School Self-Evaluation Report
Doreen Primary School
North Western Region

School number: 0945
Principal: Glenn Simondson
School Council President: Craig Williams
Dates of School Strategic Plan being evaluated 2011-2014
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1. Context

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne’s northern green wedge. Its location is nearby the Northern Growth Corridor, currently experiencing massive influxes of population.

Doreen Primary School is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. (It is however the largest it has been in its 140 plus year history) Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system or footpath to the school, and most travel 2-3km to school. Coupled with this is the fact that there is no before and after school care program, although an unofficial agreement on pick-up or drop-off times is in practice.

In the last decade, the school’s enrolments have more than doubled, and the school has been successful in obtaining an enrolment ceiling of 150 students. In 2014 the enrolment was 151. General consensus in the school community is that enrolments should be kept as low as possible.

Managing change; re-writing programs and policies; developing quality, engaging and effective facilities; attracting quality staff - and then being able to provide professional development for them; increased playground issues; and parking provision will be just some of the issues the school will continue to face over the next few years. Previously the whole school went on excursion, now grades are going alone and the traditional excursions such as the whole school trip into the city at Christmas time and The Great Doreen Bike Ride are becoming logistically challenging feats.

A major challenge the school faces is to continue the small school culture, whilst absorbing the changes it is facing. Children are often enrolled at Doreen as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. It is an important and underlying focus of the school that all staff get to know all children, and usually by the time a student leaves, staff will have got to know the child, their parents, and in many cases their grandparents. Children feel they belong at Doreen, and they are known. These are just two of the factors we believe increases their engagement, and ultimately their success.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them. Specialist classes are offered in Italian, Phys.Ed., Art, Music and Library. All students take part in Swimming programs, Jets Gymnastics, Life Education and Bike Education, which culminates in “The Great Doreen Bike Ride”. There is also a Family Life Program run for grades 5&6. A camping Program begins in grade 3 includes all 3-6 children, and over four years takes the children to four places spread over Victoria. There is also a P-6 Sleep over.

Junior School Council develops leadership skills, and Student Welfare Programs which involve community projects are available. The Junior School Council (which involves all children) often takes on Social Justice Issues. They support a little girl in Cambodia, and last year raised $3500 to send a container of School Resource Material to East Timor.

The Arts are well represented. We have several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practising artist, and along with an engaging and varied program, involves several visiting artists over the school year. The program has resulted in several school based art installations, and has extended into the ICT area with a Film Making project being run each year. In 2012 a section of our first film was judged best Primary School entry in Australia (ACMI Screen IT Awards), and in 2013 our entry came second. These Film making projects are continuing, developing new skills and mediums each year...
Facilities over the last 4 years have been both extended and upgraded. The BER building was converted to a “Safer Place” in the event of Bushfire, and a CARS grant has seen all buildings get a face lift. All ICT equipment has been upgraded to new in 2013 or 2014, and via Working Bees, the ICT infrastructure has been replaced, along with the phone system.

In May 2014, an offer was made to School Council for the provision of a Basketball Court Roof, at material cost. This was taken up, and through donations of labour, cranes, trucks, excavations, concrete, engineers drawings and Staff and Parent Working Bees, the project will be completed late this year or early next. We have had local businesses along with parents donate money, and even the Nillumbik Council Building Surveyors helped out with a cut price. This facility will provide an excellent resource for our school, as well as a new training venue in the wider community.

2. Methodology

The Strategic Plan that this review covers looked at student achievement, attitudes to their school experience and how their transition into and out of our school went.

The school’s core business is the education of children. We use a variety of evaluation methods across the school that are all programmed into a school evaluation document. To ensure we provide a real picture of student progress to parents, as well as gain feedback for the program effectiveness at our school, we look at the performance of our students against both Austvels outcomes, and Australia wide standardised results.

Analysis of NAPLAN data is done annually as a staff at staff meetings, then at Area meetings where classroom teachers add their knowledge to the results. As always, context is used, as often the inclusion of D&I students or students with known learning disabilities affect results in such small cohorts. This analysis was used in the compilation of this report, along with the principal sitting down with the literacy and numeracy co-ordinators and analysing what the data is telling us.

SPA data is also used in this school to analyse performance, for both reporting and looking at program effectiveness. In this school’s case, we use the teacher judgement and the PAT reading and maths results across the school, as they have been added into SPA. As well as this data, South Australian Spelling and TORCH will soon become part of the SPA resource. At present they are being used by classroom teachers, but the process of entering data has not been programed. As with NAPLAN data, the staff as a whole looks at this data in February of the school year, so planners can accommodate any focus areas identified. Again this analysis was used in the compilation of this report, along with the principal sitting down with the literacy and numeracy co-ordinators and analysing what the data is telling us.

As standard practice, SPA data and NAPLAN data is presented to School Council as it is produced.

Analysis of the school wide results for Student Opinion is used by analysing the data collected. At present the school does not use the DEECD provided questionnaire, as both staff and school council felt the whole school should be surveyed, and if an easy method found, more than once a year. At present the upper school use a survey monkey style survey, and the infant school use a paper based “smiley faces” style survey.

Parent Opinion Survey data was also analysed for this review; it is also presented to school council. Unfortunately the data is from only one quarter of our families, so tends to have “one issue” responses. The school also conducts Transition surveys for its K-P transition (annually), and the 6-7 transitions (every other year). All this data has been used to compile the relevant sections of this report, but more importantly it is used by the school to evaluate and fine tune our approaches and programs.
**Evaluation of practice**

**What do we teach?**

Doreen Primary School bases its programs on the Austvels Program, and in fact uses the Scope and Sequence charts in their simplest and most succinct format.

In the areas of Literacy and Numeracy, Scope and Sequence charts are condensed into a Year Planner for each grade level, which is divided into terms and eventually weeks for a class Work Program. Year Planners are developed, stored and evaluated for future years, with staff using student achievement results as a component when assessing what they are doing. This assessment takes place during the Performance and Development process, as well as at Area and Staff Meetings. It is an important part of professional feedback and in the past has been the catalyst in changing a planner to ensure better outcomes.

An Integrated Curriculum Model drives the theme or topic for each term. This is where History, Science and Geography are entwined into the curriculum. The whole school follows the model, which is simple in its format to allow for teacher and student diversity. The theme will often drive topics for reading groups, project activities, incursions, school visits and school excursions. Science days, Cultural visits, films shown, visitors and school ground projects are generally related to existing themes, along with whole and part school excursions.

Specialist teachers run programs in Art, Italian, Music, Physical Education, ICT and Library. These are 50 or 60 minute sessions, and are run throughout the whole school, for 39 weeks of the school year. Where possible these sessions are linked to themes, Sports Programs, School Concerts and special events such as Book Week. ICT programs run throughout the school with the Prep and Grade One classes involved in cross age tutoring with the grade six students, and the remaining grades having focus units with our ICT specialist. These units develop into animation and Film Making, our entries into the ACMI Australia wide film making competitions seeing us win best entry awards and have our films tour in the Little Big Shots Film Festival.

Within our Visual Arts program we employ a visiting artist, who as well as sharing their experience and skills, develop a project in the school ground which includes all children. The yard is full of mosaics, totem poles, sculptures, 3D exhibits and a woven willow fence. Art and expression over a myriad of media is valued at our school.

The Music program has components of singing, creating music, instruments and performance. Drama is also entwined into the program. Children also have the opportunity to learn to play musical instruments in Rock Bands, Drumming Bands and as solo artists, and the school choir is a weekly activity. The Music program also brings in tutors and musicians to share their knowledge and skills.

The students at this school are part of the Sugarloaf District Sports Group. Grades 4-6 take part in Winter Sport, Swimming Trials, Cross Country, Athletic trials, Hooptime Basketball, Sugarloaf Soccer Tournament and Intra school Sport, which the grade 3’s take part in.

Two Swimming Programs run at Doreen PS, the grade 5&6’s visit Latrobe University for activities such as Canoeing, Snorkelling, Water polo, Survival Swimming and Rescues. The grades Prep to 4 take part in an 8 lesson intensive learn to swim program, which has great success. This success forced the provision of the 5&6 program, as 5&6 students were beyond the normal Learn to Swim activities. There is still provision for Learning in the older grades, but the program is essentially deeper water adventure style activities. Consequently our 5&6 attendance at Swimming has rocketed.
Bike Education is run from Prep-6 during Term 3 of our Phys.Ed. program. It develops skill levels and prepares children for road riding. It has been running for 12 years now, and culminates in The Great Doreen Bike Ride. This is where 150 students and 50 adults head off from Diamond Creek along the Bike Trails, with planned stages for the varying abilities. The Prep-2’s ride to Eltham and spend the day at Edendale Farm while the 3-6’s continue on, the main group doing a 37km round trip that takes them to Templestowe and back. Support cars, 30-40 parents, water supplies are all part of the trip, and show children and families a great future activity.

The whole school also takes part in a 3 lesson JETS Gym experience where children visit a local Indoor Gymnasium. Coupled with Life Education and a Family Life program for 5&6’s there are a variety of experiences for our students.

**How do we teach?**

At Doreen Primary School we believe that a sequential developmental program coupled with effective explicit teaching will produce the best outcomes for our students. The school has developed a Teaching and Learning strategy that is attached as an appendix to this review.

We do not look at a student’s education as a one year event, but a 7 year journey at our school where we aim to develop the whole child. This is another “catch phrase” statement in schools, but one we hold as paramount. Academically we aim for children to develop skills, concepts and attitudes at and above expected levels, but we also develop leadership, value initiative and foster risk taking and students valuing success. Students who achieve outstanding results both in and out of school are congratulated and made to feel proud of their efforts, along with those students who tried their very best. It is ok to be “good” at things at Doreen PS.

In 2014, the school had its all-time highest enrolment of 151 students, who were divided into 7 grades, one at each level. This was the first time in its 147 year history that there were no composite grades. Grades were between 18 and 24 in size, the larger grades having teacher aide support allocated where possible. Integration aides were present in 4 grades for our D&I students, and were encouraged, where possible, to work beyond their focus student.

In each grade, teachers plan structured curriculum that reflects their year planner and the relevant Integrated Theme. Literacy and Numeracy tasks are linked to these themes where possible, but the underlying focus is ensuring the delivery of a sequential and developmental program. As children develop the skills and concepts in each area, more open ended tasks are assimilated into the programs, ensuring these extension activities engage our more capable students, but all students are being catered for. The Intervention program supports students who teachers consider are at risk.

In most cases the Intervention Program focusses on Literacy skills. It uses the Fitzroy Reader model, along with a program developed by Heather Harvey. Both programs focus on children developing sight vocabulary, reading skills, comprehension skills and deeper understanding of text. In almost all cases, children are withdrawn from class, but no stigma is attached as they have a component of fun in each session. In the upper grades, children often volunteer for more help to understand a specific topic. In the upper grades the focus often shifts to Numeracy as well as Literacy. This program is run by trained teacher aides, under the supervision of the Literacy co-ordinator. It includes all children from Foundation (June onwards) to Grade Six.

An underlying culture at Doreen Primary School is that if you are doing your best, no matter what level that is, it is good enough. It is a philosophy that children take on, and in aiming for their best, they improve consistently. Children learn to develop goals, and have expectations on themselves that are reasonable and achievable. Success in the younger grades is rewarded with certificates and public recognition at Junior School Council (the whole school attends JSC), with the same for the older grades on a smaller scale. Goals and expectations in the upper grades are used, and the concept of intrinsic reward is fostered.
Classroom teaching models are essentially based on the Early years Model, Open Ended tasks, and setting goals and expectations for work accomplished. Under these conditions children develop independent, self-motivated and resilient school skills, that are building blocks for success at secondary schools and beyond.

**How do we know what children are Learning?**

Evaluation of student achievement is not only for the student’s parents to see how their child is going, but it is also a means to determine effectiveness of programs, approaches and teaching techniques.

At Doreen Primary School we have a school evaluation program which allows for all of these components in a systematic and timeline based format. It consists of anecdotal student observations and work samples, as well as standardised, comparative and trackable test results that are published and regularly reviewed.

The school enters data onto the SPA student assessment program, and at present can look at NAPLAN (3&5), Teacher Judgements (F-6), PAT reading (F-6) and PAT Maths (2-6) for grades or individual students, and how they are performing in relation to Austvels – teacher judgement- and students in their age group Australia wide-NAPLAN and PAT Maths & Reading. In the future SA Spelling and TORCH tests will be added. This comparison allows validation of teacher judgement, parents being able to look at their child’s progress in relation to their peers and the school to look at the effectiveness of its programs.

In the past, issues with spelling results in both NAPLAN and South Australian Spelling tests (compared manually) have brought about the introduction of a school wide spelling program that has shown great improvement via the same tests that identified it as a problem. Individual Year Planners have been re-worked when data has shown differences in student growth between years. NAPLAN Writing results for cohorts have resulted in focus on writing in years following, the cohort then jumping up to expected levels and practices developed to continue this growth.

Although confidence in the validity of the NAPLAN Writing component is not high, the data is still given some validity for trend analysis. Comparisons of what individual children have written in the test to actual NAPLAN results have not always coincided with what classroom teachers believe. The fact there is this difference shows problems with this style of assessment for basing whole school direction on.

**How do we provide feedback to our students and families on learning progress?**

Student reports are published in June and December, which are distributed to parents. At present they are in the Quick Vic format, which staff have discussed changing when the format becomes school choice. If change is the decided option, staff, school council and parents will be involved in the process. Current reports have a high parent approval rating in the Parent Opinion Survey, well above the DEECD averages. They have had a few “school specific” changes made, as our community wants succinct feedback, minus the text that most parents skip anyway. What we are doing and what parents can do is made clear via parent/teacher meetings; Newsletter dialogue; and in succinct statements in reports or during interviews and informal interaction.

Parent feedback tells us our reports let them know where their children are, and how they are going. Standardised data is included, along with Social and Work Skills. All subjects are reported on, regardless of whether they are a mandated topic for the child’s grade level or not. In general, unless deemed inappropriate or unsuitable, all children receive a comment from a subject.

Timetabled into the year is a three way Parent/Teacher/Student interview, which happens in May. It is a combination of progress report, explanation of the coming report and ways to help your child, all rolled into one. In the upper grades the students go through a self-evaluation sheet which is the basis for their interview.
It is a known component of our school culture that teachers are available for parent contact at any time; the process of making an appointment being the best method, but not always a prerequisite. New staff can find the interaction with parents quite different and even a little unsettling at first, but the benefits gained eventually outweigh the initial shock. Effective communication with parents in regards to their child’s academic progress and social development is also an important part of our school’s culture.

A real benefit of a Principal in the classroom is the ability to really see the progress of students from the classroom, not just via graphs and tables. This also means staff are discussing issues and concerns with someone who is in the same role.

Results, reports, and general comments on student achievement are regularly in the school newsletter, along with any area of success. This is also often featured on our website, which has a link via Facebook.
### 3. Evaluation of performance

<table>
<thead>
<tr>
<th>Achievement</th>
<th>What did we set out to achieve?</th>
<th>What did we achieve?</th>
<th>What factors supported or inhibited our success?</th>
<th>Where might we focus future effort?</th>
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<tr>
<td>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements.</td>
<td>Overall To improve all student outcomes in learning in Literacy and Numeracy Prep – Year 6 Targets NAPLAN : 90% of students will achieve the top 3 Bands for their Year level in Reading, Writing and Numeracy by 2014 To reduce to nil the students (deemed capable) achieving below National Minimum Standard EOI: To reduce to nil the students (deemed capable) achieving Group 2 or below on the EOI dimensions VELS: each student (deemed capable) achieve at least one year VELS progress annually</td>
<td>Overall This was a very general statement. We did achieve improvement in student outcomes, and when data is analysed closely, we achieved some excellent results. NAPLAN - Each year the school’s results have been at or above National and State means, and certainly above minimum standards. Individual students below expected levels have been those in DPS intervention programs. Over the 4 years of this review period, trend data has been positive. A drop in one year’s results is often analysed and found to be due to a cohort, BUT the writing results of grade 3 in 2014 are not what was expected. Whilst they are not below National marks, they are below what we would expect. Staff and principal are involved in the test, and concerns over results versus what we saw produced on the day are prevalent. Writing activities are being focussed upon at this level, and the cohort will be monitored. SPA – all grades, Reading &amp; Maths It was a Key Improvement Strategy to introduce SPA to our school so as data analysed was across the whole school, relevant and comparable to cohorts across Australia. 2012 data and 2013 data has school results well above expected levels, and those students recognised as being below already working in intervention programs, on D&amp;I funding, or recent enrolments at our school. See Appendix for both NAPLAN &amp; SPA</td>
<td>Teachers use long term, sequential and developmental programs. Student performance is measured, analysed and used for planning, program evaluation, and to recognise students who may need extra support. Intervention programs are run F-6. Teachers use the School’s Teaching and Learning Strategies approach to their sessions. An Integrated Curriculum approach in many areas is used. Student progress is seen as a 7 year whole school approach. Whole school staff analysing results and discussing outcomes early in the school year enhances the benefits gained from this collection of data. More focussed analysis by teachers in areas and grades allows for improved planning and program effectiveness. Honest professional analysis is important. School Population increases mean the cohort size at each level has increased over the term of this review, often with students who have enrolled mid school because they are experiencing difficulties at their previous school. Traditionally small schools have been children enrol who are not coping at larger schools</td>
<td>Overall We will set more specific and measurable expectations on what we expect to achieve. Student Growth is an area we will examine and develop strategies to foster in the future. Student achievement is high, but growth is not as high. Analysis as to whether this is due to the data we collect and use, a programs inability to extend students; or combinations of these will be an area to look at. It is not yet clear if this growth factor is due to lack of student growth or the inability of the evaluating regime to measure it. An example is that some PAT tests where student score a perfect score, see the students mark at the 96th percentile.</td>
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<tr>
<td>Engagement</td>
<td>What did we set out to achieve?</td>
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<td>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students’ motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</td>
<td>Overall To maximise opportunities for all students to be engaged in their learning</td>
<td>Doreen Primary school uses its own Student Opinion Surveys. They happen 1-2 times each year across all grades. The grade 3-6 surveys are via computer surveys. These are the results analysed for this segment.</td>
<td>Junior school Council gives students the opportunity to have a “student voice” in the running of our school. JSC also allows students the opportunity to voice concerns and be part of the solving process.</td>
<td>A community project with the people of Papua New Guinea via the federal Police in 2015.</td>
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<td>Targets</td>
<td>90% Student satisfaction on school generated survey to indicate that students are well connected to peers and school; motivated and confident in their learning; feel safe and positive at school; well assisted, listened to and that their learning needs are understood; teaching is planned and delivered effectively; learning is interesting, enjoyable and inspiring; learning takes place in an environment free from peer disruption</td>
<td>Student responses in the surveys almost always showed a positive approach to their experiences at school. Graphs for each grade level indicated that students felt positive about their school life, were doing their best, had little peer disruption in class, were able to do their best without bullying or stress and had a good relationship with their peers. Students believe their teachers prepare activities and sessions that engage them, and that their teachers are able to explain and help them if they need it. (2014 is a large document, as are previous years. Please see the school for this data)</td>
<td>Community involvement in school projects such as the Basketball Court renovation and the Container to East Timor. An “unofficial” belief is that “your best is good enough, no matter where it falls.” This encourages all students to produce their best, and be proud of it.</td>
<td>Introduction of awards for Students with excellent attendance records.</td>
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<td>Maintain absenteeism at better than state benchmark over the life of the strategic plan</td>
<td>As per DEECD data, the school’s student absenteeism is generally a day or 2 below the state-wide mark. In 2014 our average has been higher than usual, as we have had an unusually high number of students taken on long term family holidays. When doing so, families have arranged work activities for the length of time they were away, so none of the long term absences are unexplained. (see DEECD data)</td>
<td>Teaching approaches and strategies focus on engagement of students. Leadership Programs for students as they progress through the school. Small staffing allocations to the collection and handling of data can mean slower processing times and prioritising of activities.</td>
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Student responses in the surveys almost always showed a positive approach to their experiences at school. Graphs for each grade level indicated that students felt positive about their school life, were doing their best, had little peer disruption in class, were able to do their best without bullying or stress and had a good relationship with their peers. Students believe their teachers prepare activities and sessions that engage them, and that their teachers are able to explain and help them if they need it. (2014 is a large document, as are previous years. Please see the school for this data)
<p>| · Parent satisfaction with engagement variables to be maintained in the 4th quartile | are given a survey to evaluate or entry programs (mainly K-F), and both graduating students and their parents are surveyed on the school’s effectiveness in preparing children for secondary school. From these responses we seem to be hitting the mark, as they are positive. Often suggestions for improvement are already in place, perhaps missed in rush of coming to a new school. The data from exit students is also positive, perhaps issues with the amount of homework given to prepare for secondary school is one area we have developed this year after feedback from our last survey. Interestingly it is the students who mentioned homework, not their parents. Parent satisfaction with Student Engagement is in the 4th Quartile of the parent Opinion surveys as planned. These results have been climbing over the past 3 years |</p>
<table>
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<tr>
<th>Wellbeing</th>
<th>What did we set out to achieve?</th>
<th>What did we achieve?</th>
<th>What factors supported or inhibited our success?</th>
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<td>Students’ health, safety and wellbeing are essential to learning and</td>
<td>As per our Student Welfare Policy – <strong>Rationale:</strong> The school has the responsibility to maintain a caring, safe, ordered and stimulating learning environment in which the individual needs of all students are considered carefully and catered for appropriately. The school’s Student Code of Conduct is based on the following: - The right to be safe - The right to be treated with respect - The right to work and play without interference - All children will be encouraged to exhibit pride in their school</td>
<td>Students From our Student Opinion surveys we have indications of very little bullying, children feeling safe, children happy to be at school, and children feeling like they belong at this school. It also indicates that almost all children are able to learn unhindered by others, and that being at this school is a positive experience. Feedback regards teachers is also positive, children feel that their teachers care, and work hard to make sure students do well. Almost all responses in these areas are in the positive realm, and very few students have any negative responses. Parents The parent Opinion Survey is above state-wide means in the area of student safety, along with many other areas. Please see the summary graphs in the Appendix.</td>
<td>Many of our students who transfer into our school come here because of issues they have had at other schools, both academically and socially. It takes a little time for the school’s culture to be assimilated by some students, but it does eventually happen. Clear, simple and easy to follow rules help this process. Expectation of positive behaviour, but acceptance of consequence and the concept of moving on after issues are dealt with is fostered. Taking responsibility for behaviour both positive and negative, and accepting the consequences is seen as behaviour which gains respect. Junior School Council meetings allow all to voice their concerns or issues, and have it dealt with fairly by peers and teachers. Restorative justice practices by staff foster empathetic thinking and children taking responsibility for behaviour. Staff, students and parents are all on the same page. Use of JSC and Newsletter to ensure this happens. A Student Welfare program operates, allowing children to learn skills and strategies when dealing with others.</td>
<td>Further development of the Student Welfare Program. Staff PD Restorative Justice. Continued use and further development of JSC, Newsletter and Website as a medium to share school approaches and Policies. Introduction of some school wide awards in regards students exhibiting positive behaviours and assisting others.</td>
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Appendix 1

NAPLAN Results 2014

NAPLAN - Percentage of Students by Band by Domain, Trend 2012 to 2014 - Year 3 Students

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<thead>
<tr>
<th>Year Level</th>
<th>Below NMS</th>
<th>At NMS</th>
<th>Above NMS</th>
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<tr>
<td>Year 3</td>
<td>Band 1</td>
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<td>Year 9</td>
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<td>Band 8</td>
<td>Band 9</td>
<td>Band 10</td>
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</table>

NAPLAN Grammar & Punctuation
NAPLAN Numeracy
NAPLAN Reading
NAPLAN Spelling
NAPLAN Writing
NAPLAN - Percentage of Students by Band by Domain, Trend 2012 to 2014 - Year 5 Students

### NAPLAN Grammar & Punctuation

- 2012: 80% (Band 2), 20% (Band 1), 0% (Band 3)
- 2013: 60% (Band 2), 40% (Band 1), 0% (Band 3)
- 2014: 40% (Band 2), 60% (Band 1), 0% (Band 3)

### NAPLAN Reading

- 2012: 80% (Band 2), 20% (Band 1), 0% (Band 3)
- 2013: 60% (Band 2), 40% (Band 1), 0% (Band 3)
- 2014: 40% (Band 2), 60% (Band 1), 0% (Band 3)

### NAPLAN Spelling

- 2012: 80% (Band 2), 20% (Band 1), 0% (Band 3)
- 2013: 60% (Band 2), 40% (Band 1), 0% (Band 3)
- 2014: 40% (Band 2), 60% (Band 1), 0% (Band 3)

### NAPLAN Writing

- 2012: 80% (Band 2), 20% (Band 1), 0% (Band 3)
- 2013: 60% (Band 2), 40% (Band 1), 0% (Band 3)
- 2014: 40% (Band 2), 60% (Band 1), 0% (Band 3)

### NAPLAN Numeracy

- 2012: 80% (Band 2), 20% (Band 1), 0% (Band 3)
- 2013: 60% (Band 2), 40% (Band 1), 0% (Band 3)
- 2014: 40% (Band 2), 60% (Band 1), 0% (Band 3)

### Year Level | Below NMS | At NMS | Above NMS
---|---|---|---
Year 3 | Band 1 | Band 2 | Band 3, Band 4, Band 5, Band 6
Year 5 | Band 3 | Band 4 | Band 5, Band 6, Band 7, Band 8
Year 7 | Band 4 | Band 5 | Band 6, Band 7, Band 8, Band 9
Year 9 | Band 5 | Band 6 | Band 7, Band 8, Band 9, Band 10
Appendix 2

SPA Data – PAT READING 2013
SPA DATA – PAT MATHS

Year 2 PAT-M Sem 2, 2013

- School Level: 46.62
- Expected Level: 35.93
- Difference: 10.69

Legend:
- One Year Below
- Expected Level
- One Year Above

Year 3 PAT-M Sem 2, 2013

- School Level: 56.88
- Expected Level: 46.78
- Difference: 10.11

Legend:
- One Year Below
- Expected Level
- One Year Above

Year 4 PAT-M Sem 2, 2013

- School Level: 50.35
- Expected Level: 35.13
- Difference: 15.22

Legend:
- One Year Below
- Expected Level
- One Year Above

Year 5 PAT-M Sem 2, 2013

- School Level: 65.36
- Expected Level: 60.41
- Difference: 4.95

Legend:
- One Year Below
- Expected Level
- One Year Above
Year 6 PAT-M Sem 2, 2013

![Diagram withPAT Score and Level Comparison]

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<th>PAT Score</th>
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Appendix 3

Parent Opinion Survey  (against statewide data)