquiry mindset to their own teaching.”

The school’s Executive Team strategically provided time for staff to engage in the important work of building, developing and sustaining an inquiry mindset in all learners. The focus for professional learning across the year and in team planning sessions maintained this focus and was heavily supported by four days of team planning with Kath Murdoch in the school. The focus with Kath around staying accountable to explore what assessment in the inquiry classroom can look like enabled staff to deepen their understanding of key principles underpinning assessment through:

- clarifying learning intentions starting with the *why*
- involving students in the assessment process
- activating and analysing prior learning
- regularly checking in on student learning
- including self and peer assessment

The school strives to develop successful learners who are confident and creative individuals through an unwavering focus on growing students to be effective thinkers, researchers, communicators, collaborators and self-managers, what Kath Murdoch identifies as ‘Learning Assets’. These align with the Australian Curriculum General Capabilities and the school is proud of the focus on growing Learning Assets and identified them being a feature across all year levels of schooling, from Preschool to Year 6. Teachers have successfully used the effective strategy for sharing learning intentions, with a focus on the assets, by adopting Guy Claxton’s ‘split screen’ teaching approach. Teacher understanding of the Australian Curriculum Achievement Standards to identify the concepts to guide student learning opportunities, including strong focus on skills and dispositions, has continued to be strengthened through the year and is evidenced by:

- team inquiry planning documentation
- regular, structured room shares for staff using the *Australian National Schools Network Tuning Protocol*
- organised inquiry learning walks for families
- regular learning focused posts to the school’s social media avenues (Google Communities and Facebook)

The school’s reputation as an inquiry school is continually growing and this is evident through the number of visits that have been hosted throughout 2018 from both local and national schools. The school’s Deputy Principal has been instrumental in advancing the connections with other schools through strategic work with Kath Murdoch. Work has commenced around compiling agreed pedagogical practices for an inquiry classroom across the school, aligned to Kath’s work. This is a continued focus for 2019.

Considerations for Future Actions

- Teachers engage in collaborative, professional learning communities to develop inquiring mindsets
- Strengthen teacher understanding of the Australian Curriculum Achievement Standards to identify the concepts to guide student learning opportunities, including strong focus on skills and dispositions (Learning Assets & Cross-Curricular Priorities)

- Teachers engage in embedded opportunities to build capacity as inquiry teachers (action learning/passion projects, professional learning networks, classroom coaching, in-school partnership with critical friend)
- Compile agreed upon pedagogical practices for an inquiry classroom to amplify a focus on pedagogy and high expectations for all learners.

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

- Redesign of Student Leadership Team portfolios
- Increase the opportunities and rigor of recognition of student achievement and growth e.g reflection journals, community awards.
- Promote and embed new set of whole school values (BPS GIDES)

Progress

Student Leadership Team Portfolios were successfully redesigned and active throughout 2018 seeing all Year 5/6 students as members of teams. Students had autonomy in which portfolio team to work in based on areas of passion/strong interest. Term 1 focused on the explicit teaching around collaboration skills and forming proposals around actions for Term 2. Student representatives from each group introduced their portfolio at whole school gatherings (*Bonython Briefing*), and a statement of purpose for each group was posted on the school Google Communities.

Portfolios included:

- Engineering
- Arts
- Sports
- Technologies
- Sustainability

In Term 3 Leadership portfolio teams worked with Year 1/2 students to lead sessions to further grow the focus of their areas of interest. Following the session the leadership groups focused on planning, reflecting and preparing for teaching sessions, as well as other proposals. Feedback from students and teachers around this initiative was affirming and highlighted the importance of opportunities for students to have a voice in learning across the school.

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 and dispositions 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 with in the learning assets and/or in their disposition towards learning and their actions/interactions towards others. 2018 Parent Satisfaction Survey indicated 88.06% (+/-5.97%) agreed or strongly agreed that the achievements of students are celebrated at their child's school.

The 2018 *'Principal's Lunch'* was another successful means of acknowledging and celebrating student success and progress/growth. Nominations to attend are developed by teachers, aligned with the attributes of learning assets, dispositions and success skills. Strong feedback from families, especially through comments on the school's Facebook page, are highly positive and affirming.

2018 saw the continuation of the 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. Feedback about the focus and wording of the awards has been embraced positively by the school community.

The school's success skills were launched to the school community in 2018. Students have inquired into the values and what they mean and are taught authentically in context within shared inquiries. New signage was developed by the school to promote this key piece of work for community exposure. The language of the success skills is continually woven into and feature in different student awards. Each school holiday break, the school has designed a Facebook campaign that focuses on success skills and learning assets. This is highly engaged with by the school community and other followers and data can be access via the school's Facebook page:

<https://www.facebook.com/BonythonPS/>

Considerations for Future Actions

- Implementation of Student Leadership Team portfolios across the school
- Increase the opportunities and rigor of recognition of student achievement and growth e.g reflection journals, community awards, electronic portfolio
- Embed set of whole school values (BPS GIDES)

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

- 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, digital portfolios and inquiry Expos.
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Progress

A focus for the school during 2018 was around the inquiry school cultural marker 'students make strong connections to local and global communities'. A key partnership was with Tuggeranong Arts Centre. Bonython's Visual Arts teacher, Deputy Principal and Year 5/6 Arts leadership portfolio group worked collaboratively with the Arts Centre, inquiring into how art spaces are curated. This work culminated in a three-week Art Exhibition titled 'Birds of a Feather' and received strong affirmation from the school and local community, ACT Education Director General, Tuggeranong Director of School Improvement, other ACT Education Directorate staff and 2CC Local Radio. The success of the exhibition can be witnessed online via the hashtag #bpsfeathers and the following Facebook pages: <https://www.facebook.com/BonythonPS/> <https://www.facebook.com/tuggeranongarts/>

The school continued to work strategically during 2018 to engage with the community beyond the school to support authentic opportunities for inquiry. A strong connection continued with 'The Music Bus' to support the learning in music, seeing over 70 Bonython students engaging in onsite music sessions on a weekly basis. The school was able to also celebrate the achievements of students involved in the 'Rock Monsters' band who competed at the National Music Bus 'BandSlam' competition in Wollongong, NSW. The school also hosted the ACT Music Bus showcase in December. Throughout 2018 students P-6 engaged with and participated in learning experiences at the ACT Education Directorate's Centre for Innovation & Learning as a partnership and resource to support shared inquiries and further deepen their conceptual understandings.

Little Burra Preschool initiated a connection with Bunnings in Tuggeranong to support their sustainability shared inquiry. Students inquired into how to grow and care for plants and how to care for their preschool environment with a focus on reduce, re-use and recycle. A representative from Bunnings came to the preschool to talk with students about caring for plants and supported them to pot their own plant. This is a connection we endeavor to build upon.

The school's strong interest in and passion for supporting preservice teachers was acknowledged through its invitation to become a University of Canberra (UC) Affiliate School. This unique partnership is a world first that combines the partnership elements closely linked to the strategic direction of both the ACT Government and the UC. This partnership for Bonython PS, builds on a previous collaboration agreement between the University and the ACT Government to improve professional development and research opportunities in the classroom.

Educators and students connected with local and global communities via facetime. Kindergarten students facetimed the Canberra Zoo and Year 1/2 students connected with students in Fiji through a parent member of our community. Educators regularly seek parent connections for local services and communities to support and value add to inquiries.

Learning walks became a feature of 2018 and were hosted at the culmination of a shared inquiry as a way of connecting with families and community to share student inquiry learning. These were well attended by families and received positive feedback. Learning Walks were trialed at different times of the day; before, during and after school to maximise parent attendance.

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 2018, the connection with the University of Canberra was strengthened as the school became an Affiliate School. This saw approximately 100 preservice teachers engage with the school through a variety of professional experience placements and pedagogical content knowledge teaching clinics. This is a highly valued partnership by Bonython staff, students and community and is

testament to the school's focus on continual improvement and building partnerships. Results from the 2018 Parent Satisfaction Survey highlight:

- 88.06% (+/- 10.45%) say the school looks for ways to improve
- 82.76% (+/- 17.24%) say community partnerships are valued and maintained

Keeping families up-to-date and providing 'real-time' insights into their child's learning was further strengthened during 2018 through the use 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/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. Parents overall satisfaction with the school's vision and work in relation to their child's education rated at 77.61% (+/-13.43%) and students rated their satisfaction at 62.12% (+/-21.21%).

Considerations for Future Actions

- 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 digital portfolios and Inquiry Learning Walks.
- Establish UC Affiliate School partnership through: building the capacity of our teaching staff as being more consciously skilled in their mentoring of preservice teachers. Supporting the Educators as Inquirer Initiative.
- Caring for country - building capacity around the ATSI Cross-curricular priority & Cultural Integrity.
- Explore and develop a strategy for sustainable waste management.

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. 	In 2018, all NAPLAN targets for year 3 and 5 students were achieved.
<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 2018, the average growth from Year 3 - 5 in:</p> <ul style="list-style-type: none"> • Reading was above the state by 0.8 points • Grammar and Punctuation below the state 11.4 points • Writing below the state 42.2 points (first year of online writing test) • Numeracy below the state by 0.6 points <p><small>There is large uncertainty around the ability estimates for extremely high performing students. Students with extremely high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution. A key benefit of transitioning to NAPLAN Online is that the growth scores for these students will be much more precise and accurate than those currently reported.</small></p>
<ul style="list-style-type: none"> • Reduce the number of students in (ACER) stanines 1-3 and increase proficiency 	<p>Between 2017 and 2018, 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]</p>

<p>levels of all students in reading and maths.</p> <p>Stanines 4, 5, 6 are achieving average</p> <p>Stanines 7, 8, 9 - are considered achieving above average.</p>	<p>Stanine 1 reduced by 6: 10[2017] 4 [2018]</p> <p>Stanine 2 reduced by 5: 20 [2016] 15 [2017] Stanine 2 reduced by 1: 15[2017] 14 [2018]</p> <p>Stanine 3 reduced by 4: 25 [2016] 21 [2017] Stanine 3 increased by 20: 21 [2017] 41 [2018]</p> <p>Maths</p> <p>Stanine 1 increased by 1: 4 [2016] 5 [2017] Stanine 1 reduced by 1: 5 [2017] 4 [2018]</p> <p>Stanine 2 reduced by 5: 12 [2016] 7 [2017] Stanine 2 reduced by 1: 7 [2017] 6 [2018]</p> <p>Stanine 3 reduced by 10: 37 [2016] 27 [2017] Stanine 3 increased by 4: 27 [2017] 31 [2018]</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>79% of students achieved expected or above expected proficiency levels (band 3 and above) in PIPS Reading and 88.5% 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>The 2018 walkthrough data is not conclusive due to a change in the school’s approach to the implementation of walkthroughs. The focus this year has been on enabling students to have a voice in decision making about their learning and about the school as a whole. The performance against this target needs to be read in conjunction with that of staff, student and parent satisfaction data, together with the school’s documentation of progress against the cultural markers of an inquiry school.</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 2018 Performance Agreement Pathway Goals.</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>2018 Student Satisfaction data indicated 66.16% +/-18 agreed they have opportunities to do interesting things and 69.84% +/-22% agreed their teachers motivate them to learn.</p> <p>School based survey data - senior school 78%, Junior school P-2 73.6% plus or minus 19.8% agreed they have opportunities to do interesting things</p> <p>School based survey data - senior school 88.7%, junior school P-2 74.5.% plus or minus 23.6% 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 2018 was 56.52% (+/- 26%).</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 2018 was 77.61% (+/- 13%).</p>
<ul style="list-style-type: none"> Increase engagement to a minimum of 80% time on task in all learning environments 	<p>The 2018 walkthrough data is not conclusive due to a change in the school’s approach to the implementation of walkthroughs. The focus this year has been on enabling students to have a voice in decision making about their learning and about the school as a whole. The performance against this target needs to be read in conjunction with that of staff, student and parent satisfaction data, together with the school’s documentation of progress against the cultural markers of an inquiry school.</p>