Annual Implementation Plan: for Improving Student Outcomes

School name: Mount View Primary School

Year: 2017

School number: 4923

Based on strategic plan: 2014 - 2017

Endorsement:

Principal: *Alison Rees* - 24 March 2017

Senior Education Improvement Leader: *Allen McAuliffe* - 12 December 2016

School Council: *Marcus Ransom* - 24 March 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
- To improve the learning growth of every student in literacy, numeracy and science.   - To add depth to student learning and engagement so that students make connections within their community and beyond.   - To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.   - To enhance the human and physical resources in order to strengthen the school's teaching and learning culture.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

Improvement Initiatives rationale:
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Excellence in teaching and learning

- *Building practice excellence* - with the implementation of the Victorian Curriculum it is critical that curriculum planning and assessment is a major focus for 2017
- *Curriculum planning and assessment* –
    - develop teacher capacity so that planned learning meets the need of every student (ILIP, differentiation & inclusive curriculum) and so that students have greater ownership & responsibility of the learning (learner agency)
    - introduction and implementation of the Sensory Motor Program (SMP) – all Prep and Year 1 student, "at risk" Year 2 and PSD students, so that all students have developed the neural pathways & fine/gross motor skills essential to facilitate learning

Positive climate for learning

- *Empowering students and building school pride* **-** implementation of a growth mindset across the school and developing teacher capacity with the focus on positive psychology theory and practice (Maria Ruberto) in order to support students' resilience, optimism & well-being
- *Setting expectations and promoting inclusion* (see above)

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Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

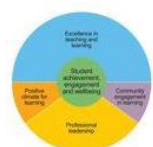| Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	• Build teacher's understanding of the IB PYP and Victorian Curriculum • Align the IB Framework with the new Victorian Curriculum

Curriculum planning and assessment	• develop teacher capacity so that:
	
	    1. planned learning meets the need of every student (ILIP, differentiation & inclusive curriculum)
	
	    2. students have greater ownership & responsibility of the learning (learner agency)
	
	• introduction and implementation of the Sensory Motor Program (SMP) – all Prep and Year 1 student, "at risk" Year 2 and PSD students

Empowering students and building school pride	• Build staff understanding of the theory and practical implications of positive psychology and growth mindset
Setting expectations and promoting inclusion	• *Refer to KIS Curriculum planning and assessment (1)*

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please not that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	• To improve the learning growth of every student in literacy, numeracy and science.
IMPROVEMENT INITIATIVES	• Building practice excellence • Curriculum planning and assessment
STRATEGIC PLAN TARGETS	**AusVELS – English & Mathematics Domains** • Improve and maintain an average of 90% of students Prep – Year 6 achieving at or above the indicative level for all AusVELS content strands of English and Mathematics • Increase percentage of students achieving above the indicative level for all AusVELS content strands of English and Mathematics to 50% or more • 100% of students achieving indicative 1.0 progression point growth or more each year **AusVELS – Science Domain** • Improve and maintain an average of 90% of students Year 3 – 6 achieving at or above the indicative level for all AusVELS content strands of Science • Increase percentage of students achieving above the indicative level for all AusVELS Science content strands of Science Understanding to 40% or more • Increase percentage of students achieving above the indicative level for all AusVELS Science content strands of Science as a Human Endeavour and Science Inquiry Skills to 50% or more **NAPLAN – Reading, Writing, Language Conventions and Numeracy** • 0% of Year 3 and Year 5 students achieving at or below minimum NAPLAN standards • 90% or more of Year 3 students achieving Band 5 or Band 6 • 75% or more of Year 5 students achieving Band 7 or Band 8 • Increase the percentage of students achieving high growth on NAPLAN relative growth reports to 50% • Reduce the percentage of students achieving low growth on NAPLAN relative growth reports to 10% **Staff Opinions** To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores **School Climate** • Academic Emphasis • Collective Focus on Learning • Guaranteed & Viable Curriculum **Professional Learning Results** • Collective Participation
12 MONTH TARGETS	See Appendix 1 (below) - *Mount View PS - 2017 Year Level Victorian Curriculum English, Mathematics & Science Targets*

Framework for Improving Student Outcomes

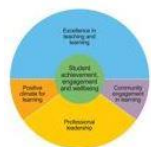| KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD

Building practice excellence
 	
• Build teacher's understanding of the IB PYP and Victorian Curriculum
	• Induction of new staff members
	  o Intro to the PYP – Network PD
	  o Making the PYP Happen – IB PD
	  o Coaching discussions
		Prin
		AP – Curric
		T&L Coach
		PYP Team
		All staff
			Term 1
			Term 2
			Ongoing
				6 months:
				
				• On-going audit of school processes and practice against IB PYP standards
					🔴🟡🟢			

	• Structured discussions with staff at staff & year level planning meetings	CC Teachers	Ongoing		🔴🟡🟢			
	• Discuss in year level, specialist & ESO teams		Ongoing	12 months: • Staff P & D plans				
	• In-school PD - Staff professional reading & discussion – Action research groups (ARG)	AP – Curric CC Teachers	Terms 2 , 3 & 4					
	• Inclusion of goal in P & D plan	Teachers	Terms 2 & 4					
• Align the IB Framework with the new Victorian Curriculum	• Planning of learning engagements to identify Vic Curriculum standards/content – above, at & below – and IB concepts, LP attributes, attitudes, transdisciplinary skills	CC Teachers – classroom & specialist	Term 1 Ongoing	6 months: • All units of inquiry to date to show alignment between IB concepts, LP attributes, attitudes, transdisciplinary skills and related Vic Curriculum content and standards	🔴🟡🟢			
				12 months: • All year level extended PoI to accurately reflect alignment between IB concepts, LP attributes, attitudes, transdisciplinary skills and related Vic Curriculum content and standards	🔴🟡🟢			
Curriculum planning and assessment • Develop teacher capacity so that: 1. planned learning meets the need of every student (ILIP, differentiation & inclusive curriculum) 2. students have greater ownership & responsibility of the learning (learner agency)	• Identification of students at risk & also of children who need to be extended by all teaching staff	AP – Curric Teachers Learning Support EAL	Ongoing	6 months: • All ILIP's to include SMART goals, strategies, time line, success criteria & be discussed & reviewed regularly with the student & families • All ILIP's are developed for each term and across all year levels. • Differentiated learning and increased learner agency is evident in all teachers work programs and P&D documentation • Samples of differentiated learning experiences and opportunities for students to have greater voice in learning are made available for review. • Year Level planning meeting minutes indicate and record discussions and actions that have been implemented to improve the results for individual students based on their needs.	🔴🟡🟢			
	• Analysis of all student data across the school & with each year level	AP – Curric CC Teachers	Ongoing					
	• Facilitate professional conversations around inclusion and differentiation through staff and planning meetings	Prin AP – Curric CC Teachers	Ongoing					
	• Provide professional readings for staff focusing on differentiation and the	AP – Curric	Term 1 - 3					

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	development of learner agency	CC					
	• Support structured year level moderation	AP – Curric CC Teachers	Ongoing Whole School - Terms 2 & 4				
	• Plan for identifying student needs and differentiation in all teacher's P&D plans	CC Teachers	Ongoing	**12 months:** • The use of Individual Improvement Learning Plans (ILIP) extended & developed more consistently across the school • Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching & learning process. • Teacher Performance & Development goals show evidence of growth for each student through differentiated learning tasks • Structured year level moderation sessions are planned & documented – minutes of year level planning sessions • Minutes of conversations with teachers re: student achievement • Results of ARG discussions & implementation	🔴 🟡 🟢	
	• Leadership monitoring of ILIP goals, strategies and meetings	Prin AP – Curric T & L Coach Deaf Fac Coord	Terms 2 & 4				
	• Change to triad structure – move to Action Research Groups – some to have specific focus on differentiation	All staff	Term 1				
	• Change to P & D triad discussions – Leadership to meet with teachers individually twice a year (mid & end year) to discuss student achievement and future learning needs/goals	Prin Leadership Team	Terms 2 & 4				
Curriculum planning and assessment • Introduction and implementation of the Sensory Motor Program (SMP) – all Prep and Year 1 student, "at risk" Year 2 and PSD students	• increase Learning Support staffing – specialised SMP teacher	Leadership	Term 1	**6 months:** • SMP teacher employed 2 days a week • Timetable designed to accommodate SMP sessions • Parent training session run • Initial assessments completed and student tracking tool designed	🔴 🟡 🟢	
	• manage timetable implications	AP – Curric	Term 1 Ongoing				
	• purchase necessary equipment	Prin SMP Teacher	Term 1 Ongoing				
	• train staff and parent helpers	SMP Teacher AP – Curric	Term 1 Ongoing	**12 months:** • resources audited and necessary equipment purchased • 3 year plan for SMP equipment designed & shared with School Council • All Prep & Year 1 students have shown significant growth since January assessments – reflected in improved Vic Curric student data for Preps & Yr 1	🔴 🟡 🟢	
	• gain community support for program with goal for it to be valued and continued in future years	Prin AP – Curric	Ongoing				
	• monitor student growth across year	SMP Teacher AP – Curric T&L Coach Teachers	Ongoing				

Section 2: Improvement Initiatives

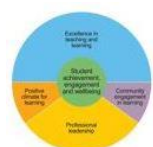|	
STRATEGIC PLAN GOALS	• To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.
IMPROVEMENT INITIATIVE	• *Empowering students and building school pride*
STRATEGIC PLAN TARGETS	AusVELS – Personal Learning Domain • Increase percentage of Year 3 – 6 students achieving at or above the indicative level for all AusVELS content strands of the Personal Learning domain to 90% or more AusVELS – Interpersonal Development Domain • Increase percentage of Prep – Year 6 students achieving at or above the indicative level for all AusVELS content strands of the Interpersonal Development domain to 90% or more Attendance To decrease the Student Absence data average absent days per student Prep – Year 6 is to levels • below 2014 School Mean scores • or below 10 days at each level Parent Perceptions To maintain or improve Parent Opinion Survey results to levels above 2014 School Mean scores School Climate • Approachability • Transitions • General Satisfaction Student Attitudes To maintain or improve Student Attitudes to School Survey results to levels above 2014 scores and where possible, at or above State mean Student Relationships • Connectedness to Peers • Classroom Behaviour • Student Safety Wellbeing • Student Distress • Student Morale Staff Opinions To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores School Climate • Trust in Students and Parents • Teacher Collaboration • Shielding and Buffering
12 MONTH TARGETS	As above

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact		Budget	
								Estimate	YTD
Empowering students and building school pride • Build staff understanding of the theory and practical implications of positive psychology and growth mindset	• Provide professional learning for staff in the understanding of student wellbeing	Maria Ruberto Prin AP – Curric All staff	Day 1 – Term 2 & 3	6 months: • Provision of PD by Maria Ruberto – Positive Psychology • Provision of professional readings • Facilitation of discussions minuted in meeting minutes	🔴 🟡 🟢 🔴 🟡 🟢				
	• Provision of professional readings on growth mindset & inclusion to be discussed in year levels	AP – Curric CC Teachers	Ongoing		🔴 🟡 🟢				
	• Continue to develop and enhance the STARS program (vertical student groupings) - H & WB Whole School Team to develop plan and share with staff	H&W Coord H&W Team Teachers	Terms 2, 3 & 4	12 months: • Increased staff confidence to identify and respond to a wider range of student wellbeing needs reflected through P & D discussions • Improved annual Attitudes to School, Parent Opinion and Staff Opinion surveys results • Staff to provide evidence in work programs of Circle Solutions strategies being implemented on a weekly basis	🔴 🟡 🟢				
	• Engage students in setting learning goals, self-reflection and evaluation of their learning	AP – Curric CC Teachers	Ongoing		🔴 🟡 🟢				
	• Embed Circle Solutions in weekly teaching and learning programs in order to develop student confidence, resilience and optimism through the provision of professional learning for staff	AP – Op H&W Coord H&W Team Teachers	Terms 2, 3 & 4		🔴 🟡 🟢				

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Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	• To enhance the human and physical resources in order to strengthen the school's teaching and learning culture.
OTHER IMPROVEMENT MODEL DIMENSIONS	[**Drafting Notes** Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	AusVELS – ICT Domain • Increase percentage of Year 3 – Year 6 students above the indicative level for all AusVELS content strands of the ICT domain to 70% or more Parent Perceptions To maintain or improve Parent Opinion Survey results to levels above 2014 School Mean scores • School Improvement • Parent Input Staff Opinions To maintain or improve Staff Opinion Survey results to levels above 2014 School Mean scores School Climate • Staff Trust in Colleagues • Parent and Community Involvement Professional Learning Results • Active Participation • Feedback • Applicability of Professional Learning • Coherence
12 MONTH TARGETS	*As above*

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
• Strengthen the provision and use of ICT across the school.	• Create new Leading Teacher role in the area of ICT with the responsibilities inclusive of the provision of professional learning, resourcing, management of BYOD and Compass, and coordination of the ICT team	Prin AP – Curric	Term 1	6 months: • Leading teacher ICT appointed • BYOD program in place for 2017	🔴 🟡 🟢			
	• ICT team – composed of MVPS staff & SC members - to develop an ICT policy and future directions paper	Prin LT – Digital Tech AP – Curric Specific staff & parents	Term 2 Ongoing	12 months: • Extended ICT use in classrooms and specialist programs – documented through planners, work programs and meeting minutes • ICT policy and futures developed	🔴 🟡 🟢			

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• Investigate and build facilities that provide innovative and flexible learning spaces for students.	• Establish a designated Science room	Prin AP – Curric Science WS Coord Science WS Team		6 months: • Resources audited	🔴 🟡 🟢		
				12 months: • Science room establish	🔴 🟡 🟢		

Section 4: Annual Self-Evaluation

[**Drafting Note** Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Yes	3 - Embedding	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	Yes	3 - Embedding	
	Evaluating impact on learning	Yes	3 - Embedding	
Professional leadership	**Building leadership teams**	No	3 - Embedding	
	Instructional and shared leadership	No	3 - Embedding	
	Strategic resource management	Yes	3 - Embedding	
	Vision, values and culture	Yes	4 - Excelling	
Positive climate for learning	**Empowering students and building school pride**	No	3 - Embedding	
	Setting expectations and promoting inclusion	Yes	3 - Embedding	
	Health and wellbeing	Yes	3 - Embedding	
	Intellectual engagement and self-awareness	No	2 - Evolving	
Community engagement in learning	**Building communities**	No	3 - Embedding	
	Global citizenship	No	3 - Embedding	
	Networks with schools, services and agencies	No	3 - Embedding	
	Parents and carers as partners	Yes	1 - Emerging	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

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Considerations for 2018:

	ENGLISH			MATHEMATICS		
Year	**Reading**	**Speaking & Listening**	**Writing**	**Measurement & Geometry**	**Number & Algebra**	**Statistics & Probability**
Prep	*Overall:* • *All students making 6 months growth from June to December in all English areas* • *Decrease number of students below level by 2%* • *85% students achieving at or above level for English strands* • *All students achieving results within a 5% band across all 3 strands*			*Overall:* • *All students making 6 months growth from June to December in all Mathematics areas* • *95% students achieving at or above for all Maths strands* • *Maintain number of students below to less than 2%*		
	• 35% students achieving above level for Reading	• 30% students achieving above level for Speaking and Listening	• 35% students achieving above level for Writing	• 40% students achieving above level for Measurement & Geometry	• 45% students achieving above level for Number & Algebra	• 35% students achieving above level for Statistics and Probability
Year 1	*Overall:* • *All students making 6 months+ growth from June to December in all English areas*			*Overall:* • *All students making 6 months+ growth from June to December in all Mathematics areas*		
	• decrease the number of students achieving **below** the indicative level to 15% • increase the number of students achieving **at or above** the indicative level to 82%	• decrease the number of students achieving **below** the indicative level to 11% • increase the number of students achieving **above** the indicative level to 25% • increase the number of students achieving **at or above** the indicative level to 88%	• decrease the number of students achieving **below** the indicative level to 15% • increase the number of students achieving **at or above** the indicative level to 83% • increase the number of students achieving **above** the indicative level to 36%	• Increase the number of students **above** the indicative level to 50%+ • Maintain the number of students achieving **at or above** the indicative level to 95%+	• maintain the number of students achieving **at or above** the indicative level at 95%+ • increase the number of students achieving **above** the indicative level to 50%	• maintain the number of students achieving **at or above** the indicative level at 90%+ • increase the number of students achieving **above** the indicative level to 35%
Year 2	• *All students making 6 months growth from June to December in Reading* • decrease the number of students achieving below the indicative level to less than 12% • increase the number of students achieving at or above the indicative level to 88%	• *All students making 6 months growth from June to December in Speaking and Listening* • decrease the number of students achieving below the indicative level to less than 12% • increase the number of students achieving at or above the indicative level to 88%	• *All students making 6 months growth from June to December in Writing* • decrease the number of students achieving below the indicative level to less than 15% • increase the number of students achieving at or above the indicative level to 85%	• *All students making 6 months growth from June to December in Measurement & Geometry* • maintain the percentage of students at or above the indicative level at 95% • increase the percentage of students achieving above level to 50%	• *All students making 6 months growth from June to December in Number & Algebra* • maintain the percentage of students at or above the indicative level at 95% • increase the percentage of students achieving above level to 50%	• *All students making 6 months growth from June to December in Statistics & Probability* • increase the percentage of students at or above the indicative level to 95% • increase the percentage of students achieving above level to 40%
Year 3	*Overall:* • *12 months growth in a 12 month period* • *Decrease the number of students Below the indicative level in reading by 1% bearing in mind that 9 students are hearing impaired with several having intellectual delays as well* *English/NAPLAN* • *80% at or above in Bands 5+6 in all areas of English* • *15% or less Below minimum standard in English*			*Overall:* • *12 months growth in a 12 month period* *Mathematics/NAPLAN* • *90+% at or above in Bands 5+6* • *8% or less Below minimum standard in Maths (Increase teacher knowledge and understanding of AusVELS standards in these areas*		
	Vic Curric • Decrease the number of students Below Level in Writing (Increase teacher knowledge and understanding of AusVELS standards in these areas) • Increase the number of students At and Above to 85+%	Vic Curric • Increase the number of students At and Above to 85+%	Vic Curric • Increase the number of students At and Above to 85+%	Vic Curric • Maintain 90%+ for students At and Above the indicative level • Decrease the number of students Below the indicative level in Number and Algebra by 1%	Vic Curric • Maintain 91%+ for students At and Above the indicative level • Decrease the number of students Below the indicative level in Measurement and Geometry by 1%	Vic Curric • Maintain 90%+ for students At and Above the indicative level • Decrease the number of students Below the indicative level in Statistics and Probability by 1%
	Overall: All students – 12 months growth in the 12 month period in all Domains.					

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Year 4	• Maintain Reading to 92.5% <u>at & above</u> level • Increase <u>above</u> by 5%	• Maintain Speaking and Listening at 91.8% for <u>at & above</u> level • Increase <u>above</u> by 6%	• Increase Writing to 90% <u>at & above</u> • Decrease <u>below</u> by 5%	• Maintain M & G 93.7% for <u>at and above</u> • Increase <u>above</u> by 5%	• Maintain N & A at 93.1% for <u>at and above</u> • Increase <u>above</u> by 5%	• Maintain S & P at 93.7% for <u>at and above</u> • Increase <u>above</u> by 5%

Year 5	*Overall:* • *Students more than 6 months below indicative level to achieve 12 months progression in a 12 month period* • *NAPLAN: 68% of students achieving Band 7 or 8 across all areas* • *Increase high growth in NAPLAN relative growth reports to 40%* • *Reduce the low growth of NAPLAN relative growth reports to 10%*					
	• Decrease the number of students achieving **below** the indicative level to 10% • Increase the number of students achieving **at or above** the indicative level to 90%	• Increase the percentage of students achieving **above** level to 50% • Increase the percentage of **at or above** for speaking and listening to 90%	• Decrease the number of students achieving **below** the indicative level to 11% • Increase the percentage of **at or above** for writing to 88%	• Decrease the percentage of students achieving **below** the indicative level in Measurement and Geometry to 3% • Increase the percentage of students **at or above** for Measurement and Geometry to 95%	• Decrease the percentage of students achieving **below** the indicative level in Number and Algebra to 3% • Increase the percentage of students **at or above** for Number and Algebra to 94%	• Decrease the percentage of students achieving **below** the indicative level in Statistics and Probability to 3% • Increase the percentage of students **at or above** for Statistics and Probability to 94%

Year 6	*Overall:* • *All students making 6 months growth from June to December in all English areas*			*Overall:* • *All students making 6 months growth from June to December in all Mathematics areas*		
	• Decrease the number of students achieving <u>below</u> the indicative level from 15% to 10% (5 students) • Increase the number of students achieving <u>at or above</u> the indicative level from 84% to 88% (6 students)	• Decrease the number of students achieving <u>below</u> the indicative level from 11% to 8% (4 students) • Increase the number of students achieving <u>above</u> the indicative level from 32% to 37% (8 students)	• Decrease the number of students <u>below</u> the indicative level from 14% to 10% (5 students) • Increase the number of students achieving <u>above</u> the indicative level from 44% to 50% (8 students)	• Decrease the number of students achieving <u>below</u> the indicative level from 9% to 5% (4 students) • Increase the number of students achieving <u>at or above</u> the indicative level from 90% to 92%	• Decrease the amount of students achieving <u>below</u> the indicative level from 7% to 4% (3 students) • Maintain the number of students achieving <u>at and above</u> level from 92% to 95%	• Maintain the number of students achieving <u>at and above</u> the indicative level (93%) • Increase students achieving at the indicative level from 48% to 50% (2 students)

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2104 Parent Opinion Survey			2014 Student Attitudes to School Survey			2014 School Staff Survey		
Dimension	*School Mean*	*State Mean*	*Dimension*	*School Mean*	*State Mean*	*Dimension*	*School Mean*	*State Mean*
School Climate			*Teaching & Learning*			*School Climate*		
Stimulating Learning	5.87	Below	Teacher Effectiveness	4.52	4.44	Academic Emphasis	622	534
Learning Focus	5.85	At	Teacher Empathy	4.49	4.45	Collective Efficacy	625	532
Approachability	5.88	At	Student Motivation	4.59	4.58	Guaranteed & Viable Curriculum	582	530
Transitions	5.99	Above	Learning Confidence	4.25	4.14	Collective Responsibility	583	531
School Improvement	5.84	At	Stimulating Learning	4.22	4.16	Collective Focus on Learning	573	531
Parent Input	5.39	Below	School Connectedness	4.55	4.39	Trust in Students & Parents	574	530
General Satisfaction	6.09	Above	*Student Relationship*			Teacher Collaboration	495	526
School Engagement			Connectedness to Peers	4.36	4.34	Shielding & Buffering	533	526
Social Skills	5.74	Below	Classroom behaviour	3.29	3.40	Staff Trust in Colleagues	543	523
School Connectedness	6.08	Above	Student Safety	4.38	4.40	Parent & Community Involvement	595	530
Student Motivation	6.09	Above	*Wellbeing*			*Professional Learning Results*		
			Student Distress	6.00	5.94	Renewal of Knowledge & Skills	559	531
			Student Morale	5.77	5.75	Applicability of Professional Learning	536	531
						Active Participation	490	526
						Feedback	457	517
						Applicability of Professional Learning	536	531
						Collective Participation	539	526
						Coherence	522	528
						School Level Support	544	523

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