

JAMES COOK PRIMARY SCHOOL
5136

SCHOOL STRATEGIC PLAN

2015 – 2018



Endorsements

Endorsement by School Principal	Signed..... Name; Ms Kathryn Sharp Date: 17 th March 2015
Endorsement by School Council	Signed..... Name: Mrs Vicki Dikolli. Date: 17 th March 2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

School Motto	<p><u>“BELIEVE TO SUCCEED”</u></p> <p>At James Cook Primary School there is an agreed belief that every child has the opportunity to be successful.</p>
Purpose	<p><u>Vision Statement</u></p> <p>To provide the opportunity for each child at James Cook Primary School to be successful, resilient and innovative learners through the provision of:</p> <ul style="list-style-type: none">• High quality, personalised and engaging education• A safe and supportive environment• Positive values <p><u>Mission Statement</u></p> <p>At James Cook Primary School, students desire to be lifelong learners of the ever changing world they are a part of by;</p> <ul style="list-style-type: none">• Excelling in academic achievement• Fostering an understanding of respect and appreciation for self and others• Show a commitment and understanding about a sustainable future• Striving to be responsible citizens who make a difference to the local and global world within they live

<p>Values</p>	<p><u>The Key Values that are identified as the core for James Cook Primary School Community are:</u></p> <p><u>Respect</u> – Treating ourselves and others with honesty, kindness and integrity. Being responsible enough to show people that we care about everyone and everything in our school community by our actions and words.</p> <p><u>Teamwork-</u> Working together, considering everyone in the team for a common good</p> <p><u>Inclusiveness</u> – An acceptance and celebration of everyone and the qualities they bring to the school community</p> <p><u>Resilience</u> – The ability to bounce back in a positive way from problems or setbacks that require positive choices and solutions to move forward</p> <p><u>Persistence</u> - Striving for the best, never giving up exhausting all possibilities</p> <p><u>Innovation</u> – To encourage new ideas and creative thinking to support an appreciation of what is possible locally and globally</p>
<p>Environmental Context</p>	<p><u>Community</u> - James Cook Primary School was the first school built in Endeavour Hills built in 1979 in the outer south-eastern Melbourne suburb. The student enrolment for 2015 is 250 students. We have a highly diverse multicultural student population making us a unique and celebrated school in a nurturing environment with a wealth of physical and human resources. The Student Family Occupation score sits at 0.737.</p> <p>We have a dedicated and enthusiastic staff comprising of 28 professionals (Principal, Assistant Principal, 16 Teaching Staff and 10 Educational Support Staff). We support our student and parent community by providing a Before and After School Care Program with qualified staff.</p>

Partnerships – We have a strong relationship with James Cook Kindergarten with regular interactions between the prep/ kinder teachers and students. From year 6 our students transition to Gleneagles Secondary College.

Noble Park English Language school – supports our students with an EAL background.

We have a sister school in China – Changzhou Xinbei Sanjing Primary School where our students communicate electronically. 2015 will see the inaugural educational Study Tour to China.

City of Casey - We have a Joint Use Agreement has been formed with the City of Casey to allow for a pavilion to be placed on school land and to share an oval with the Endeavour Sporting Club in order to encourage and support student soccer.

School Council and PFA are an integral part of a partnership with our parents.

Student Leadership - We believe in student voice at James Cook Primary school and have an extensive leadership program for our students involving, School and House Captains, leaders for Music, ICT, Library, Green Team and Art. We have a student representative council (SRC) that promotes the support of charities and special events in the school.

Education - James Cook Primary School has consistently high results in NAPLAN data, student, parent and staff opinion survey data placing us in a position of at or higher than state results and against similar schools.

Our education philosophy is to provide explicit learning and teaching to students, using research models to promote a high level of expectation for learning. Teachers work collaboratively in teams in flexible learning spaces ensuring that students' learning is at their point of need based on evidence from assessment data. We have a personalised approach to learning so students set goals and targets to attain the next level of learning. Teachers facilitate pathways for the students for them to gain success. . A shared approach to ownership of students and dialogue about planning, implementation of curriculum and use of data across teams has been developed and implemented. Protocols and processes for in working in teams in open learning environments are firmly established with high expectation of learning and working behaviours.

The AUSVELS curriculum is comprehensively planned, implemented and assessed.

Learning is about the provision of a well-rounded education and James Cook PS provides specialist subjects in, Visual Art, Music, Science, Mandarin Language, Physical Education, Information, Communication and Technology (ICT) studies for every child. In addition to promote student interest, we conduct lunchtime clubs in Sport, Fitness, Yoga, Chess, Robotics, Computer, Creative Craft and environment.

	<p>Facilities - The school has refurbished permanent buildings that comprise of four individual leaning modules for our student learning. We have a dedicated library, art room, computer laboratory, gymnasium and canteen.</p> <p>Our facilities include a basketball and netball court plus a full size soccer pitch. We have a dedicated prep playing area plus two further playgrounds, court and grass access.</p> <p>We employ gardener to maintain our surrounding for a pleasant and safe environment for our students and school community.</p>
<p>Service Standards</p>	<p>James Cook Primary School commits to;</p> <ul style="list-style-type: none"> • The active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. • The provision of a broad, balanced and flexible curriculum based on AUSVELS including skills for learning and life. • Providing a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students receiving personalised instruction that is adapted to their individual needs. • Fostering close links with parents and the broader school community through its commitment to open and regular communications.

Strategic Direction

ACHIEVEMENT – ENGLISH AND MATHEMATICS			
	Goals	Targets	Key Improvement Strategies
<p>ACHIEVEMENT</p> <p><i>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</i></p> <p><i>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.</i></p>	<p><u>ENGLISH</u></p> <p>To improve student achievement levels across all areas of English.</p>	<p>All teachers to assign accurate AUSVELS levels based on multiple sources of assessment</p> <p>For 80% of students achieving expected levels or above as indicated by teacher judgments in all areas of English.</p> <p>For 80% of students to achieve at least one year's growth in all areas of English as measured by NAPLAN and Teacher Judgement data</p> <p>To increase the percentage of students achieving high level growth in English as indicated by NAPLAN Growth Trend Data</p> <p>To be at or above state mean in teacher judgements in all areas of English.</p> <p>To increase the percentage of students working in the top two</p>	<p>Improve student outcomes and growth in English by implementing quality pedagogical practices across all year levels.</p> <p>Build the capacity of teachers to make informed judgements on student achievement across all levels of English</p>

		<p>Bands in English as indicated by NAPLAN results.</p> <p>To decrease the percentage of students working in the bottom two bands in English as indicated by NAPLAN results.</p> <p>The outcome data in English will represent a trend of continuous growth over the four year period of the plan.</p>	
	<p>To improve student achievement outcomes in Number</p>	<p>For each student deemed able, to achieve at least one year's growth in learning during each school year as measured by NAPLAN and Teacher Judgement results in year 3 and 5 and Teacher Judgements in other year levels.</p> <p>To increase the number of students achieving at and above the expected level in AUSVELS mathematics as measured by Teacher Judgement results.</p> <p>To decrease the number of students achieving below the expected levels in AUSVELS mathematics as measured by Teacher Judgement results.</p>	<p>Build teacher capacity to monitor and track students' growth in mathematics by skilling all teachers in the use of data for future student learning.</p> <p>Implementation of common and sequenced mathematical language across the whole school to be utilised by teachers and students.</p> <p>Development of a pedagogical approach to the learning and teaching of number at JCPS.</p> <p>Develop teacher capabilities in planning and implementation of the use of number concepts in mathematical problem solving,</p>

		To increase the percentage of year 3 students performing in band 6 and year 5 students performing in band 7	mathematical thinking and reasoning skills
ENGAGEMENT			
	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work</p>	<p>To develop and improve student engagement to create highly motivated learners for 21st Century Learning.</p> <p>To place students at centre of learning.</p>	<p>By 2018</p> <p>The student Attitudes to school survey mean scores will improve: Stimulating learning- 4.33 to 4.6 Student motivation- 4.59 to 4.75 School connectedness – 4.68 to 4.75 Teacher effectiveness- 4.64 to 4.75</p> <p>Parent Opinion Survey data will indicate high levels of connectedness to the school and motivation to learn.</p>	<p>Build capacity of teachers in the implementation of the inquiry learning approach to include collaborative student/teacher processes for the development of a rigorous creative and thinking curriculum.</p> <p>Student feedback used to give student voice so they can increasingly take more responsibility in shaping their learning with teacher facilitation.</p> <p>21st Century skills built in to English and mathematics student learning.</p>

		AUSVELS Personal Learning and Interpersonal Learning scores to reflect 90% of student to be at or above expected level	Increased opportunities including Module participation in age appropriate events for student involvement in community activities to extend learning beyond the classroom to develop critical thinking, problem solving and engagement in optional groups such as: Writing and Spelling Competitions Maths Competitions
	To increase student attendance at school	To reduce student absences to below state mean each year and over the four year average	Develop individual home group targets to increase attendance
	To engage students globally with Asia through cross curricular priorities as well as a commitment to our sister school in China – Changzhou Xinbei Sanjing Experimental Primary School		Commitment to Mandarin Language Provision Dedicated Teacher Leader to implement the Studies of Asia - Student/ staff/parent electronic communication with China Inquiry learning documentation of Studies of Asia

WELLBEING			
	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To enhance the wellbeing of students, staff and parents in our school learning community through embedding common expectations for social competencies and resilience.</p>	<p>By 2018</p> <p>Student Attitudes To school Survey mean scores will be in the 3rd or 4th quartile in each criteria</p> <p><u>Increase in the following ATTS Scores:</u></p> <p>Student Distress 6.05 to 6.2 Student Moral 5.93 to 6.1 Student relationships Classroom behaviour 4.09 to 4.15 Connectedness to peers 4.47 to 4.60 Student safety 4.78 to 5.0</p> <p><u>Parent Opinion Survey mean scores will increase;</u> Social skills 5.72 to 5.80 School connectedness 6.05 to 6.2</p>	<p>Develop a school wide approach to further enhance the positive culture of our learning community</p> <p>Dedicated Wellbeing Leader implementing the Wellbeing Curriculum Action Team</p>

PRODUCTIVITY			
	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To align the allocation of resources (human financial, time space and materials) to maximise student learning, engagement and wellbeing outcomes for students</p> <p>Increase teacher capacity in 21st century ICT skills in learning and teaching</p>	<p>By 2018</p> <p>Improve student learning achievement and survey data as nominated in targets for English, maths, Engagement and Wellbeing sections of SSP.</p> <p>Budgets reflect needs in priority areas of:</p> <p>English Maths ICT -Professional learning ICT – infrastructure Wellbeing</p>	<p>Development of a yearly plan to audit staff professional learning needs.</p> <p>Resource a three year ICT hardware and software plan</p> <p>Provision of funds distributed equitably to deliver SSP programs of the school.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p><u>English</u></p> <p>Improve student outcomes and growth in English by implementing quality pedagogical practices across all year levels.</p> <p>Build the capacity of teachers to make informed judgements on student achievement across all levels of English</p> <p><u>Maths</u></p> <p>Monitoring and tracking students' growth in mathematics by analysing data and identifying students at risk of not achieving growth</p> <p>Increasing teacher confidence and capacity in the area of data analysis.</p> <p>Ensuring common mathematical language is used across the whole school and in planning documents.</p>		<p data-bbox="958 177 1505 368">Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p> <ul style="list-style-type: none"> <li data-bbox="981 448 1482 568">▪ Audit the consistent implementation of teaching practices in Reading and Viewing, Writing and Spelling and maths in Years P-2 and 3-6. <li data-bbox="981 576 1482 727">▪ Audit the language of English and maths being used across modules and provide coaching to develop consistency. <li data-bbox="981 735 1482 887">▪ Professional Learning teams to moderate English and maths samples/ assessment tasks within and across modules. <ul style="list-style-type: none"> <li data-bbox="981 895 1482 1023">▪ Refine the consistent implementation of teaching practices in Reading and Viewing, Writing and Spelling in Years P-2 and 3-6. <li data-bbox="981 1031 1482 1182">▪ Develop a James Cook language of English and maths language Guide to be used across modules <li data-bbox="981 1190 1482 1342">▪ Ongoing Professional Learning teams to moderate English and maths samples/ assessment tasks within and across modules. <ul style="list-style-type: none"> <li data-bbox="981 1382 1482 1453">▪ Monitor the consistent implementation of teaching practices in Reading and 	<p data-bbox="1523 177 2069 432">Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p> <ul style="list-style-type: none"> <li data-bbox="1532 448 2060 600">▪ All staff will have an agreed model of learning and teaching implementation of English and Mathematics <li data-bbox="1532 608 2060 719">▪ A consistent language delivery for English and Mathematics will be across the whole school <ul style="list-style-type: none"> <li data-bbox="1532 895 2069 1046">▪ All staff will demonstrate the key criteria and understanding to moderating student English and Maths assessment samples <li data-bbox="1532 1054 2069 1166">▪ All staff will utilise agreed assessments and track student progress on GradeXpert. <ul style="list-style-type: none"> <li data-bbox="1532 1382 2069 1453">▪ All staff will discuss student progress from collected data

<p>Encouraging the use of problem solving resources to enhance students mathematical thinking and reasoning skills</p>		<p>Viewing, Writing and Spelling in Years P-2 and 3-6.</p> <ul style="list-style-type: none"> ▪ Learning walks to monitor James Cook language leaning of English and maths language being used across modules ▪ Professional learning to build teacher capacity in implementing deeper mathematical reasoning in years 3 to 6 	<p>sets in PLTS to monitor student growth to facilitate feedback to students</p> <ul style="list-style-type: none"> ▪ An increase in a deeper understanding of AUSVELS and English and maths curriculum for students as reflected in planning documents
	<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Ongoing monitoring of the consistent implementation of teaching practices in Reading and Viewing, Writing and Spelling in Years P-2 and 3-6. ▪ Continued Learning walks to monitor James Cook language leaning of English and maths language being used across modules ▪ Ongoing professional learning to build teacher capacity in implementing deeper mathematical reasoning in years 3 to 6 	<ul style="list-style-type: none"> ▪ Student learning outcomes in English and mathematics reflect the nominated targets as outlined in the achievement section of the SSP ▪ Teachers and students can articulate the language of English and mathematics learning in student led conferences ▪ Observable teacher delivery of higher quality mathematics learning for students in years 3 to 6
<p>Engagement</p> <p>Build capacity of teachers in the implementation of the inquiry learning approach to include collaborative student/teacher processes for the</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Development of Inquiry Through-lines over a two year cycle ▪ Involvement of student voice in curriculum planning 	<ul style="list-style-type: none"> ▪ Increase in student attendance results ▪ ATTS survey results are in the 3rd of 4th quartile in stimulating learning and student motivation to learn.

<p>development of a rigorous creative and thinking curriculum.</p> <p>Student feedback used to give student voice so they can increasingly take more responsibility in shaping their learning with teacher facilitation.</p> <p>21st Century skills built in to English and mathematics student learning.</p>		<ul style="list-style-type: none"> ▪ Audit English and Mathematics curriculum to ensure 21st Century relevance ▪ Review the engagement of students in activities beyond the classroom ▪ Audit student attendance strategies ▪ Provide a Mandarin Language Program 	<ul style="list-style-type: none"> ▪ Stimulating teacher planning reflecting student voice ▪ Student Led Conferences demonstrate students articulating their learning ▪ Learning Journals reflect goals targets and feedback from teachers ▪ PLTs Minutes reflect teacher discussion on student data and recommendations
<p>Added opportunities including Module participation in age appropriate events for student involvement in community activities to extend learning beyond the classroom to develop critical thinking, problem solving and engagement in optional groups such as Writing and Spelling competitions Maths competitions Chess club</p> <p>Develop individual home group targets to increase attendance</p> <p>Commitment to Mandarin Language Provision</p>	Year 2	<ul style="list-style-type: none"> ▪ Further development of Inquiry Through- lines over a two year cycle including agreed whole school planner ▪ Involvement of student voice in curriculum planning and teacher feedback ▪ Continue to refine English and Mathematics curriculum to ensure 21st century relevance ▪ Planning of purposeful engagement of student activities beyond the classroom 	<ul style="list-style-type: none"> ▪ Increase in student attendance results ▪ ATTS survey results are in the 3rd of 4th quartile in stimulating learning and student motivation to learn. ▪ Stimulating teacher planning reflecting student voice ▪ Student led conferences demonstrate students articulating their learning ▪ Learning Journals reflect goals targets and feedback from teachers ▪ PLTs Minutes reflect teacher discussion on student data and recommendations
<p>Dedicated Teacher Leader to implement the Studies of Asia - Student/ staff/parent electronic communication with China</p>	Year 3	<ul style="list-style-type: none"> ▪ Inquiry Through- lines now engage more creative and critical thinking as part of the planning with cross curricular links of Aboriginal studies, Engage with Asia and sustainability ideas. 	<ul style="list-style-type: none"> ▪ Increase in student attendance results ▪ ATTS survey results are in the 3rd of 4th quartile in stimulating learning and student motivation to learn.

<p>Inquiry learning documentation of Studies of Asia</p>		<ul style="list-style-type: none"> ▪ Multiple feedback sources increase teacher / student involvement in setting personalised pathways for learning ▪ Continue to refine English and Mathematics curriculum to ensure 21st Century relevance ▪ Planning of purposeful engagement of student activities beyond the classroom 	<ul style="list-style-type: none"> ▪ Stimulating teacher planning reflecting student voice ▪ Student led conferences demonstrate students articulating their learning ▪ Learning Journals reflect goals targets and feedback from teachers ▪ PLTs Minutes reflect teacher discussion on student data and recommendations
	<p>Year 4</p>	<ul style="list-style-type: none"> ▪ Inquiry Through- lines now engage more creative and critical thinking as part of the planning with cross curricular links of Aboriginal studies, Engage with Asia and sustainability ideas. ▪ Multiple feedback sources increase teacher / student involvement in setting personalised pathways for learning ▪ Continue to refine English and Mathematics curriculum to ensure 21st Century relevance ▪ Planning of purposeful engagement of student activities beyond the classroom 	<ul style="list-style-type: none"> ▪ Increase in student attendance results ▪ ATTS survey results are in the 3rd of 4th quartile in stimulating learning and student motivation to learn. ▪ Stimulating teacher planning reflecting student voice ▪ Student led conferences demonstrate students articulating their learning ▪ Learning Journals reflect goals targets and feedback from teachers ▪ PLTs Minutes reflect teacher discussion on student data and recommendations
<p>Wellbeing</p> <p>Develop a school wide approach to further enhance</p>	<p>Year 1</p>	<ul style="list-style-type: none"> ▪ Wellbeing Leader and Wellbeing curriculum team with whole school representation ▪ Resourcing whole school with relevant social skills programs for each year level ▪ Whole school community events 	<ul style="list-style-type: none"> ▪ Student Attitudes To school Survey mean scores will be in the 3rd or 4th quartile in each criteria ▪ Reduced behaviour incidents

<p>the positive culture of our learning community</p> <p>Dedicated Wellbeing Leader implementing the Wellbeing Curriculum Action team</p>		<ul style="list-style-type: none"> ▪ House system/ buddy system ▪ Development of wellbeing language – “At James Cook we....” ▪ Development of new vision, mission and values ▪ Believe to Succeed program – students and teachers connecting together 	<ul style="list-style-type: none"> ▪ Teachers have planned evidence of implementation of You Can Do It in lesson planning ▪ The James Cook Language is observable from students and teachers ▪ There is a culture of high expectations for student learning and behaviour as monitored by teachers and parents
	Year 2	<ul style="list-style-type: none"> ▪ Wellbeing Leader and Wellbeing curriculum team with whole school representation ▪ Resourcing whole school with relevant social skills programs for each year level – with the investigation in to new program – Kids Matter and Safe Minds for particular age groups ▪ Whole school community events ▪ House system/ buddy system ▪ Development of wellbeing language – at James Cook we.... ▪ Development of new vision, mission and values ▪ Believe to Succeed program – students and teachers connecting together 	<ul style="list-style-type: none"> ▪ Wellbeing Curriculum meeting minutes reflect discussion and audit of current programs and trialling of new programs suitable for students of the 21st Century to meet current wellbeing needs. ▪ Continued high ATTS survey results ▪ Students, staff and parents model expected behaviours and school values
	Year 3	<ul style="list-style-type: none"> ▪ Continued Wellbeing Leader and Wellbeing curriculum team with whole school representation 	<p>Increase in the following ATTS Scores:</p> <ul style="list-style-type: none"> ▪ Student Distress 6.05 to 6.2 ▪ Student Moral 5.93 to 6.1 ▪ Student relationships

		<ul style="list-style-type: none"> ▪ Review Resourcing whole school with relevant social skills programs for each year level ▪ Whole school community events ▪ House system/ buddy system ▪ Embedded Development of wellbeing language – at James Cook we.... ▪ Embedded vision, mission and values ▪ Believe to Succeed program – students and teachers connecting together ▪ Whole school rewards 	<ul style="list-style-type: none"> ▪ Classroom behaviour 4.09 to 4.15 ▪ Connectedness to peers 4.47 to 4.60 ▪ Student safety 4.78 to 5.0 ▪ Parent Opinion Survey mean scores will increase; ▪ Social skills 5.72 to 5.80 ▪ School connectedness 6.05 to 6.2
<p>Productivity</p> <p>Development of a yearly plan to audit staff professional learning needs.</p> <p>Resource a three year ICT hardware and software plan</p> <p>Provision of funds distributed equitably to deliver SSP programs of the school.</p>	Year 1	<ul style="list-style-type: none"> ▪ Audit ICT hardware and software to begin development of a 3 year ICT plan ▪ Audit teacher skills via epotential survey ▪ Develop budgets to resource SSP priorities ▪ 	<ul style="list-style-type: none"> ▪ All staff are aware of responsibility to develop ICT skills as identified in their epotential survey results ▪ ICT plan is resourced with funds
	Year 2	<ul style="list-style-type: none"> ▪ Review and refine ICT hardware and software needs as per the 3 year ICT plan ▪ Professional Learning to target teacher skills identified in the epotential survey ▪ Continuation of development of budgets to resource SSP and AIP priorities 	<ul style="list-style-type: none"> ▪ All staff are engaging in professional learning to improve their ICT learning and teaching skills – evidenced in the PDP ▪ The school is resource rich in human and physical resources

	Year 3	<ul style="list-style-type: none"> ▪ Review and analyse ICT hardware and software needs to further develop the actions of a 3 year ICT plan ▪ Professional Learning to target teacher skills identified in the epotential survey ▪ Continuation of development of budgets to resource SSP and AIP priorities 	<ul style="list-style-type: none"> ▪ SIPS plan shows a 5 star rating ▪ Everyday learning in modules reflects the use of technology as a stimulus for student learning ▪ Student motivation to learn scores reflect high results ▪ It is evident that the school is resource rich with current technology
	Year 4	<ul style="list-style-type: none"> ▪ Teachers take the epotential survey again as a comparison from previous year ▪ Continuation of ICT as a priority including office admin being more ICT literate ▪ Provision of ICT learning for parents 	<ul style="list-style-type: none"> ▪ Improvement in reduction of areas of staff need for professional learning in ICT ▪ Improved technological office practices ▪ Parent feedback on ICT sessions to assist students at home on line