

# Annual Action Plan Report 2017

**Who are the SUPPLIERS (individuals and organisations who provide inputs) to the organisation?**

ACARA  
 ACT Government  
 ACT Education Directorate  
 Australian Academy of Science  
 Cambridge International Examinations  
 Excursion and school camp providers  
 Federal Government  
 Health Professionals - e.g. Therapy ACT, Occupational Therapy, Speech Therapy  
 Instrumental Music Program - 5/6 Band Program  
 Google  
 Local specialists, professionals and tradesmen  
 Network Leaders  
 Parents & Citizens Association  
 Primary Schools Sports Association  
 Sporting Associations and trainers  
 Transport companies  
 Universities

**What are the INPUTS (external resources) required by the organisation?**

Australian National Curriculum  
 Books and stationery  
 Curriculum support materials – (for example, Cambridge International Examinations– Scootle)  
 Education Directorate policies and procedures, staffing, professional resources  
 Finance  
 Information and Communications Technology  
 Music Tutor Program  
 National Curriculum  
 Outside School Hours Care  
 Professional Development  
 Programs offsite of the school - camps, excursions  
 Teaching and Learning Resources  
 Teacher training and Professional Development  
**Who are the OTHER STAKEHOLDERS (those not already listed with a vested interest in the success) of the organisation?**  
 ACT Teacher Quality Institute (TQI)  
 ACT Government  
 Parents & Citizens Association  
 Preschool Parents Association  
 School Board  
 Tuggeranong Schools Network

**What is the PURPOSE (aim or mission) of the organisation?**  
 The purpose of Wanniassa Hills Primary School is learning. Our school provides students with the skills and knowledge necessary to fulfill their ambitions, interests and potential. Our students succeed academically, socially and emotionally.

**What is the VISION (image of the desired future state) for the organisation?**  
 Wanniassa Hills Primary School exemplifies:  
 • a positive school experience, that is inclusive of all, in a safe and supportive school environment  
 • reciprocal relationships where all feel welcomed, heard and valued  
 • twenty first Century learning and teaching in which everybody leads and thrives



**Who are the PEOPLE (individuals and groups) working in the organisation?**  
 Students ~ Teachers ~ School Executive ~ Student Support Staff ~ Administrative Staff ~ Music Tutors ~ Counsellor ~ Building Service Officer



## System Map

**Who are the CLIENTS (recipients and beneficiaries of the products and services) of the organisation?**





In 2017 the school engaged in a variety of analysis and review:

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- **The National School Improvement Tool (NSIT) both ‘in-house’ review and Tuggeranong cluster “Immersion visits”**
  - **ACER designed Progressive Achievement Tests (PAT) in Reading Comprehension, Science, Spelling and Mathematics**
  - **NAPLAN**
  - **Directorate planned and implemented School Satisfaction surveys**
  - **Classroom assessments & observations**
  - **In House – Working parties focusing on Assessment, PBL, ICT and Literacy. Positive Behaviour for Learning surveys and workshops – External Coach**
  - **Parent nights - gathering information on community perceptions including the Future of Education and student pathways within our cluster**
  - **Annual Principal Professional Discussion**
  - **Cambridge International Examinations Checkpoint testing and diagnostics**
  - **Classroom based assessment procedures both formative and summative**
  - **Class profile meetings**
  - **Readers Workshop PLCs - Teacher led professional learning sessions**
  - **System Map – regular review utilising nominated procedures and graduate profile**
  - **Teacher Professional discussions**
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- Readers workshop, especially when looking at the growth data in PAT Reading Comprehension & PM Benchmarks K-6 – Appendix B
- Writing Moderation and creation of assessment rubrics
- K-6 – Greater understanding of differentiation by staff
- Letters and Sounds implementation K-2
- We achieved Directorate set targets in all NAPLAN areas
  - Excellent Year 5 reading achievement
- Work done by classroom teachers to embed consistency in planning and teaching documentation
- Intervention programs Mini Lit in yr. 1 and Mac Lit yr. 3,4, 5 & 6 and the ongoing positive affect this has had on student achievement, especially value added
- In house professional development on the Australian Curriculum and implementation in teaching and learning
- Continuing implementation of the Cambridge Curriculum
- Impact of “special needs” meetings and “classroom conversations” for our students
- “staff portal” showing greater maturity of content and access by staff
- Profile of KidsMatter has lifted across the school – creation of committee with regular meetings and proactive actions
- Positive Behaviour for Learning – Introduction of School Mascots Wally & Wanda
- Community engagement in fund raising and activities such as Book Week, School Fete, Colour Run and P&C support for our Outdoor landscaping plan
- For the second year in a row our Kindergarten mean scores in PIPs testing are in line with ACT averages – 97% of students made or exceeded ACT growth expectations
- The work and outcomes achieved from our “working parties”, this included a rigid assessment schedule, community inclusion through book week activities, consistent planning documentation K-6, adoption of Augmented Reality and a literacy resourcing schedule to name a few
- Data collection and dissemination through analytical tools “GradeXpert” & PAT testing Online
- Review and implementation of new procedures and systems for reporting to parents



*what we feel still need development and areas of concern.*

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- **Better meeting the needs of senior students in the top 25<sup>th</sup> percentile in mathematics and reading – Appendix B**
- **Consistency of teaching practices and understanding in Mathematics K-6 – Appendix B**
- **Consistency of teaching practices and understanding of Writers Workshop K-6 and how it works in parallel with Readers Workshop**
- **Rigour of GAFE in application and student learning – tracking learning achievement and impact it is having within the classrooms**
- **External built environment – landscaping masterplan and priority of works to commence**
- **Preschool refurbishment is still to be started**
- **Pathways of our students through Wanniassa School**
- **Enrichment and Extension in the senior grades**
- **Student Satisfaction results, especially in the area of student voice and perception – Appendix A**

<b>Priority</b>	<b>Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students</b>
<b>Targets:</b>	<ul style="list-style-type: none"> <li>• An annual improvement of 2% point on the percentage of students (within school match) achieving in the top two NAPLAN bands and decreasing percentage of students in bottom two bands by 2020</li> <li>• 2017 PIPS results demonstrate growth above system mean. Initial reading mean score deviation from system will be no greater than 10 points</li> <li>• 70% of students in each year level demonstrate improving student growth consistent with ACER Scale Score growth targets. PAT maths and reading scaled scores, T4 2016 – T3 2017.</li> <li>• 2017 Student Satisfaction: Proportion of students who agree or strongly agree “Overall I am satisfied I am getting a good education at this school.” Will be above system mean and &gt; 80%</li> </ul>
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>• Differentiation of Teaching and Learning is evident across the school in teacher programming documentation and classroom observations</li> <li>• A culture of data analysis and discussion to inform teaching is demonstrated through profile meetings and teacher use of GradeXpert</li> <li>• Delivery of an innovative, global and relevant curriculum</li> <li>• Student assessment data is used to monitor student growth over time.</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<b>Quality Learning Inspirational Teaching &amp; Learning High Expectations, High Performance</b>
<b>Areas of National Quality Standards being addressed</b>	Quality Area 1: Educational program and practice (1.1, 1.2) Quality Area 3: Physical environment (3.2) Quality Area 7: Leadership and service management (7)

Key Improvement Strategy	Indicators of Success	Budget
Embed a culture of data analysis and discussion to inform teaching	<p>Staff uses student assessment data to monitor student growth over time.</p> <p>Summative &amp; formative assessment results are used to evaluate teaching and learning programs and plan for future programs.</p>	PD \$2500 ICT \$12500 Literacy \$1500
<b>Specific Actions</b>		
Formal class profile meetings in conjunction with special needs (DECO) to be held utilising assessment schedule data – GradeXpert Meet with each class teacher to explore GradeXpert data for their class Mid Term 1 – Wk3 Special Needs Wk. 4 Class profile, Follow up T3 Wk3 SN Wk. 4		
Develop staff capacity to understand standardised testing results.		
Develop staff capacity to enter assessment results into GradeXpert database		
Evaluate first semester programs using PAT reading and maths results		
Year level teams present outcomes of first semester evaluation to staff meeting		
<p><b>Evaluation</b></p> <p>The data in Appendix B demonstrates a growing understanding of the use of data and how we can utilise this in the differentiation of teaching and learning. Corridor conversations and class profile meetings between teachers definitely demonstrate a maturity of data analysis and use. We feel that by splitting the profile meetings and special needs allowed greater targeting of all students requirements. Our work with formative assessment is very visible within the class rooms and teachers’ planning.</p>		



Key Improvement Strategy		Indicators of Success	
Deliver an innovative, and relevant curriculum		All school curriculum are relevant, current and of high intellectual quality	
Specific Actions			
Implementation of Australian Curriculum, visible in teacher programming across HAAS, the ARTs & H&PE			
Continuing to embed Cambridge International Curriculum, mapped to AC outcomes especially Secondary 1 and International checkpoint testing.			
Moderation of writing samples across the school linked to learning intentions from the Australian Curriculum and Cambridge International Curriculum			
Evaluation			
<p>PLCs have resulted in greater focus and consistency of teams towards teaching and programming in HAAS &amp; the Arts. Works also involved in the moderation of writing has given teachers a much clearer understanding of student development. The creation of assessment rubrics has aided students and teachers in much more visible success. Providing Australian Curriculum PL has meant a much clearer linking between the Australian Curriculum and Cambridge International Curriculum.</p> <p>Teachers programs demonstrate a high level of professionalism and detail.</p>			
Key Improvement Strategy		Indicators of Success	Budget
Embed effective pedagogical practice across the school		All teachers understand and use effective teaching methods to maximise student learning, evident through annual professional discussions.	
Specific Actions			
Use PLC's and professional readings to build an understanding of <i>Visible learning</i>			

Develop <i>Feedback</i> protocols for students and staff – utilised in Annual Professional Discussions pilot		
Implement <i>regular “working party”</i> sessions for staff meetings		
Provide ongoing feedback and mentoring to all newly appointed staff through “Grad Gossip” initiative		
<b>Evaluation</b> We have successfully implemented a range of informal coaching and mentoring procedures as well as formal processes such as classroom teaming, open plan teaching spaces and “Grad Gossip”. We feel that this is evident in the success our young career teachers have had in 2017 demonstrated in their planning and implementation of “Book week”, student reporting and professional pathways documentation.		
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
<b>Ensure differentiation of teaching and learning is across the school</b>	<b>Every student is engaged, challenged and learning successfully</b>	
<b>Specific Actions</b>	<b>Responsibility</b>	
Introduce MACQLIT (Macquarie University) 3- 6 to build on the success of Minilit from 2016		
Continue MiniLit programme in Junior School with a balanced literacy program		
Build on the implementation of Letters and Sounds as the spelling approach in Kindergarten to Year 2		
Embed Google Apps for Education years 3 – 6 using principles of Learning Power (Guy Claxton)		
Conduct in-school professional learning on Visible learning		
<b>Evaluation</b> The Mini Lit & Mac Lit programs have provided WHPS with a very effective intervention program for our students. We have demonstrated its effectiveness in lifting students, providing a platform for continued classroom success. An unexpected boon is that as a tier one intervention program it allows our counsellor to accelerate and prioritize students referred to her with language difficulties.		



<b>Priority</b>	<b>A Community engaged and focused in continuous improvement of instruction and learning</b>
<b>Targets:</b>	<ul style="list-style-type: none"> <li>• 2017 Yr. 5 NAPLAN reading and numeracy: greater than 60% of year five students will show growth better than system average</li> <li>• Increasing band movement along the NSIT i.e. five out of nine domains will be in 'outstanding' by the end of the strategic plan</li> <li>• 2017 Parent Satisfaction:" Proportion of parents who agree or strongly agree "Overall I am satisfied with my child's education at this school." Will be at or above system mean and will remain above 95%.</li> <li>• 2017 Real retention rate P to K within school (%): Proportion of ACT public school students in pre-school who proceed to ACT public school education in kindergarten will be 80%.</li> <li>• P&amp;C committee will donate \$35000 to fund outdoor landscaping during the 2017 calendar year</li> </ul>
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>• An explicit improvement agenda is evident across the school</li> <li>• A culture that promotes learning for all</li> <li>• Enhanced school and community partnership</li> <li>• An Expert Teaching Team</li> <li>• School resources are targeted to meet needs of our students</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<b>Connecting with Families and Communities</b> <b>Business Innovation and improvement</b>
<b>Areas of National Quality Standards being addressed</b>	Quality Area 1: Educational program and practice Quality Area 3: Physical environment (3.2) Quality Area 6: Collaborative partnerships with families and communities Quality Area 7: Leadership and service management (7)

Key Improvement Strategy	Indicators of Success	Budget
Enhance school and community partnerships	A culture that promotes learning and clear opportunities for all	PD \$2500 ICT \$12500 Literacy \$1500
<b>Specific Actions</b>		
Establishment of a cluster extension program incorporating students from Monash, Wanniassa School and WHPS		
Explore and promote the value proposition of pathways for students in the Wanniassa Cluster		
School Leader Cs to actively participate and represent WHPS in Directorate Influence and Inspire programme		
Continue to explore relationship with Erindale college and what this means as an opportunity for our students		
Engage with P&C to undertake landscaping work in the Primary School playground based on a natural play environment		
<b>Evaluation</b> 2017 has seen greater connections between WHPS and Erindale College. Erindale students attend and complete coaching classes and sports clinics for our students, run a gifted Maths extension program for our years 5&6, and assisted at our sporting carnivals. Our students have been to enrichment days at both Wanniassa High School and Erindale and feedback has been universally positive. Students also attended the cluster enrichment programs. Redbox Consultancy services has been contracted to provide a “Landscaping Masterplan” to guide and inform future work.		

<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
<b>Strategically target school resources to meet the needs of our students</b>	<b>School resources are targeted to meet needs of our students and support the graduate profile of WHPS</b>	\$5000
<b>Specific Actions</b>		
Complete the establishment and implementation of the WHPS 5 year business plan, reviewing its effectiveness through partnerships with ICW and successful business cases		
Purchase new and relevant ICT hardware to compliment pedagogy - Chromebooks		
Preschool Revitalization – incorporating refurbishment of classrooms and landscaping of outdoor environment		
<b>Evaluation</b>		
May Russell architects created and designed plans for the refurbishment of the existing Preschool building; unfortunately we weren't successful in securing department support in funding the project. We are hopeful we will be successful in 2018. The school purchased an additional 60 chromebooks granting a student to machine ratio of 2:1 across the school.		
<b>Key Improvement Strategy</b>	<b>Indicators of Success</b>	<b>Budget</b>
<b>Develop an Expert Teaching team that promotes learning for all</b>	<b>The teaching of reading, writing, assessment and student feedback is aligned K-6</b>	
<b>Specific Actions</b>		
Further development of Writers Workshop K – 6, linking classroom practice with current work implementing Readers Workshop. <ul style="list-style-type: none"> <li>• Learning Intentions &amp; Quality Criteria developed to support the modelling and teaching of writing (ACARA)</li> <li>• Embed assessment both that of Cambridge International Curriculum &amp; Australian Curriculum within</li> <li>• Spelling program incorporated into writing program based on relevant, evidence based resources, e.g. Christine Topher</li> </ul>		
Schoolwide review of Readers Workshop strategies including teacher observations, programming documentation and analysis of collected reading data		



Develop assessment and marking guides for writing at each year level.

Use tool as pre and post-test and moderation guide

Teacher working parties – PLCs focusing on building pedagogy and School wide systems

Implement the Positive Behaviour for learning framework according to directorate coaches “timeline” and advice.

**Evaluation**

Teachers successfully ran and presented workshops to their colleagues on Writers and Readers Workshops. As mentioned, the Working Parties were very successful in embedding high level pedagogical practices as demonstrated by movement along the National School Improvement Tool.

Review and implementation of new procedures and systems for reporting to parents allowed a consistent and seamless process of mid and end of year reporting.

## Appendix A – School Satisfaction Survey Data 2014 – 2017, including School type comparison (Source, ACT Education Directorate)

Results of Parent Satisfaction Survey for Wanniassa Hills Primary School and P-6 School Type												
Item	% Agreement for School				% Agreement for P-6 School Type				Difference (school % - school type %)			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Teachers at this school expect my child to do his or her best	94.62	95.79	95.33	94.78	91.82	92.84	92.80	93.04	2.80	2.95	2.52	1.73
Teachers at this school provide my child with useful feedback about his or her school work	87.91	88.42	88.68	86.15	83.83	85.63	85.14	85.84	4.08	2.79	3.54	0.32
Teachers at this school treat students fairly	81.72	92.63	91.67	86.26	88.62	88.95	88.81	88.72	-6.90	3.68	2.86	-2.46
This school is well maintained	76.34	91.58	95.33	89.55	89.40	90.93	90.18	90.52	-13.05	0.65	5.15	-0.97
My child feels safe at this school	86.02	93.48	94.44	91.04	91.88	92.55	92.58	91.41	-5.86	0.93	1.87	-0.37
I can talk to my child's teachers about my concerns	94.57	91.49	96.30	92.42	93.53	94.05	94.00	93.06	1.03	-2.56	2.30	-0.63
Student behaviour is well managed at this school	66.67	87.10	88.89	82.17	79.41	80.53	80.53	79.15	-12.74	6.57	8.35	3.02
My child likes being at this school	90.32	91.21	93.46	93.98	92.90	93.15	93.66	92.56	-2.57	-1.94	-0.20	1.43
This school looks for ways to improve	82.80	88.04	95.33	89.39	86.51	89.08	89.09	89.08	-3.72	-1.04	6.23	0.31
This school takes parents' opinions seriously	74.19	79.79	88.79	75.38	78.44	80.77	81.39	81.27	-4.25	-0.99	7.39	-5.89
Teachers at this school motivate my child to learn	88.17	90.32	93.46	94.74	87.83	88.33	87.78	88.20	0.34	1.99	5.68	6.54
My child is making good progress at this school	85.11	86.17	93.46	87.97	85.36	86.47	86.00	85.22	-0.25	-0.30	7.46	2.75
My child's learning needs are being met at this school	79.79	86.17	90.65	85.71	81.72	83.29	82.86	82.48	-1.93	2.88	7.79	3.23
This school works with me to support my child's learning	81.72	87.23	87.74	81.82	81.55	83.33	82.99	82.64	0.17	3.90	4.75	-0.82
The achievements of students are celebrated at my child's school	91.49	93.48	95.33	96.24	90.55	92.24	92.03	92.08	0.94	1.24	3.29	4.16
Community partnerships are valued and maintained	84.04	78.72	91.51	86.82	82.18	83.81	84.01	86.07	1.86	-5.08	7.50	0.75
Computer technology is an integral part of learning and teaching at my child's school	77.27	68.48	77.32	73.33	74.15	78.11	80.43	84.30	3.12	-9.64	-3.11	-10.97
Overall I am satisfied with my child's education at this school	85.11	85.11	96.23	89.55	86.99	88.37	87.64	87.26	-1.89	-3.26	8.59	2.29
Overall I am satisfied this school has high expectations in all that it does	78.49	85.26	88.57	88.72	82.69	85.46	83.42	83.71	-4.20	-0.20	5.15	5.02

Results of Staff Satisfaction Survey for Wanniassa Hills Primary School and P-6 School Type									
Item	% Agreement for School			% Agreement for P-6 School Type			Difference (school % - school type %)		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
	Teachers at this school expect students to do their best	100.00	100.00	100.00	98.20	98.17	98.47	1.80	1.83
Teachers at this school provide students with useful feedback about their school work	100.00	94.12	90.91	95.34	95.24	94.64	4.66	-1.13	-3.73
Teachers at this school treat students fairly	100.00	100.00	100.00	96.26	96.60	96.14	3.74	3.40	3.86
This school is well maintained	91.18	100.00	94.12	88.00	87.70	87.71	3.18	12.30	6.41
Students feel safe at this school	100.00	94.12	100.00	92.52	91.40	91.71	7.48	2.72	8.29
Students at this school can talk to their teachers about their concerns	96.97	88.24	100.00	96.98	97.23	96.54	-0.01	-9.00	3.46
Parents at this school can talk to teachers about their concerns	100.00	97.06	100.00	97.51	97.63	97.46	2.49	-0.58	2.54
Student behaviour is well managed at this school	81.82	85.29	100.00	81.16	79.12	79.33	0.66	6.17	20.67
Students like being at this school	97.06	91.18	100.00	95.85	95.93	95.53	1.21	-4.76	4.47
This school looks for ways to improve	93.94	97.06	97.06	95.65	96.38	95.14	-1.71	0.68	1.92
This school takes staff opinions seriously	75.76	91.18	84.85	81.76	81.43	83.26	-6.01	9.75	1.59
Teachers at this school motivate students to learn	100.00	94.12	100.00	97.45	98.09	97.35	2.55	-3.97	2.65
Students' learning needs are being met at this school	91.18	91.18	96.97	91.84	91.25	91.57	-0.66	-0.07	5.40
This school works with parents to support students' learning	96.97	91.18	96.97	94.15	93.82	93.20	2.82	-2.64	3.77
I receive useful feedback about my work at this school	75.76	76.47	79.41	78.94	77.22	77.93	-3.19	-0.75	1.48
Staff are well supported at this school	81.82	82.35	81.82	82.23	79.80	82.96	-0.41	2.55	-1.14
My professional achievements are celebrated at this school	64.71	70.59	66.67	76.60	74.42	73.41	-11.89	-3.83	-6.74
The use of learning technologies is an integral part of learning and teaching at this school	66.67	79.41	90.91	83.22	84.68	87.18	-16.55	-5.27	3.73
Teachers at this school use results from system testing and system processes to inform planning	93.75	97.06	90.91	85.65	87.30	88.18	8.10	9.76	2.73
There is effective communication amongst all staff	67.65	67.65	69.70	70.17	69.00	70.91	-2.53	-1.35	-1.21
Overall I am satisfied the students are getting a good education at this school	94.12	97.06	100.00	95.90	95.06	95.18	-1.78	2.00	4.82
I am satisfied this school has high expectations in all that it does	88.24	94.12	100.00	92.85	93.51	91.76	-4.61	0.61	8.24

Results of Students Satisfaction Survey for Wanniassa Hills Primary School and P-6 School Type												
Item	% Agreement for School				% Agreement for P-6 School Type				Difference (school % - school type %)			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
My teachers expect me to do my best	95.24	94.12	95.24	94.37	95.66	95.94	95.97	95.30	-0.42	-1.83	-0.73	-0.93
My teachers provide me with useful feedback about my school work	75.00	71.43	77.42	70.59	80.62	83.50	82.64	81.43	-5.62	-12.08	-5.22	-10.84
Teachers at my school treat students fairly	70.24	62.86	71.43	62.50	71.02	75.17	70.94	71.17	-0.78	-12.31	0.49	-8.67
My school is well maintained	61.45	58.57	82.54	65.00	76.76	79.89	77.01	74.22	-15.32	-21.32	5.53	-9.22
I feel safe at my school	69.88	64.29	74.19	62.32	78.30	79.86	78.99	77.28	-8.42	-15.57	-4.80	-14.96
I can talk to my teachers about my concerns	54.32	52.17	65.08	50.72	65.10	69.71	68.45	66.91	-10.78	-17.54	-3.37	-16.19
Student behaviour is well managed at my school	50.00	36.76	52.38	43.48	53.82	59.52	54.88	53.90	-3.82	-22.75	-2.50	-10.42
I like being at my school	63.86	72.46	73.02	57.97	77.30	81.37	77.84	76.49	-13.44	-8.91	-4.82	-18.51
My school looks for ways to improve	79.76	77.94	84.13	68.18	84.96	88.39	85.12	85.94	-5.20	-10.44	-0.99	-17.76
My school takes students' opinions seriously	60.24	41.43	68.25	44.12	65.00	70.49	65.93	65.07	-4.76	-29.06	2.33	-20.96
My teachers motivate me to learn	80.95	78.26	82.26	79.17	85.23	86.67	85.39	85.41	-4.28	-8.41	-3.13	-6.24
My school gives me opportunities to do interesting things	73.81	69.12	74.60	65.22	81.45	84.89	83.01	82.01	-7.64	-15.78	-8.40	-16.79
This school celebrates the achievements of students	60.71	65.71	66.67	65.71	80.29	83.82	80.48	81.35	-19.57	-18.11	-13.82	-15.64
At this school I have access to equipment such as computers, internet and digital cameras	83.33	77.14	91.94	87.50	86.22	89.75	90.75	91.75	-2.89	-12.60	1.19	-4.25
Overall I am satisfied I am getting a good education at this school	73.81	74.29	84.13	70.59	82.97	85.18	84.68	83.78	-9.16	-10.90	-0.55	-13.19
Overall I am satisfied this school has high expectations in all that it does	69.05	58.57	69.35	68.25	78.19	81.69	80.19	79.93	-9.14	-23.11	-10.83	-11.67
I am satisfied with the availability of healthy food and drink at this school	#N/A	#N/A	72.73	42.19	#N/A	#N/A	68.93	68.75	#N/A	#N/A	3.80	-26.57

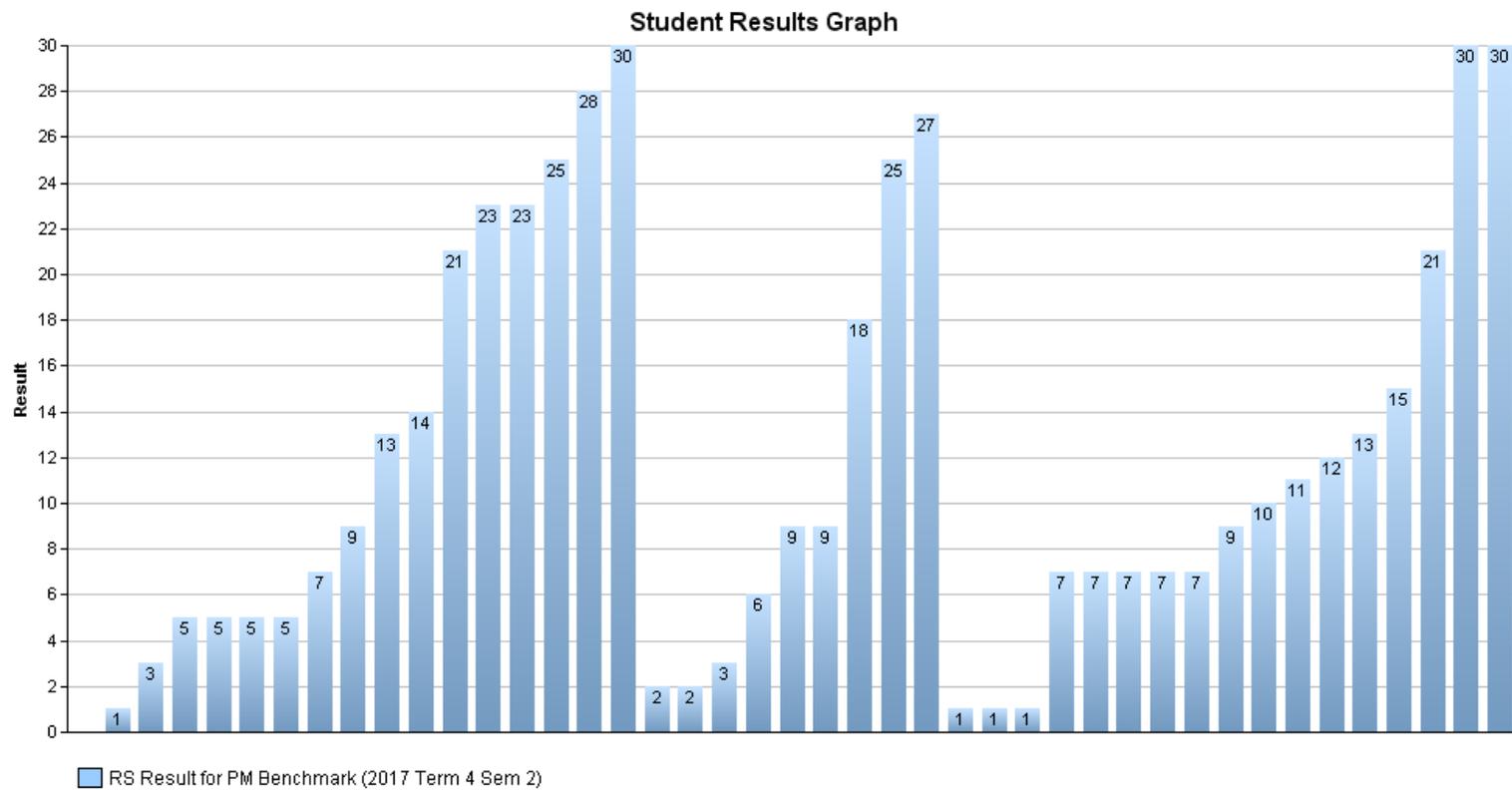
Comparison of Staff and Student Results for Wanniassa Hills Primary School and P-6 School Type						
Item	Difference (staff % - student %) for school			Difference (staff % - student %) for School Type		
	2015	2016	2017	2015	2016	2017
Teachers at this school expect students to do their best	5.88	4.76	5.63	2.25	2.20	3.17
Teachers at this school provide students with useful feedback about their school work	28.57	16.70	20.32	11.84	12.61	13.20
Teachers at this school treat students fairly	37.14	28.57	37.50	21.09	25.66	24.97
This school is well maintained	32.61	17.46	29.12	8.11	10.69	13.49
Students feel safe at this school	35.71	19.92	37.68	12.67	12.41	14.43
Students at this school can talk to their teachers about their concerns	44.80	23.16	49.28	27.26	28.78	29.63
Student behaviour is well managed at this school	63.24	44.68	56.52	37.99	42.75	43.56
Students like being at this school	9.35	12.28	42.03	-0.21	1.28	2.84
This school looks for ways to improve	19.12	7.05	31.82	7.46	10.82	9.59
This school takes staff opinions seriously	52.51	28.80	52.94	25.16	30.45	30.07
Teachers at this school motivate students to learn	-2.50	8.92	5.68	-4.90	-3.96	-2.15
Overall I am satisfied the students are getting a good education at this school	30.88	19.51	34.78	12.55	15.08	15.34
I am satisfied this school has high expectations in all that it does	25.46	24.51	31.26	8.01	10.77	10.22

## Appendix B – Assessment in Reading (K-6) and Mathematics (years 1- 6)

Diagram 1

### Reading Data, Kindergarten to year 4

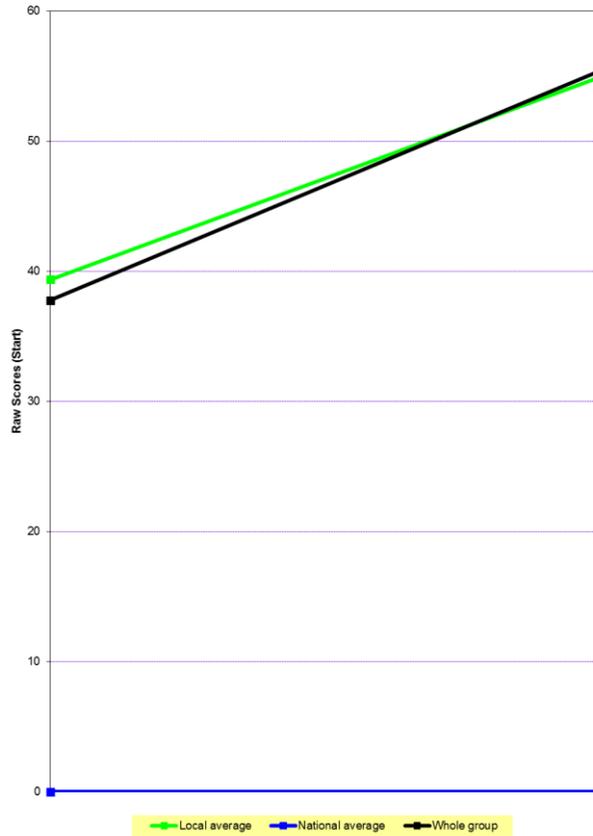
Kindergarten PM  
 Benchmarks –  
 Expected level at  
 this time of year  
 is 5, aspirational  
 is 8  
 (Source school  
 based data)





PIPs Maths Line Chart, Kindergarten 2017

School is Black, ACT is Green



PIPs Reading Line Chart, Kindergarten 2017

School is Black, ACT is Green

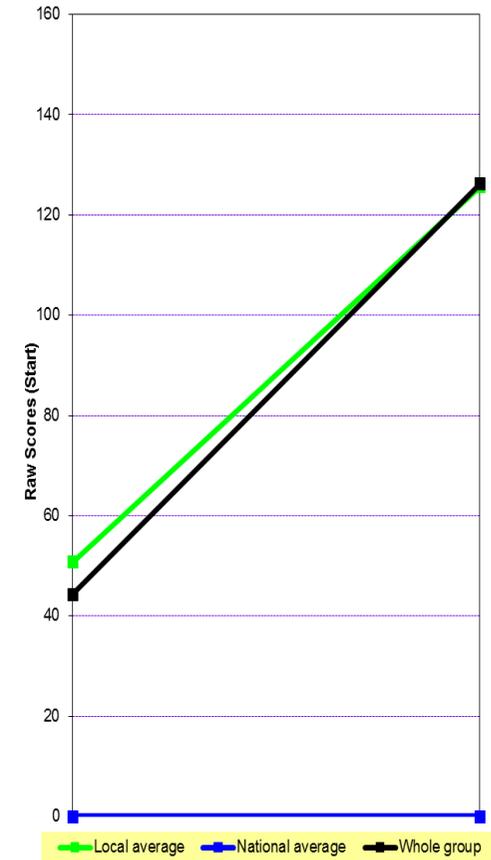
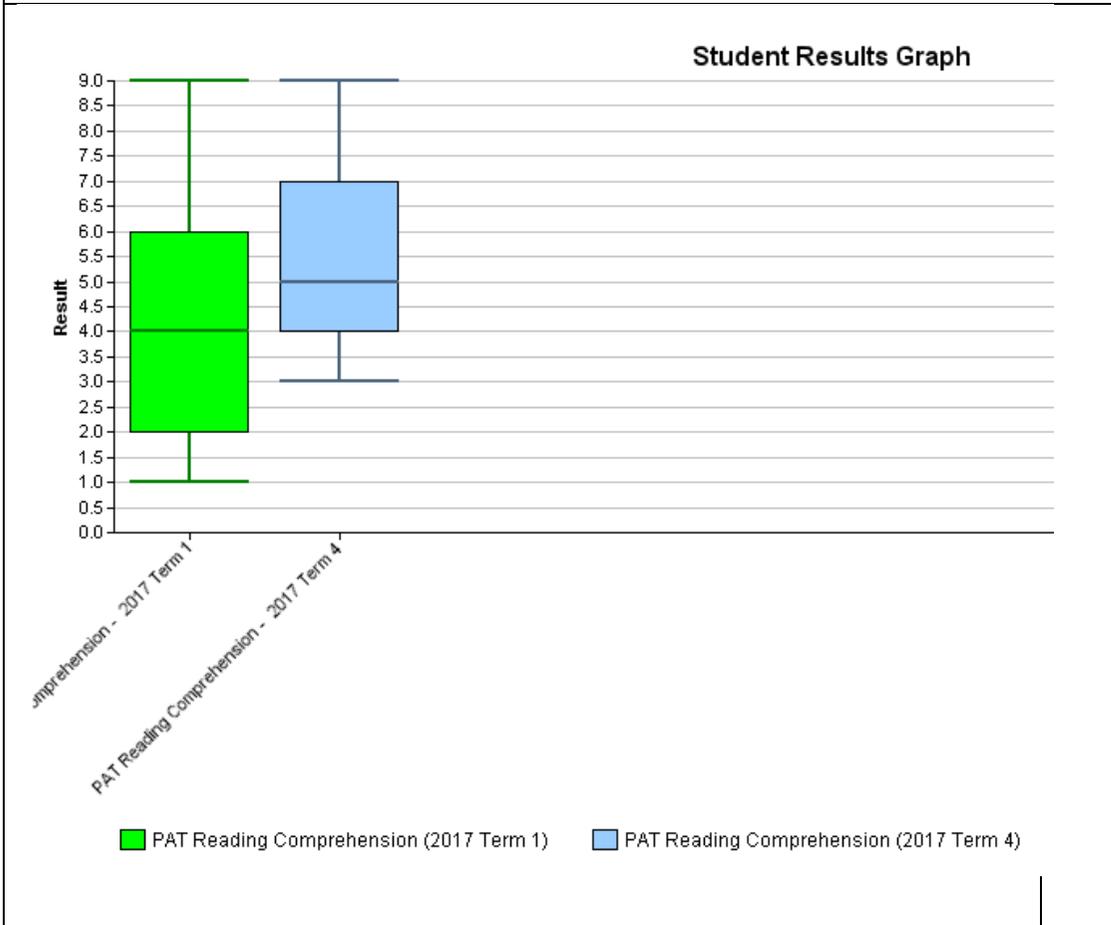


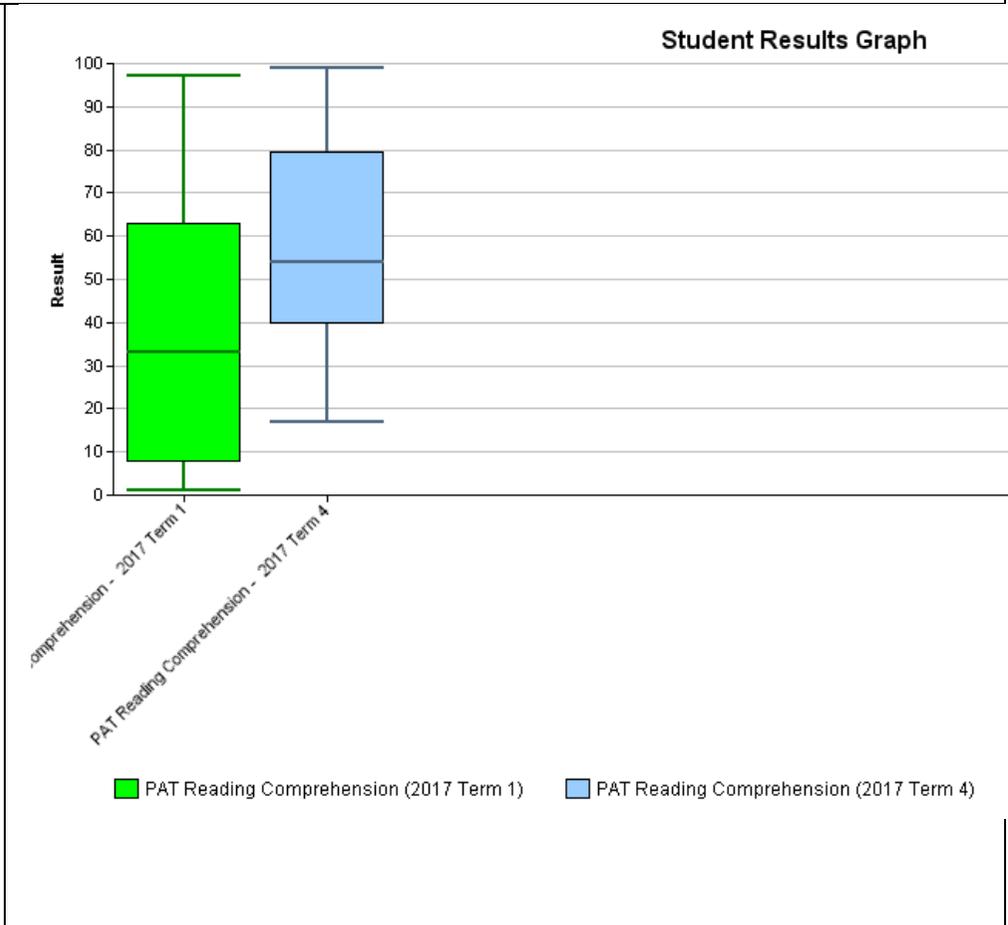


Diagram 2:

Year 1 percentile rankings & stanine movement from term 1 – Term 4 in Reading Comprehension. Particular mention should be paid to those students who participated in the Minilit program that have shown huge gains. (Source school based data)



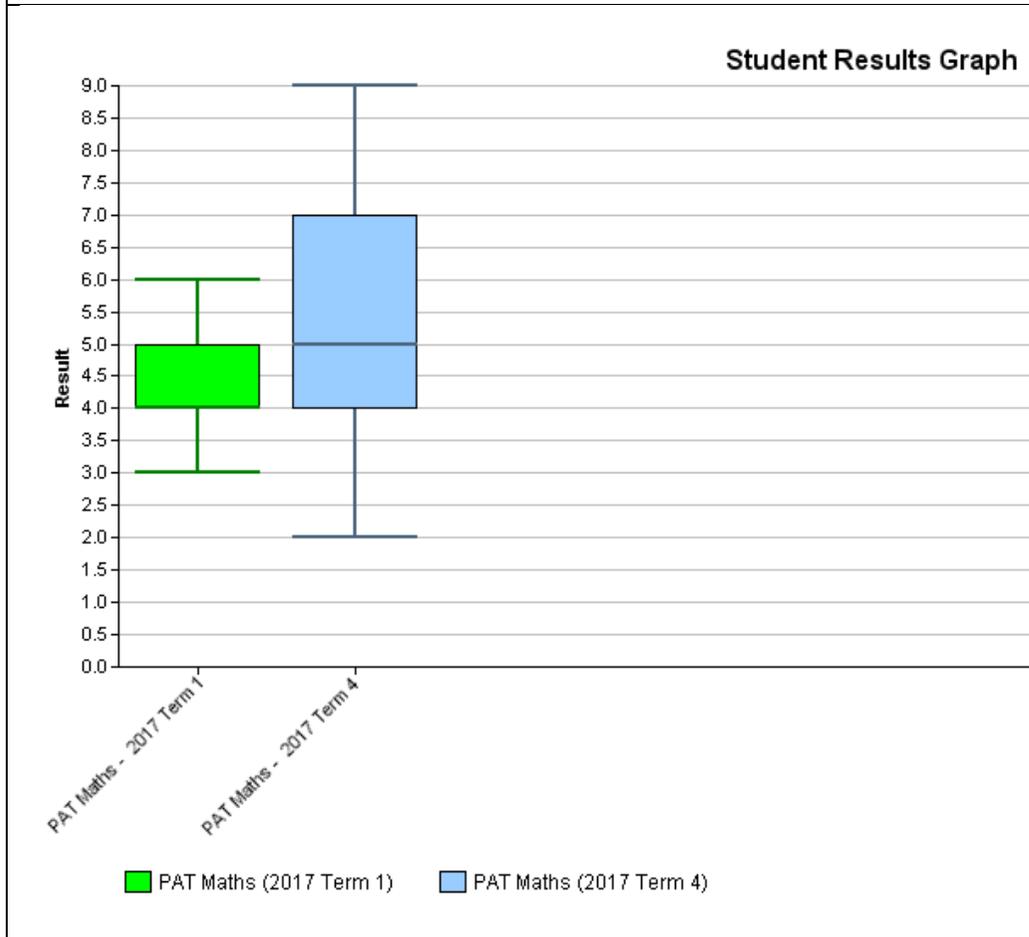
Visual representation of student movement through the stanines. Of particular note is the movement of the students from the bottom two bands.



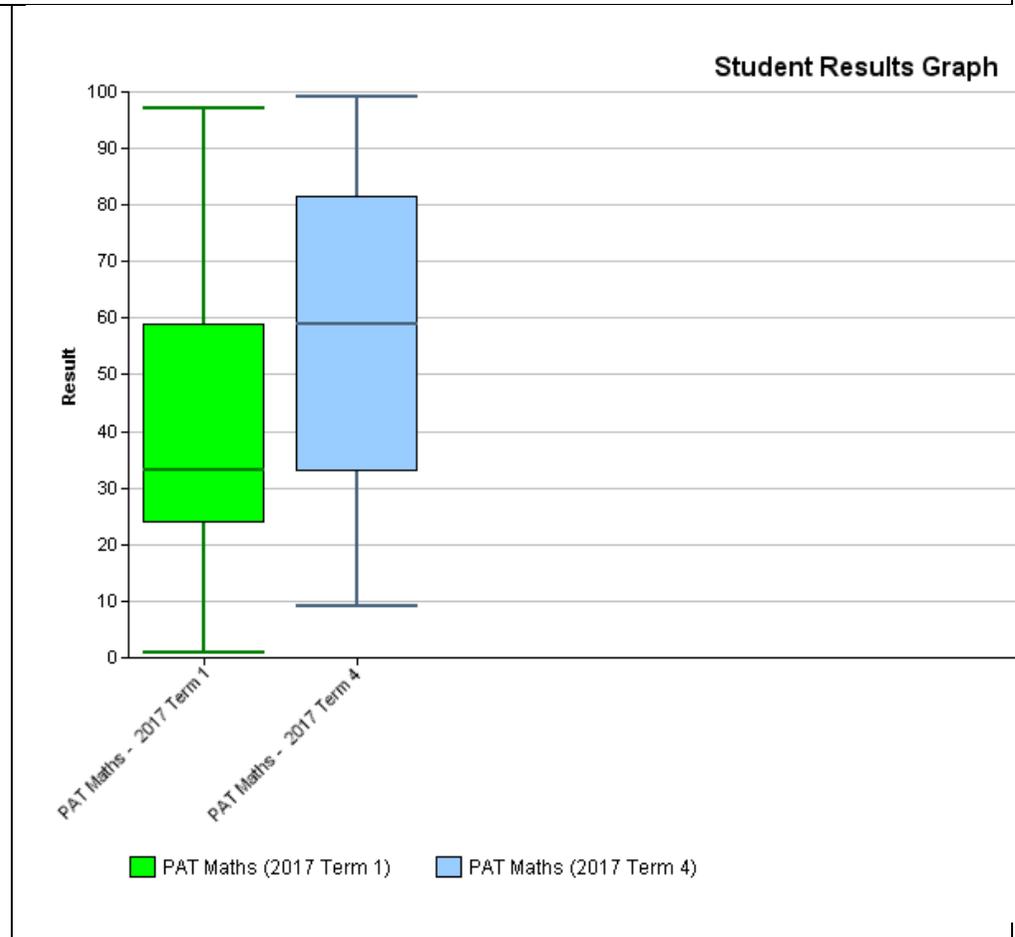
% ranking of year 1 students as a box and whisker



Diagram 3:  
Year 1 percentile rankings & stanine movement from term 1 – Term 4 in Mathematics. (Source PAT Mathematics –ACER)



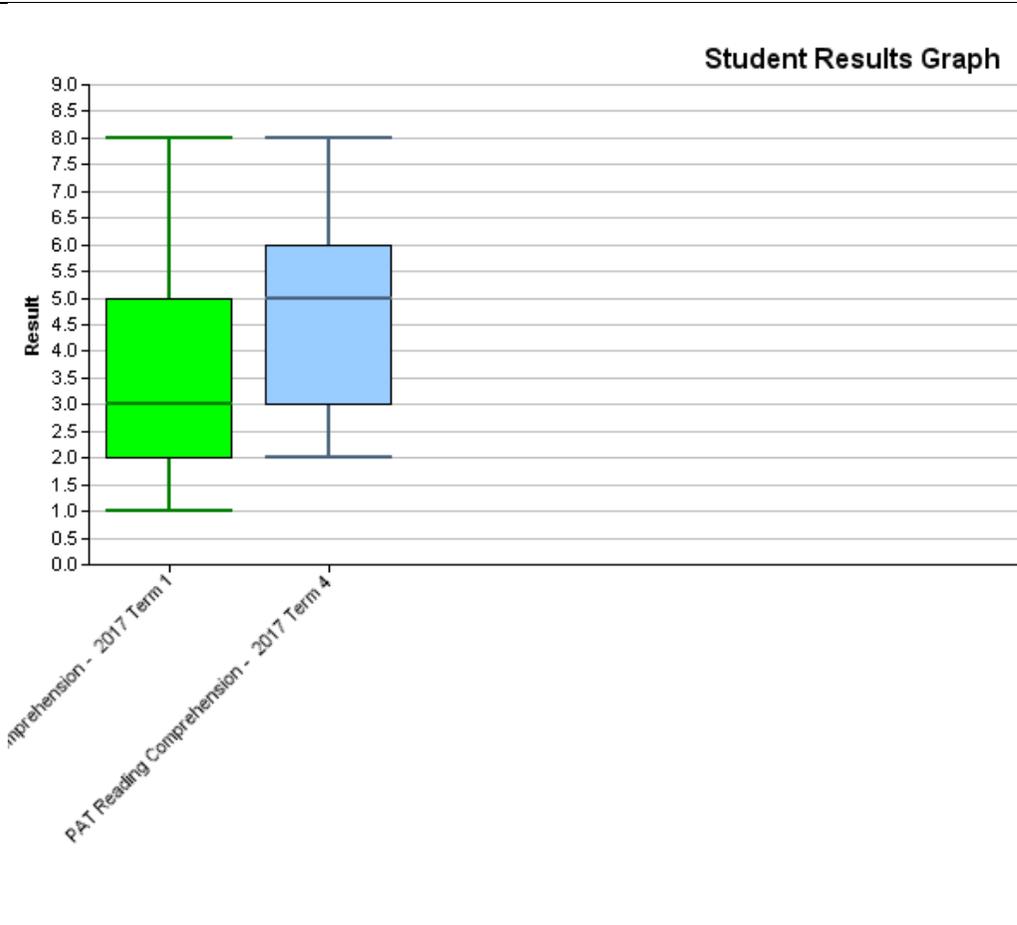
Stanine movement demonstrating the movement of students to the top 4 stanines.



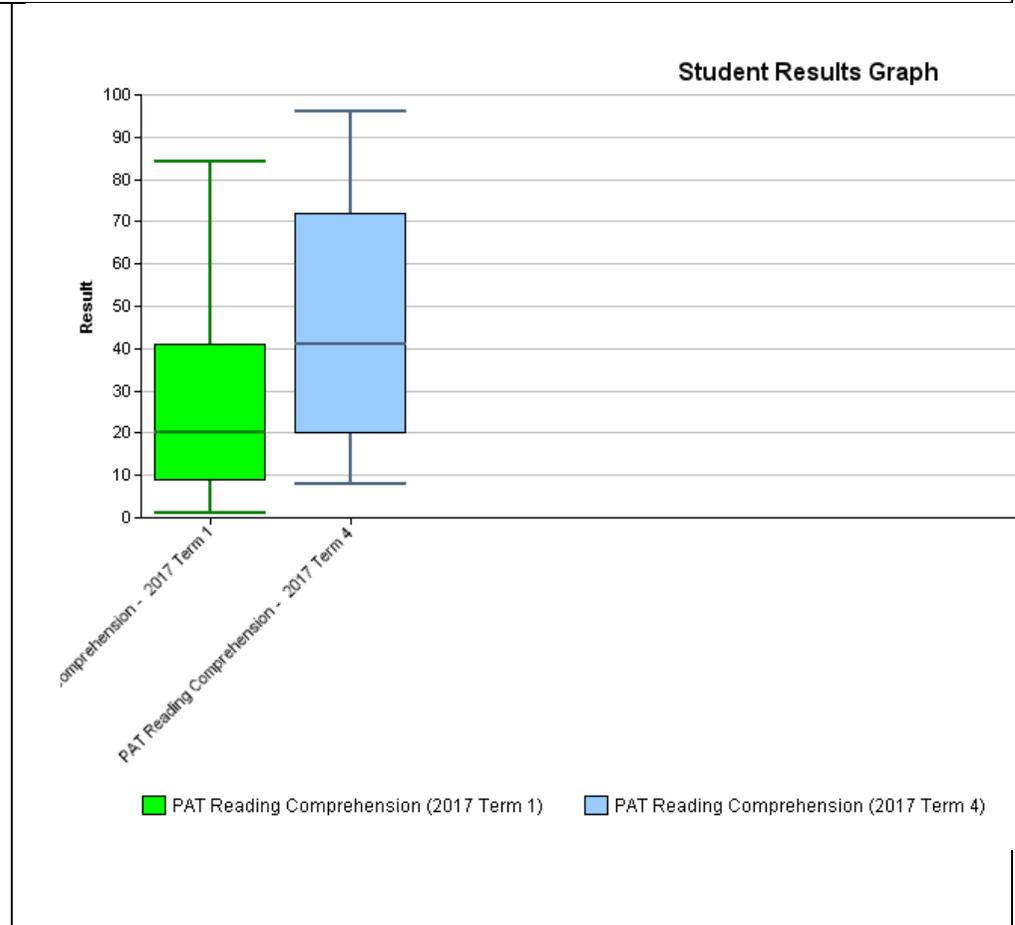
% ranking movement again demonstrating the success of Readers Workshop, letters and sounds and our new spelling approach.



Diagram 4: Year 2 percentile rankings & stanine movement from term 1 – Term 4 in Reading Comprehension. (Source PAT Reading Comprehension –ACER)



A reflection that Mini lit has been a successful intervention program for our students

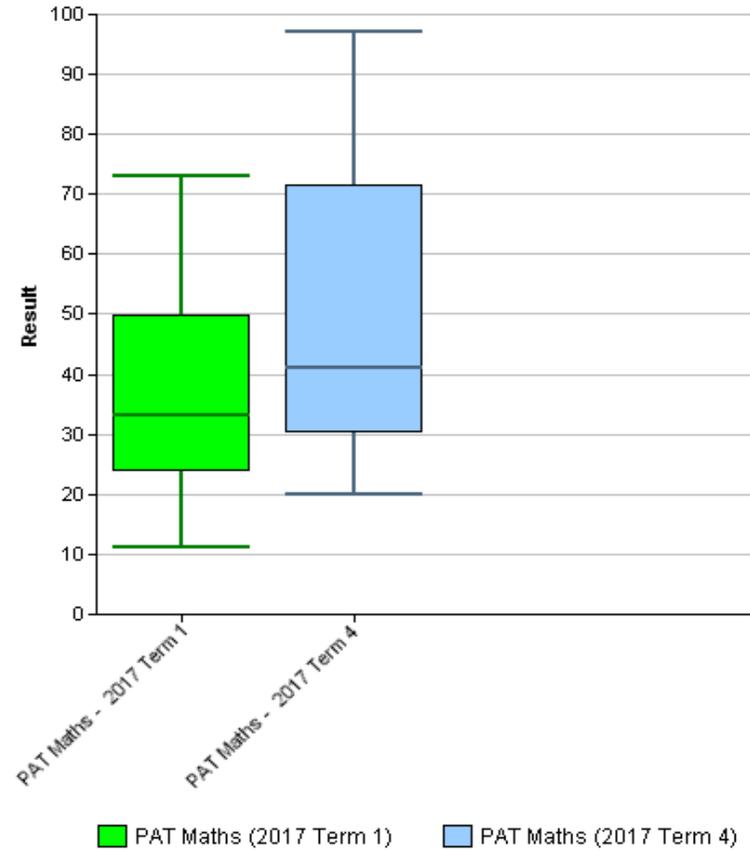
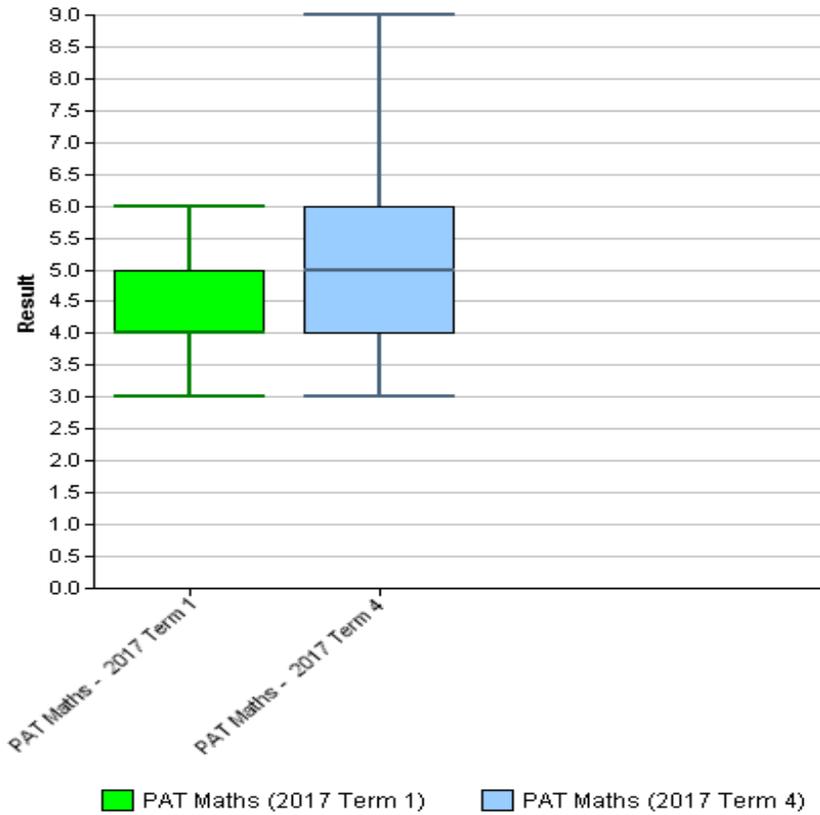


A reflection of two years of Readers Workshop and the continuation of the letters and sounds program



Diagram 5:

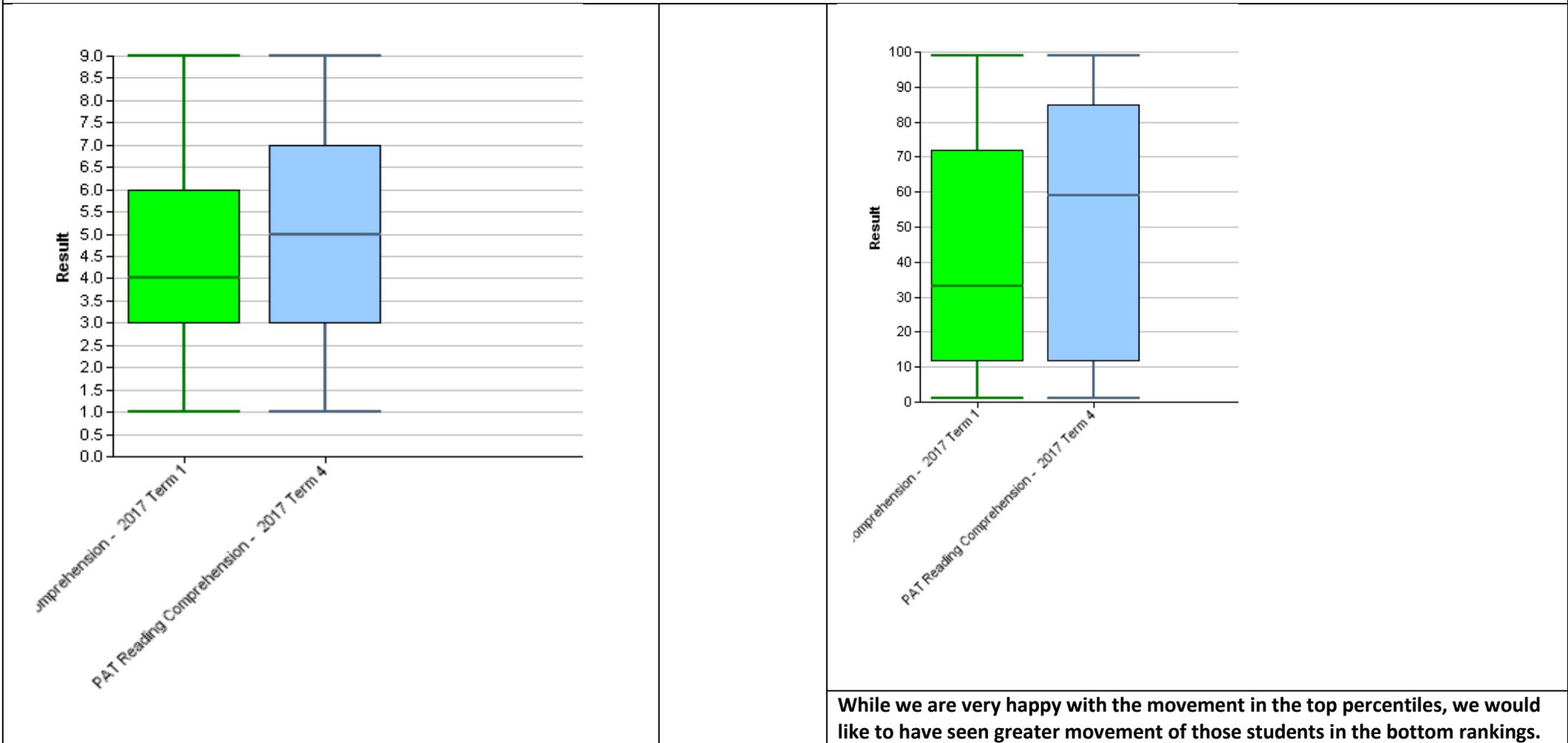
Year 2 percentile rankings & stanine movement from term 1 – Term 4 in Mathematics. (Source PAT Mathematics –ACER)



**We feel the Cambridge Curriculum has provided excellent support to move our top 50<sup>th</sup> % of students.**



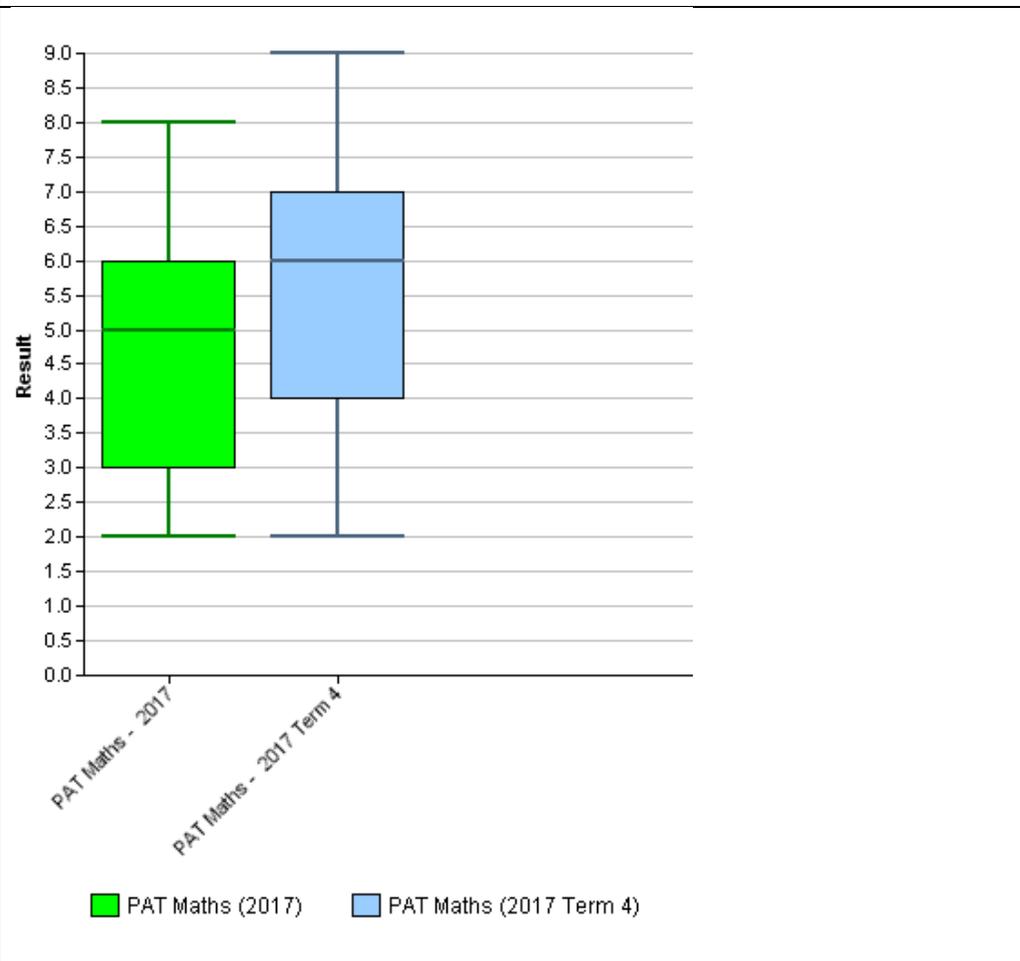
Diagram 6:  
Year 3 percentile rankings & stanine movement from term 1 – Term 4 in Reading Comprehension. (Source PAT Reading Comprehension –ACER)



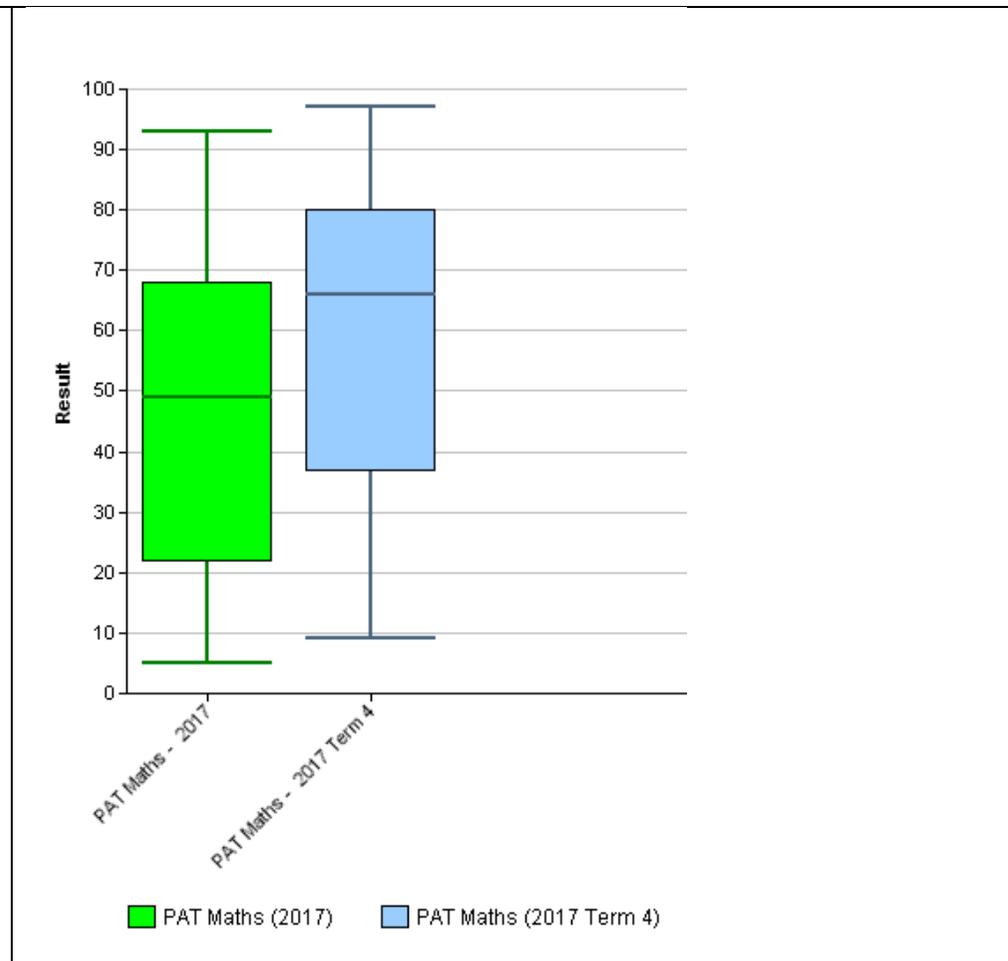
While we are very happy with the movement in the top percentiles, we would like to have seen greater movement of those students in the bottom rankings.



Diagram 7:  
Year 3 percentile ranking & stanine movement from end of Term 1 – Term 4 in Mathematics. (Source PAT Mathematics –ACER)



Strong movement of students in the higher stanines.



Positive results we would like to replicate in yrs., 4, 5 & 6



Diagram 8: Year 4 percentile rankings & stanine movement from term 1 – Term 4 in Reading Comprehension. (Source PAT Reading Comprehension –ACER)

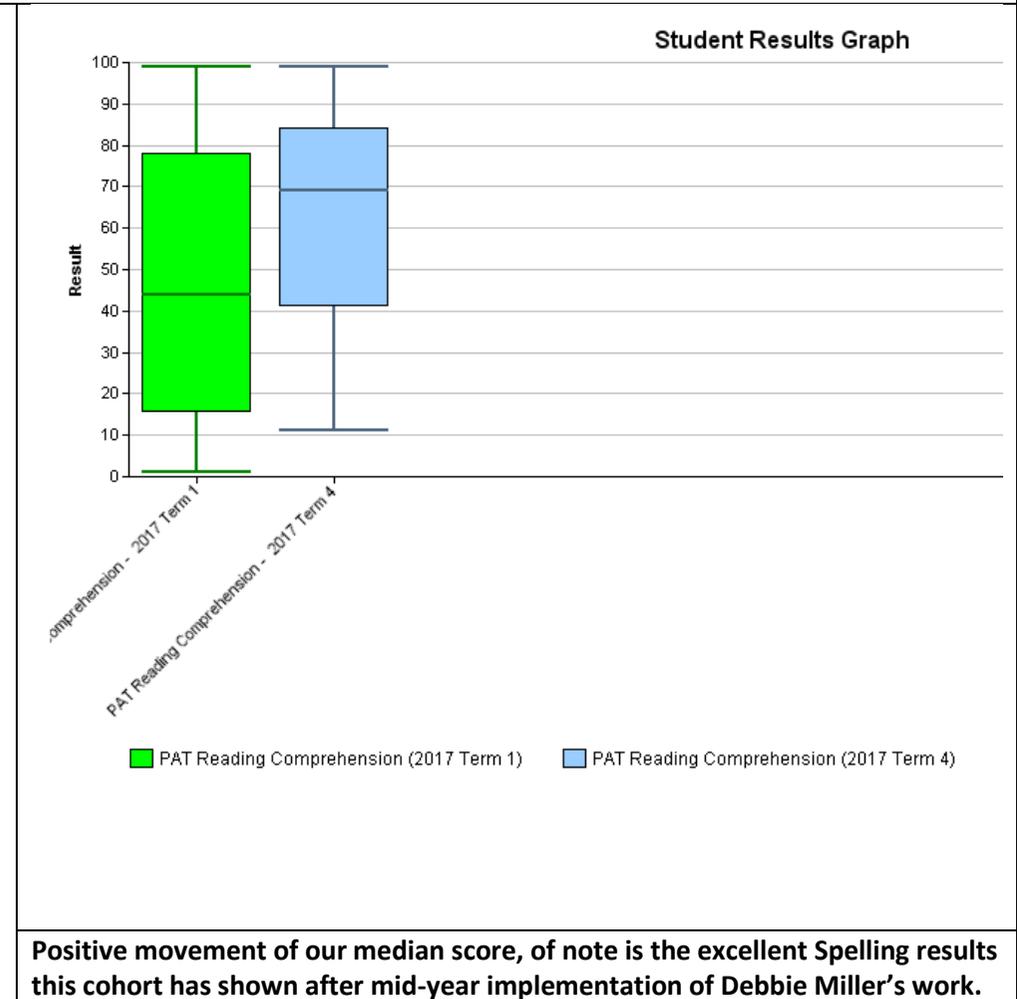
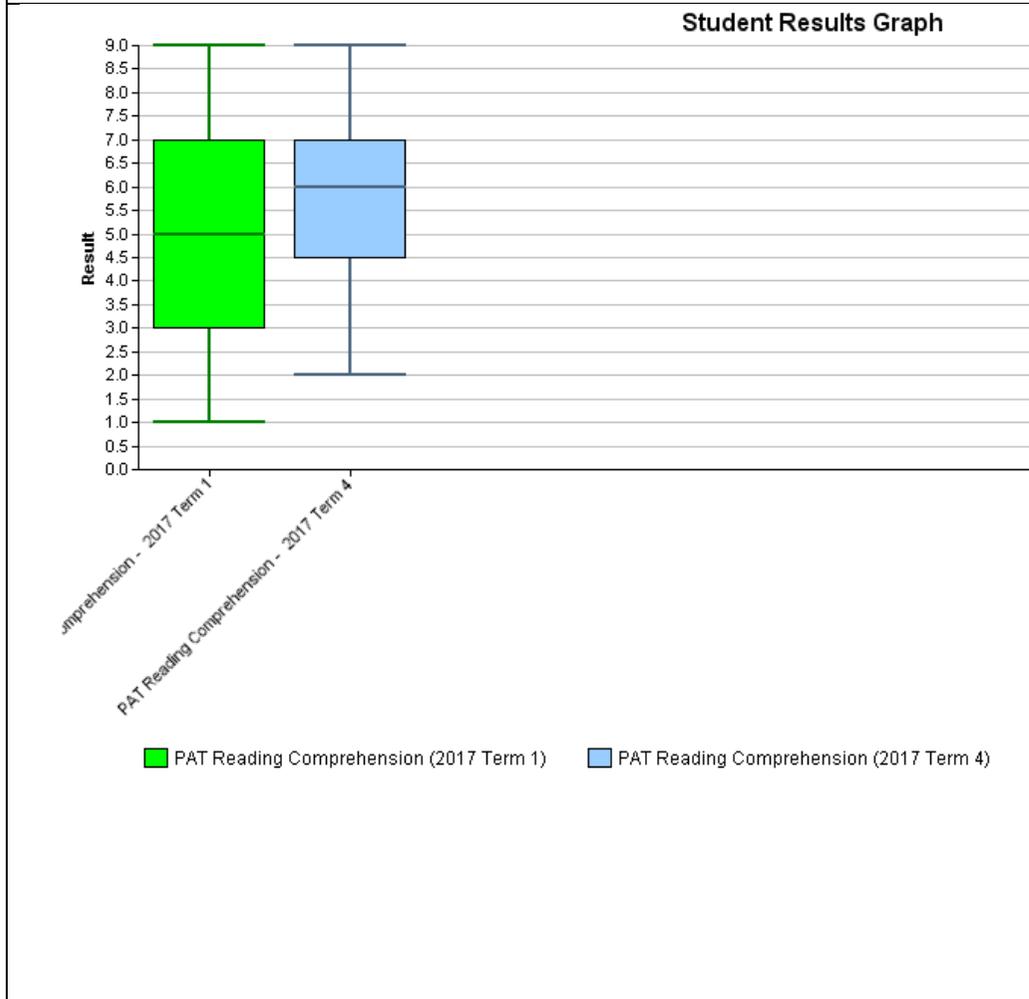
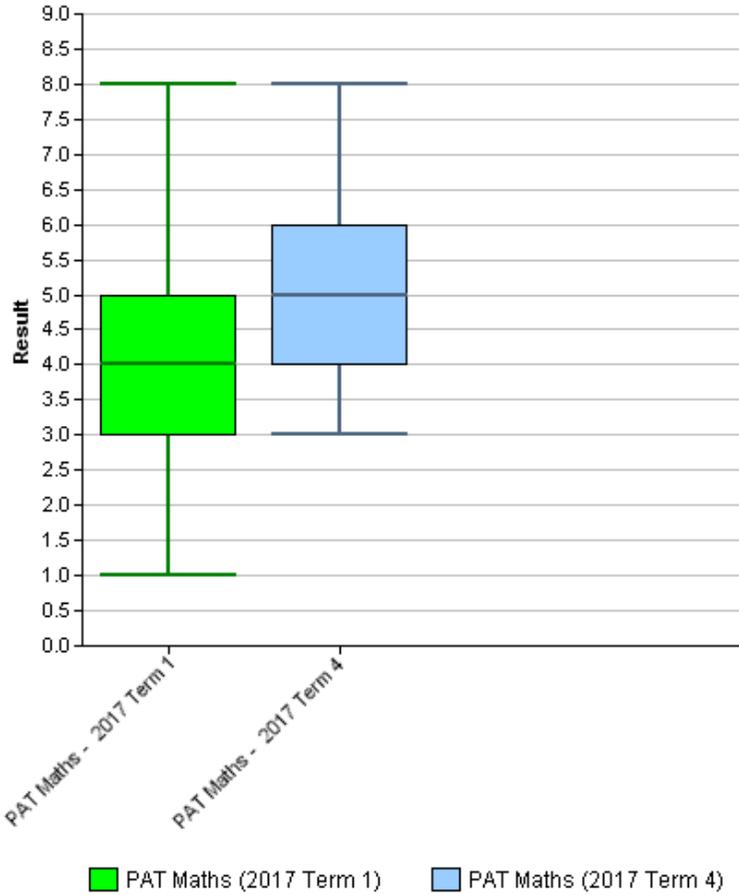


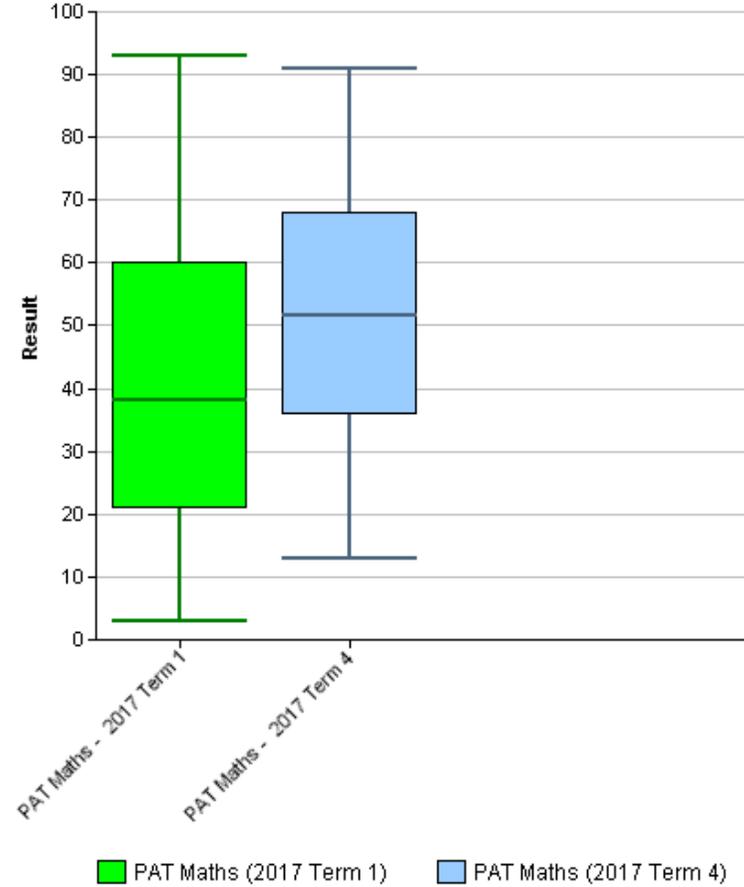


Diagram 9

Year 4 percentile ranking & stanine movement from end of Term 1 – Term 4 in Mathematics. (Source PAT Mathematics –ACER)



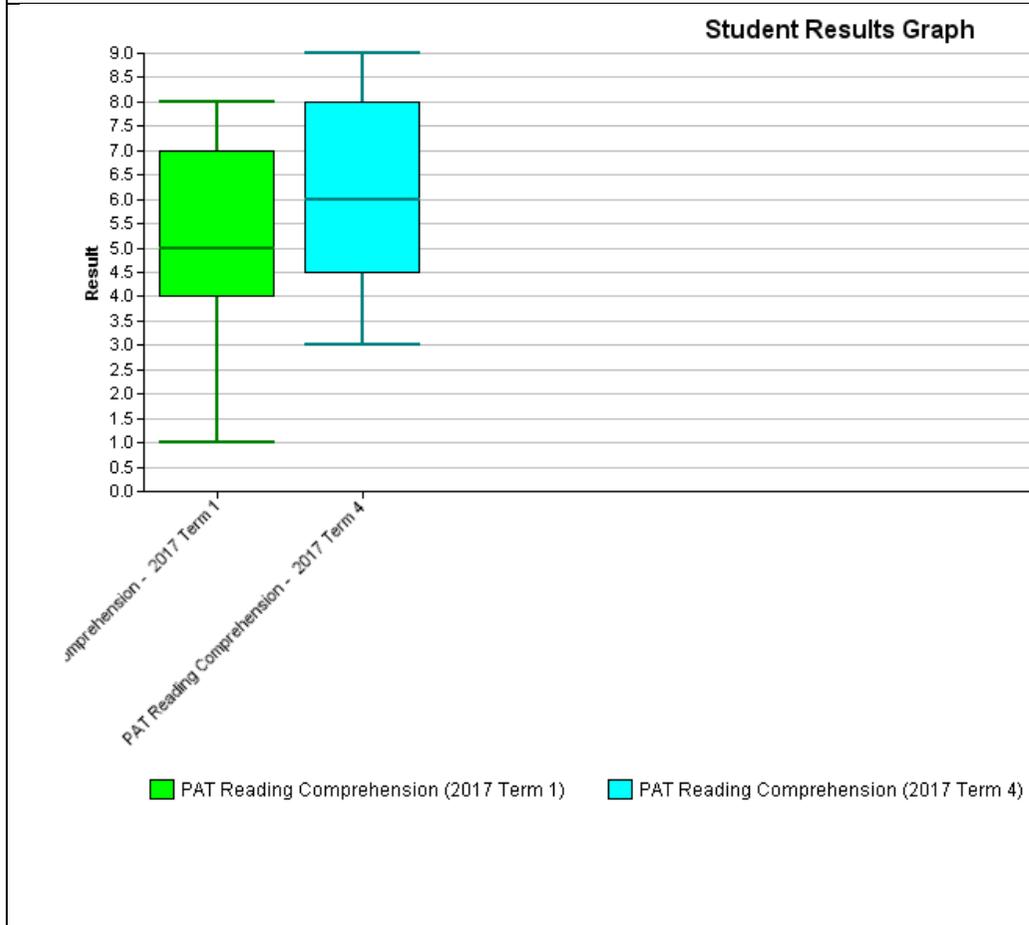
Excellent results moving students in the lower stanines, unfortunately we have no students in stanine 9.



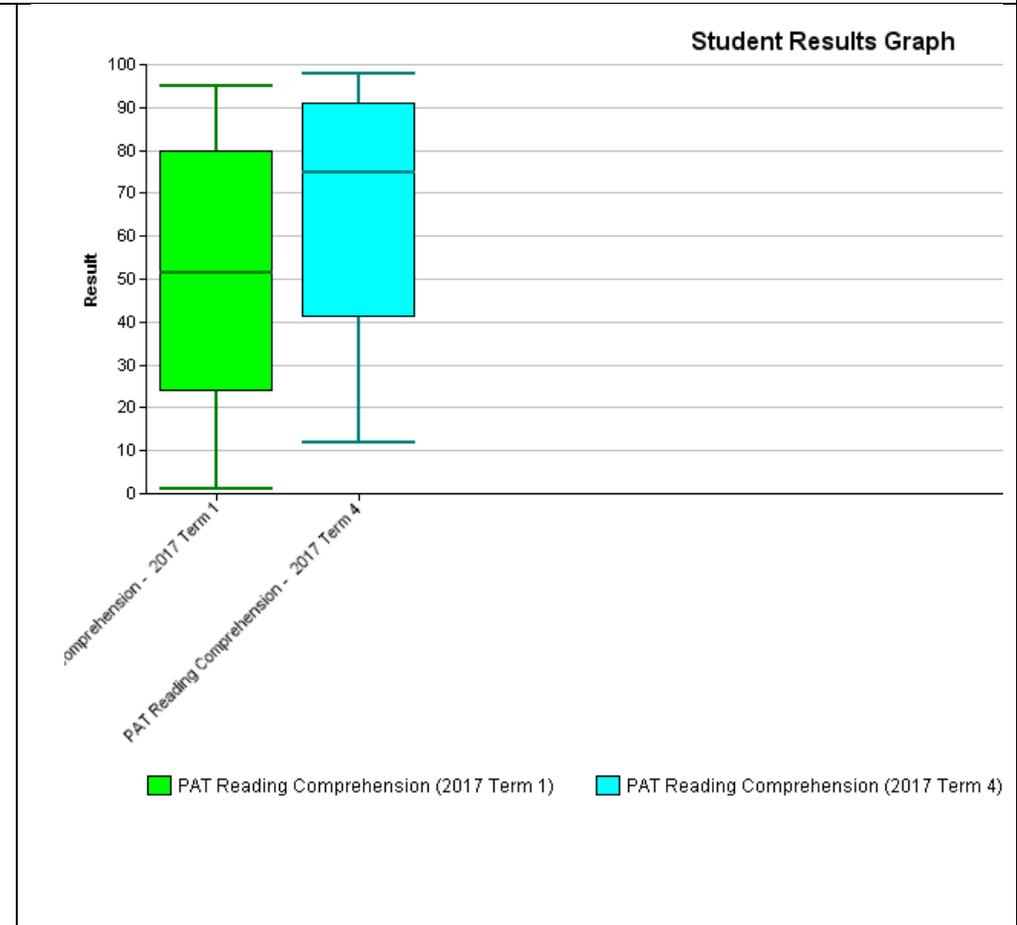
Another example of our need to focus on students in the higher percentile rankings in mathematics.



Diagram 10: Year 5 percentile rankings & stanine movement from term 1 – Term 4 in Reading Comprehension. (Source PAT Reading Comprehension –ACER)



Strong gains in year five literacy, especially those students who began the year in the bottom stanines.

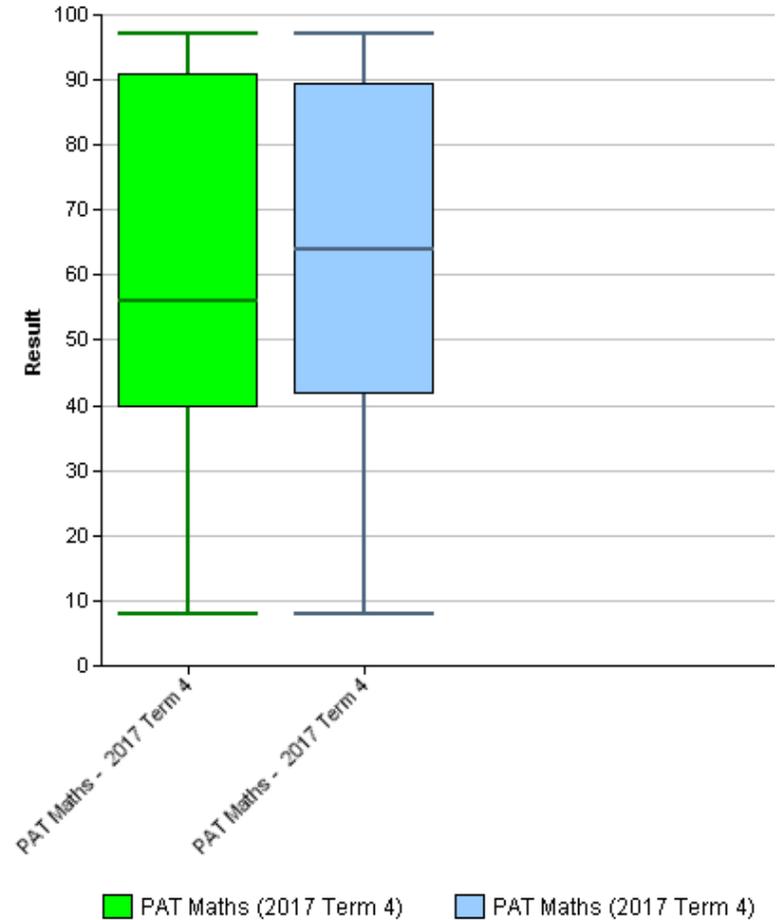
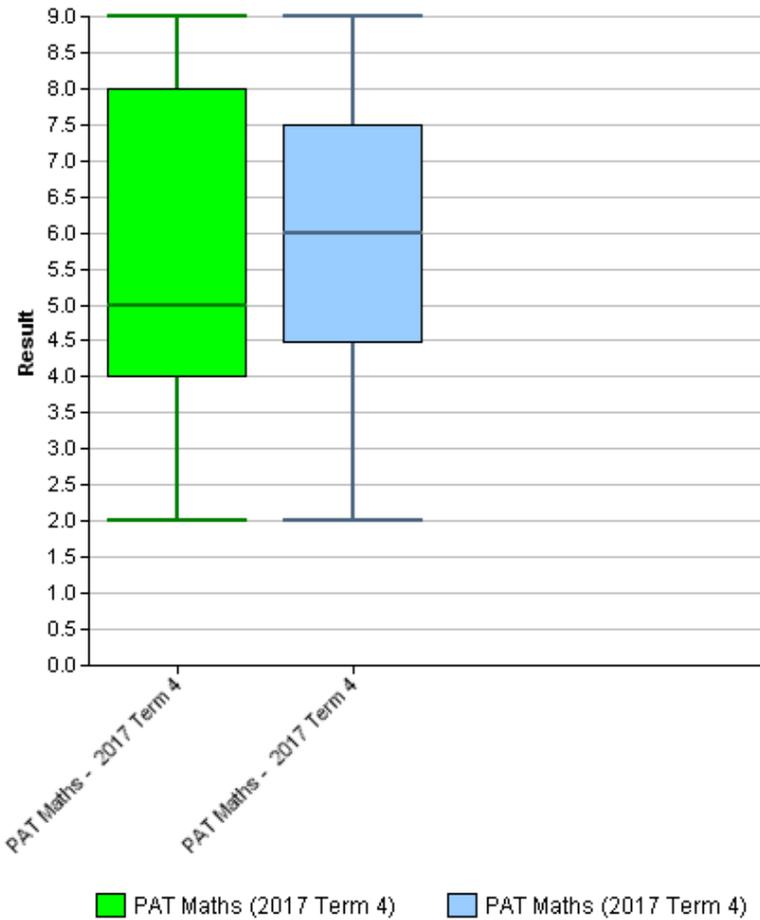


Of note is that this data is inclusive of results from students in our LSC who were integrated into mainstream classes this year.



Diagram 11:

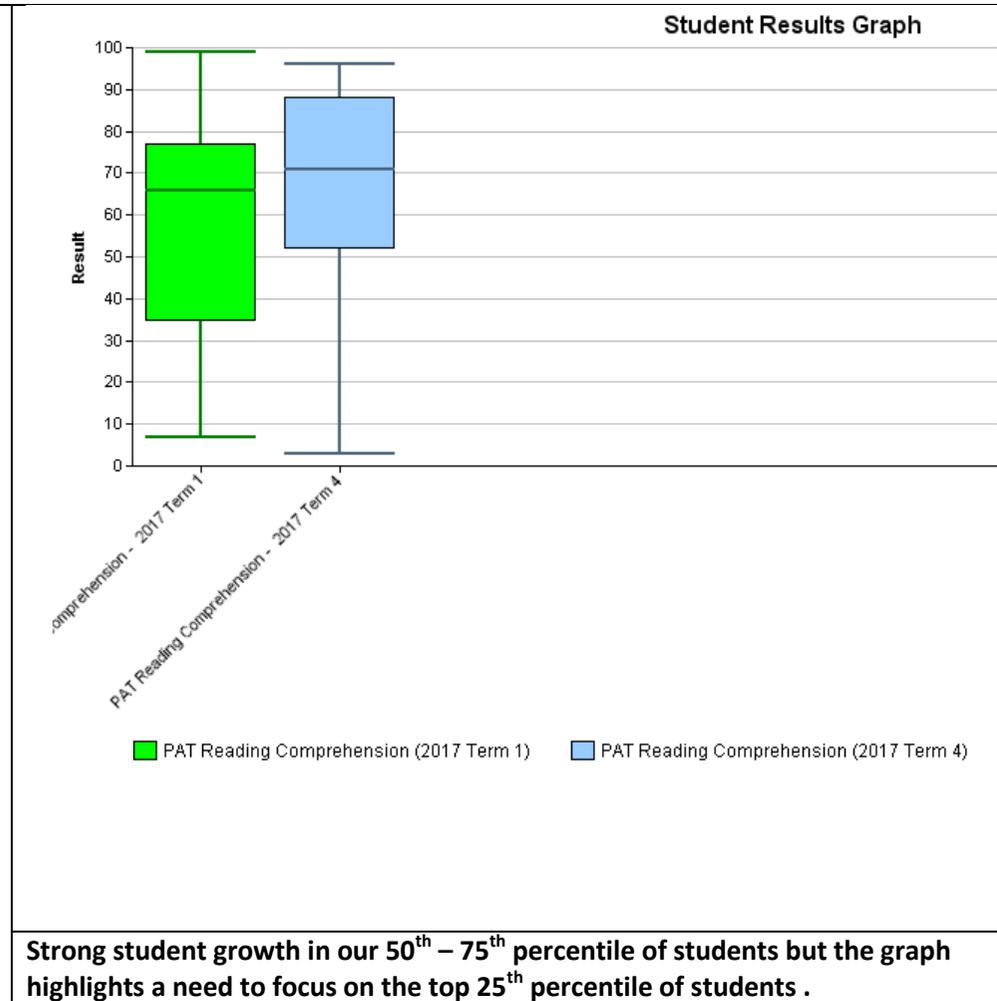
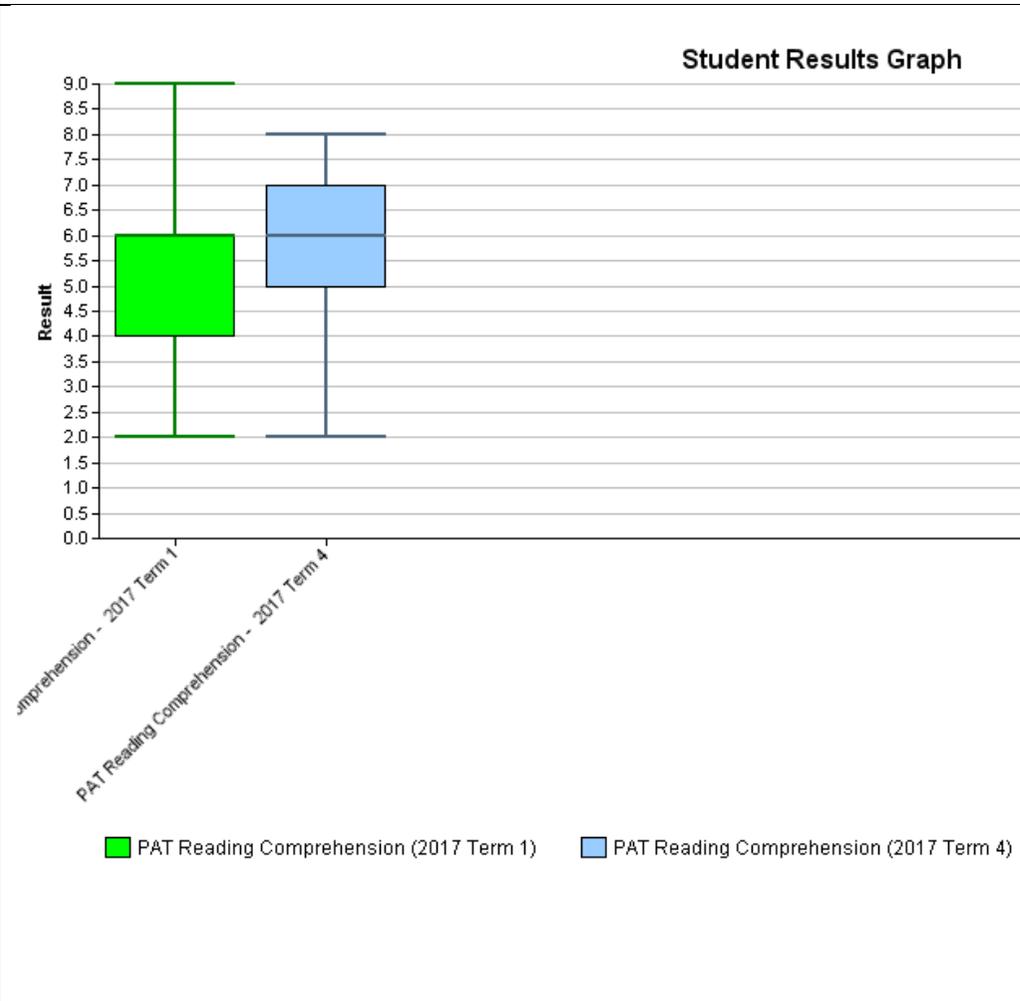
Year 5 percentile ranking & stanine movement from end of Term 1 – Term 4 in Mathematics. (Source PAT Mathematics –ACER)



As mentioned in 2018 a focus will be Mathematics, especially differentiation of students in our higher stanines.



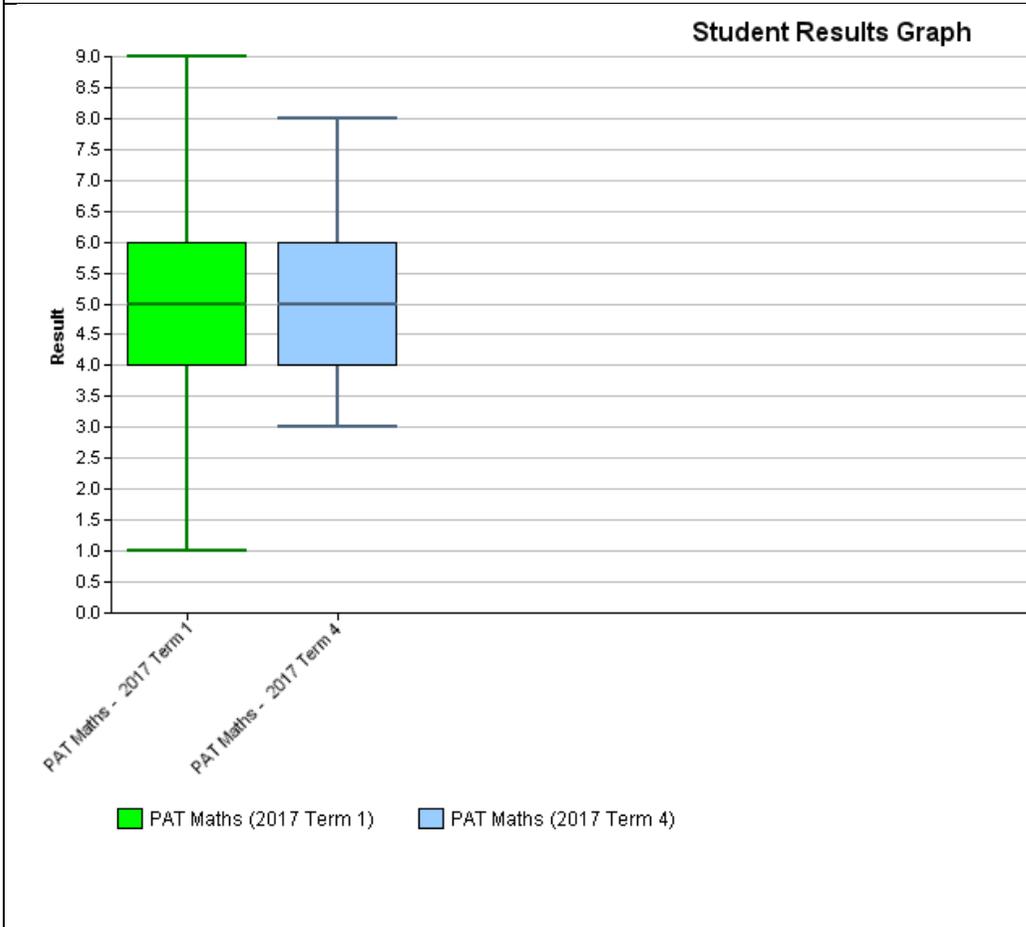
Diagram 12: Year 6 percentile rankings & stanine movement from term 1 – Term 4 in Reading Comprehension. (Source PAT Reading Comprehension –ACER)



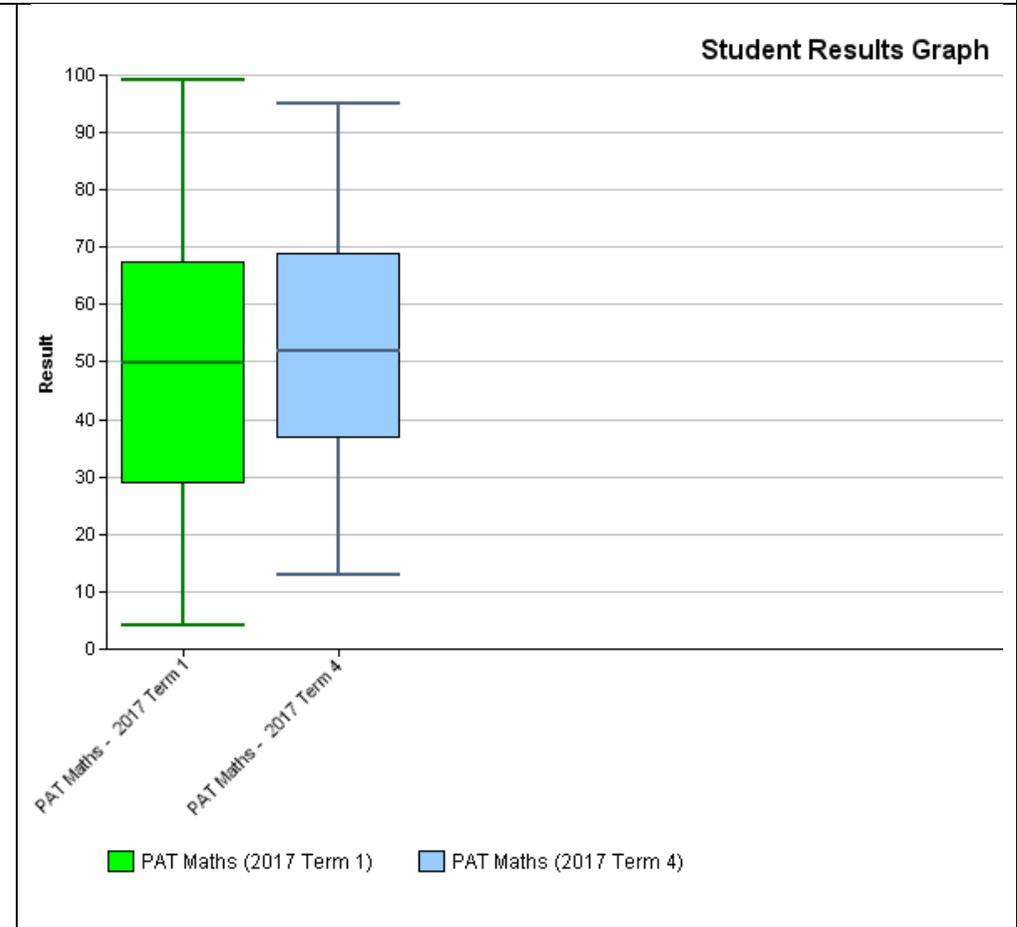
Strong student growth in our 50<sup>th</sup> – 75<sup>th</sup> percentile of students but the graph highlights a need to focus on the top 25<sup>th</sup> percentile of students .



Diagram 13: Year 6 percentile ranking & stanine movement from end of Term 1 – Term 4 in Mathematics. (Source PAT Mathematics –ACER)



While we are happy with the movement upwards of those students in the bottom stanines we feel there is work to be done extending those in stanines 5 & 6.



% ranking clarifying our need to “push” students in the higher % rankings.