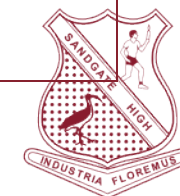


Connecting - Community, Culture and Well-being

Attendance, Engagement, Performance and Student Well-being

| Strategies | Actions | Success Indicators | Timeline | Who |
|---|--|---|----------------------------|---|
| Review and implement systematic attendance and engagement processes | <ul style="list-style-type: none"> Write and implement Attendance Policy and Procedure Identify roles and responsibilities to effectively identify, manage and support student engagement and attendance. Develop and communicate guides to assist staff, parents and students in applying the school procedure encompassing, absence notifications, unexplained absences, exemptions, late arrivals and processes for enforcing attendance. Open Compass access to parents and provide advice on how best to use the portal to monitor students Employ a second attendance officer to assist in contacting parents and performing systematic data exports for Deputy Principals. | <ul style="list-style-type: none"> Attendance Policy written and ratified by school council Staff are clear on their roles and accountability in relation to attendance Parents engaging with Compass to monitor their students Regular and scheduled attendance and engagement systems in place to ensure every student is maximising their learning time at school Increase student attendance by 10% and decrease <85% attendance by 10% Unexplained absences to <5% | Term 1 | Deputy Principal – Connecting Attendance Officers YLCs HOSES Student Support Teachers |
| Review and develop student leadership framework for students from Years 7 through to 12. | <ul style="list-style-type: none"> Collaborate with community to review student leadership across all year levels including positions, role descriptions, application and selection process and terms of service Establish Student Representative Council (SRC) Undertake training of student leaders in mentoring roles. | <ul style="list-style-type: none"> Student leadership framework developed and clear processes and positions are communicated to school community Establishment of SRC and development of constitution with calendarized student led meetings | Term 2 Term 3 | Deputy Principal – Connecting Principal |
| Implement a support team and student well-being framework including defined processes for identifying and enacting support, case management and regular monitoring. | <ul style="list-style-type: none"> Define roles and responsibilities of support team members and communicate to the community Establish consistent avenues for student referrals from staff, parents and students Develop and implement a student learning and well-being framework Establish a systematic and efficient approach to case management, intervention, support and ongoing monitoring Provide a range of support services and programs to support students in building confidence reduce the impact of identified barriers. | <ul style="list-style-type: none"> Clearly defined and articulated role statements and accountabilities for student support team Students feel they are supported Every student is identified through the referral process and systemised data capture A range of support services and programs undertaken, and are supportive and productive Students feel connected and engaged. Student learning and well-being framework published. Students can identify who they go to for support | Term 1 Term 2 Term 3 | Guidance Officers & Support Team HOSES HoD Student Development Deputy Principal – Connecting |
| Continue to build the understanding of Positive Behaviour for Learning (PBL), teaching expected behaviours and a culture of consistent routines and processes. | <ul style="list-style-type: none"> Increase participation in PBL committee through value adding opportunities to interrogate data and collaborative develop improvements to school processes and consistent routines Review PBL implementation as per review cycle in conjunction with pastoral care program review Regularly share data and best practice to staff through Weekly Update and Staff Meetings Develop and share a one-page artefact to identify consistent routines for all staff | <ul style="list-style-type: none"> The role of the PBL committee is clearly articulated to the school community. Review completed and presented to the community with a plan developed for the reinvigoration and on-going implementation of PBL across all school practices. Reduction in RTC referrals 15% SOS - Student behaviour is well managed at this school - 75% 85% of staff aware of how student behaviour data is being used in the school | Term 1 Term 3 | Deputy Principal – Connecting PBL Coordinator Teachers Teacher Aides |



Connecting - Community, Culture and Well-being

School Culture, Collaboration, Consistency and Communication

| Strategies | Actions | Success Indicators | Timeline | Who |
|---|--|--|-------------------|--|
| Establish focus committees to provide a collaborative process to drive school improvement agenda priorities. | <ul style="list-style-type: none"> Establish Curriculum, Teaching and Learning, PBL (Behaviour), Staff Well-being and Literacy and Numeracy Committees with scheduled meetings in a given term to allow engagement and feedback from staff Minute and share meeting outcomes with staff in 'Weekly Update' | <ul style="list-style-type: none"> Staff given opportunity to contribute to school 'ways of working' Staff engaged in school improvement agenda SOS - This school takes staff opinions seriously – 75% | Term 1 | Principal All DPs HoDs of English and Maths |
| Develop Leadership Team role descriptions and review additional timetable allocated positions for alignment to student needs and school improvement priorities. | <ul style="list-style-type: none"> Review and develop role descriptions for all classified officers, support staff and allocated positions through timetable NCT to ensure efficient operations and clear expectations and accountabilities | <ul style="list-style-type: none"> All classified officers have an articulated role description Key support and administration roles are defined and articulated. SOS - The school leadership team model the behaviours expected of all employees – 75% | Term 1 Term 4 | Principal Leadership Team Business Manager |
| Review and re-write school policy and procedure documents engaging all stakeholders and effectively communicate expectations to the school community. | <ul style="list-style-type: none"> Review and rewrite documents as per the SDSHS Policy and Procedure Schedule to ensure alignment with DoE policy and procedure updates Engage stakeholders through designated improvement committees Clarify steps to refining, writing, seeking feedback, publishing and communicating all policies | <ul style="list-style-type: none"> School Policies and Procedure documents developed in a consistent format with stakeholder feedback and delivered and launched in a timely and communicative way. All surpassed policies and procedure are removed from website, SharePoint and School Network | Ongoing | Principal All DPs Leadership Team |
| Develop and implement student diversity policy. | <ul style="list-style-type: none"> Review external policies and community expectation to develop and implement a school diversity policy | <ul style="list-style-type: none"> Diversity Policy ratified by Council Staff, students and parents follow the SDSHS Diversity Policy. | Term 1 | Guidance Officers Deputy Principal – Connecting |
| Develop and implement a staff well-being policy. | <ul style="list-style-type: none"> Utilise the Well-being Committee to collaborate with staff in developing a staff well-being framework Increase staff acknowledgement and celebrate success across staff meetings and Weekly Updates Provide avenues for staff to engage socially both on and off campus to build community relationships. Important events and changes are clearly articulated, in a timely manner via the weekly update to ensure staff are aware of the work that is relevant to them | <ul style="list-style-type: none"> Well-being policy implemented with on-going review to its effectiveness in enhancing school culture and staff well-being. SOS - I feel that staff morale is positive at this school - 75% SOS - The well-being of employees is a priority for this school – 75% SOS - Well informed about things that are important to my work. – 90% | Term 2 Ongoing | Principal Guidance Officers Deputy Principal – Connecting Health & Safety |



Learning - Teaching, Learning and Mindset

Signature Practices, Effective Teaching and Learning

| Strategies | Actions | Success Indicators | Timeline | Who |
|---|---|---|---|--|
| Collaboratively implement a schoolwide pedagogical framework. | <ul style="list-style-type: none"> Use teacher feedback survey from 2021 to get general consensus or support from agreed pedagogical framework. Form Teaching and Learning committee of interested teachers representing each faculty / learning area. Provide learning and practice opportunities for early-adopters. Build staff understanding and capabilities in chosen pedagogical framework | <ul style="list-style-type: none"> 100% of staff with initial training and exposure to schoolwide pedagogical framework. Use of targeted components of framework observed during Leadership Team walkthroughs. Leadership Team and identified T&L committee members capable of provided professional development opportunities or mentoring | <p style="text-align: center;">Term 2</p> <p style="text-align: center;">Term 3</p> | DP Learning and Leadership team |
| Implement a whole school literacy and numeracy plan to collaboratively implement signature pedagogical practices to improve student writing, reading, numeracy, problem solving and higher order thinking skills. | <ul style="list-style-type: none"> Establish Literacy and Numeracy Committee and establish meeting schedule collaborate on L&N improvement agenda Collate and review literacy and numeracy projects, programs and strategies Map purpose of projects, programs and strategies (support lower students, U2B, etc.) Provide opportunities to develop experts in each strategy to be able to coach and mentor other staff. Develop a Literacy and Numeracy plan that reflects the practices in the school, guides teacher development and planning. | <ul style="list-style-type: none"> Explicit Literacy and Numeracy Improvement Plan is in place and is being implemented across all curriculum areas Staff are committed to improving students' literacy and numeracy achievement in all learning areas Learning Improvement plans are in place for all students who are not at NMS for their year level Increased relative gain per cohort Percentage of Year 7/9 students in U2B of each domain has increased. Every student completing Year 12 has achieved Literacy and Numeracy for QCE achievement | <p style="text-align: center;">Term 2</p> <p style="text-align: center;">Term 4</p> | <p>DP Learning</p> <p>HoDs of English and Maths</p> <p>Teachers</p> |
| Develop and implement an academic mentoring process that incorporates goal setting, study skills, coaching and a case management approach for students who are not successful in more than two subjects | <ul style="list-style-type: none"> Contribute effective and practical aspects of goal setting and study skills to the review of the pastoral care program that will align with an academic review process for students Develop a process and protocols for academic data trips after each reporting period to identify students at risk of failing Trial an intervention strategy with Deputy Principals and Senior Teacher and Experienced Senior Teacher volunteers to mentor students for success | <ul style="list-style-type: none"> Draft Academic mentoring process written and trialled for Semester 1 Reporting Students appreciate adult involvement in mentoring for success Increase percentage of students' achieving an A-C in English / Mathematics / Science - 90% Reduction of D, E and N results in semester 2 results – compared to semester 1 (All subjects) | <p style="text-align: center;">Term 3</p> <p style="text-align: center;">Term 4</p> | <p>DP Learning</p> <p>SS/JS HoDs</p> <p>Case Managers/ HOSES & Student Development</p> <p>Academic Mentors</p> |



Learning - Teaching, Learning and Mindset

Staff Development and Growth

| Strategies | Actions | Success Indicators | Timeline | Who |
|---|---|--|----------------------------|---|
| Collaboratively develop and implement a collegial engagement plan to incorporate, lesson observations, staff feedback and ongoing professional development. | <ul style="list-style-type: none"> Teaching and Learning Committee seeks feedback from teachers on existing observation proforma to develop SDSHS lesson observation and feedback templates Develop a 4 Year Collegial Engagement Plan with the collaboration of teaching staff increasing frequency and precision each year. Organise opportunities for open classrooms and focused observations for all teachers | <ul style="list-style-type: none"> Staff engage in multiple reflective and innovative processes - both formal and informal - of collegial engagement in order to build capabilities and participate in a culture of continuous improvement. Staff have participated in one round of open classrooms and a second round of focused observations | Semester 2 | DP Learning Leadership team Teachers |
| Implement evidence-based differentiation practices across the school to address the learning needs of students and increase teachers' proficiency in interpreting and analysing data. | <ul style="list-style-type: none"> Create a channel on MS Teams for teachers to ask, answer, share and discuss differentiation strategies. A core list of user-friendly signature differentiation strategies Review 2022 School Data Plan and build staff data literacies Utilise and refine existing data placemats and ensure consistency of use across all learning areas Use digital and face-to-face sharing methods (e.g. Staff Meetings and Twilight sessions to reinforce online sharing). Development of a toolkit of core user-friendly signature differentiation strategies. | <ul style="list-style-type: none"> 100% of teachers using data placemats and other relevant data (e.g. TrackED, OneSchool reports, student ICPs, etc.) to inform differentiation strategies in the classroom; in line with Data Plan Responsive and reflective teachers able to adapt to student needs. All teaching staff are engaged in data informed differentiation strategies All students experiencing differentiation that responds to their needs. | Semester 1 | DP Learning HoD Student Development HOSES. Leadership Team |
| Develop and implement an aspirant program incorporating leadership development opportunities | <ul style="list-style-type: none"> Establish Aspirant Program to incorporate staff from SDSHS and partner primary schools Facilitating workshops each semester Investigate the possibility of a leadership development retreat | <ul style="list-style-type: none"> Staff feel supported in their leadership development School has a clear process for aspirants to engage in learning and ways to apply for positions | Term 2 Term 3 | Principal |
| Systematically align and plan the Annual Performance Review (APR/PDP), Senior Teacher and Experienced Senior Teacher application processes to the whole school Professional Development Plan. | <ul style="list-style-type: none"> Clear communication to staff regarding expectations for Senior teacher, Experienced Senior Teacher (1 and 2) processes with clear alignment to Annual Performance Review Clear process for APR process at Sandgate developed and articulated to staff Coaching of School Leaders to effectively lead APR conversations with designated staff. APR conversations are scheduled during the same week of each term to ensure consistency and support. | <ul style="list-style-type: none"> Helpful resources created and shared with staff School leaders are confident in having high impact APR conversations with staff All staff have completed their Annual Performance Review at the scheduled intervals – T2 to T1 Professional Development Plan established with clear alignment to school improvement agenda and catering to staff APR Plans | Term 2 Term 3 Term 4 | DP Learning Principal Leadership Team Staff |



Succeeding - Curriculum, Pathways & Partnerships

Curriculum, Quality Assurance, Feedback and Moderation

| Strategies | Actions | Success Indicators | Timeline | Who |
|---|---|--|------------------------|---------------------------------------|
| Develop A and C assessment exemplars and a consistent approach to integrate with explicit teaching. | <ul style="list-style-type: none"> Scan and assess for familiarity or current practice in the use of A and C assessment exemplars across all learning areas Leadership Team identify key features of exemplars and define best practice for SDSHS Discussion of Assessment Task, Marking Guide and level of student work required Develop explicit guide in how teachers can create, modify, annotate and best use A and C exemplars for teaching | <ul style="list-style-type: none"> School Leadership team appreciates the levels of complexity across all learning areas School Leaders have a clear understanding of how to mentor their staff in creating A and C exemplars and a consistent approach to teaching. | Term 2 | DP Curriculum HoDs Teachers |
| Enhance moderation of student assessment outcomes to develop a 'before, after, after, end' approach in all areas. | <ul style="list-style-type: none"> Develop school wide moderation policy with explicit guidelines and proformas to assist staff in moderating student samples Host a Year 9 moderation event for English, Maths and Digital Technologies incorporating two other schools. | <ul style="list-style-type: none"> Improved ability of all staff to articulate, teach and award standards of achievement on individual assessment items to improve authenticity of student outcomes. Moderation event undertaken with three schools | Term 3 OCT SPDD | DP Curriculum HoDs 3 x Teachers |

Signature, Extension, Enrichment Programs and Productive Partnerships

| Strategies | Actions | Success Indicators | Timeline | Who |
|---|--|--|--|--|
| Review, map and write student pastoral care program that engages students and builds positive culture. | <ul style="list-style-type: none"> Work collaboratively with Connecting DP and Year Level Coordinators to map learning topics for pastoral care – Year 7 to Year 8 Investigate coverage of age appropriate topics and alignment to DoE Social and Emotion Learning Review QCE programs and their location in YPD | <ul style="list-style-type: none"> Pastoral care topics of study are mapped across all year levels and has a clear alignment to curriculum plan and breadth of programs Intervention programs are no longer taking over pastoral care time and are aligned elsewhere in the timetable. | Ongoing | DP Curriculum DP Connecting JS/SS HoDs Leadership Team |
| Review and implement extension and enrichment pathways for students to replace Academic Achievers/Edge programs in a purposeful, innovative and sustainable way. | <ul style="list-style-type: none"> Develop and prepare for 2023 implementation, a suitably structured and engaging program that provides high quality academic enrichment and extension opportunities for students Consult with students, teachers and parents to gain feedback on what the community expects from this new program Develop the processes for application and selection and policy and expectation contracts Determine testing, auditioning and trials process for selection Communicate the programs to the community After school program trialled for students who have been successful in gaining a position within program/s. | <ul style="list-style-type: none"> Successfully implemented extension and enrichment pathways for students in Year 7 through to Year 10 Policy – application and selection process clearly articulated to the community for Open Day and implemented in Term 3 Teaching staff have written programs and established external partnerships. Parent and student evaluation survey confirms positive feedback post after school program for Year 6 students | Term 2 Term 2 Implement Term 3 | DP Curriculum HoDs Teachers |
| Review, refine and proactively market all school signature programs [including Athlete's Development Program (ADP), Master Music and enrichment and extension programs] | <ul style="list-style-type: none"> Define purpose of programs and develop vision and essential principles across each extension strand Develop application and selection process including communication to all stakeholders Review, refine and standardise school marketing strategy for signature programs | <ul style="list-style-type: none"> Improved Community recognition and value of Sandgate DSHS's signature programs and curriculum offerings in general. Community recognises relevance and significance to identified students within new programs Programs are in demand, attract suitable candidates and applications outnumber positions | Term 1 Open Day Term 2/3/4 | Principal DP Curriculum Leadership Team A03 Marketing & Communication |



| Rejuvenate initiatives and programs with partner primary schools. | <ul style="list-style-type: none"> Increased communication, events and partnership opportunities with partner primary schools Principal led activities and initiatives to strengthen the Bramble Bay Cluster including Professional Development, moderation of student work and specialist programs for students. | <ul style="list-style-type: none"> Partner Primary school principals value the partnership with SDSHS Four events successfully held in 2022 <ul style="list-style-type: none"> Music / Sport Aspirants Moderation Leadership | Ongoing | Principal HoDs |
|---|--|--|--|---|
| Whole School Curriculum Alignment | | | | |
| Strategies | Actions | Success Indicators | Timeline | Who |
| Undertake a significant review and overhaul of the school timetable structure and curriculum plan to align with the new P-12 CARF and to provide efficient and flexible learning pathways for students. | <ul style="list-style-type: none"> Review school timetable structure and course selection processes to reflect structure Develop and implement a Senior Schooling Policy to ensure shared understanding of responsibilities of students within the senior phase of learning – including Alternative pathways, subject changes and changes to learning plans (reduced subjects) Communicate and consult with school community about timetable structure changes Ensure timetable structure allows for support of all students and opportunities for intervention, extension and enrichment Development of Year 7 to 11 subject selection forms and consistent processes. | <ul style="list-style-type: none"> Engagement of students through suitable learning journey Timetable structure increases efficiency and enables support for all students who require intervention programs Curriculum Plan provides a defined path from Year 7 to 12. Next Step data shows increase in student engagement with education, training or employment and QCE/QCIA attainment P-12 CARF compatible timetable and curriculum plan Community informed and procedures leading to successful SETP and subject selection outcome. | Term 1 / 2 Term 3 | Timetable DP Principal DP Curriculum HoD Senior Schooling Leadership Team |
| Develop and implement a whole school curriculum plan including a coherent sequenced plan ensuring consistent teaching, learning and assessment practices with a clear reference to signature programs. | <ul style="list-style-type: none"> Develop whole school curriculum plan encompassing <ul style="list-style-type: none"> Curriculum Overview Approaches to teaching and learning Assessment and Reporting Differentiated Pathways – enrichment, extension, learning support and intervention Update of Curriculum Course Guides to communicate subject offerings in a consistent format with consultation and contribution from all Learning Area Heads of Department. | <ul style="list-style-type: none"> Collective Whole School Curriculum Plan established and provides the foundation for a broad range of pathways for the following 12 months. Updated Course Curriculum Guides are published before Open Day in a consistent format with relevant information for students and families to make subject choices for 2023. | Term 1 / 2 | DP Curriculum Leadership Team Curriculum Committee A03 Marketing & Communication |

Endorsement:

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



25 / 02 / 2022

Andy Stergou
Principal



25 / 02 / 2022

Jon Hatch
School Council Chair



Paul Pengelly
Assistant Regional Director



2022 School Targets

| Data Set | Description of Target | 2021 Actual | 2022 Target | 2022 Actual | | | | | |
|--|--|-------------|-------------|-------------|---------------|------------|------------|------------|----------------|
| Year 12 Outcome Data | | | | | | | | | |
| QCE | Queensland Certificate of Education (QCE) | 93.5% | 100% | | | | | | |
| ATAR | Students achieving an ATAR greater than 91.15 | 21% | 22% | | | | | | |
| | Students achieving an ATAR greater than 77.85 | 42% | 45% | | | | | | |
| | Students achieving an ATAR greater than 62.55 | 75% | 85% | | | | | | |
| VET | Students awarded one of more VET qualifications | 96% | 96% | | | | | | |
| | VET Completion rate | 83% | 100% | | | | | | |
| QTAC | Eligible students receiving a tertiary placement | 100% | 100% | | | | | | |
| | Students received one of their top three preferences | 96% | 98% | | | | | | |
| | Students received their first or second preferences | 87% | 90% | | | | | | |
| | Students who received their first QTAC preference | 74% | 85% | | | | | | |
| | | | | | | | | | |
| Whole School Academic Achievement | | | | | | | | | |
| Reporting S1 | Whole School A to C (Year 7 to 12) | 81.4% | 85% | | | | | | |
| | Whole School N rating | 3.5% | <1% | | | | | | |
| | Behaviour A to C | 96.3% | 98% | | | | | | |
| | Effort A to C | 89.3% | 92% | | | | | | |
| Reporting S2 | Whole School A to C (Year 7 to 11) | 79.6% | 85% | | | | | | |
| | Whole School N rating | 6% | <1% | | | | | | |
| | Behaviour A to C | 95.1% | 98% | | | | | | |
| | Effort A to C | 87.9% | 92% | | | | | | |
| Junior Secondary Regional Targets (90% A to C) and NAPLAN | | | | | | | | | |
| | A | B | C | D | E | N | A-C | A-C | A-C |
| 7 ENG | 14% | 35% | 41% | 9% | 1% | 1% | 89% | 90% | |
| 8 ENG | 17% | 34% | 33% | 11% | 2% | 4% | 83% | 90% | |
| 9 ENG | 21% | 34% | 28% | 11% | 2% | 5% | 83% | 90% | |
| 10 ENG | 23% | 20% | 38% | 13% | 2% | 5% | 80% | 90% | |
| 7 MAT | 22% | 48% | 18% | 9% | 3% | 1% | 88% | 90% | |
| 8 MAT | 5% | 20% | 53% | 20% | 0% | 4% | 77% | 90% | |
| 9 MAT | 18% | 30% | 28% | 14% | 4% | 8% | 75% | 90% | |
| 10 MAT | 14% | 24% | 27% | 27% | 5% | 6% | 64% | 90% | |
| 7 SCI | 14% | 38% | 35% | 12% | 2% | 1% | 87% | 90% | |
| 8 SCI | 16% | 34% | 32% | 14% | 2% | 3% | 82% | 90% | |
| 9 SCI | 22% | 31% | 27% | 14% | 2% | 5% | 80% | 90% | |
| 10 SCI | 18% | 27% | 32% | 18% | 1% | 5% | 77% | 90% | |
| NAPLAN | MSS | Reading | Writing | Numeracy | U2B % | Reading | Writing | Numeracy | R. Gain |
| | Year 7 | 535 | 510 | 540 | Year 7 | 27% | 15% | 27% | 10% |
| | Year 9 | 575 | 535 | 580 | Year 9 | 25% | 15% | 20% | 15% |
| | | | | | | | | | |

| Description of Target | | 2021 Actual | 2022 Target | 2022 Actual |
|---|--|-------------|-------------|--------------------|
| Attendance | | | | |
| SORD | Attendance Rate | 84.9% | 95% | |
| | Students < 85% attendance | 33.6% | <10% | |
| | Unexplained Absences | 25.2% | <5% | |
| School Opinion Survey | | | 2021 | Target 2022 |
| Students | Teachers at my school treat students fairly. | 57.6 | 80% | |
| | Student behaviour is well managed at my school. | 43.9 | 80% | |
| | My teachers are interested in my well-being. | 64.1 | 80% | |
| | My school takes students' opinions seriously. | 38.5 | 80% | |
| | I like being at my school. | 54.8 | 80% | |
| | I can talk to my teachers about my concerns. | 50.0 | 80% | |
| | My school gives me opportunities to do interesting things. | 65.6 | 80% | |
| | My school looks for ways to improve. | 57.4 | 80% | |
| | This is a good school. | 66.7 | 80% | |
| | My teachers provide me with feedback about my work. | 67.8 | 80% | |
| Teachers | Student behaviour is well managed at this school. | 51.7 | 90% | |
| | This school takes staff opinions seriously. | 44.1 | 85% | |
| | If I raised concern - confident it would be taken seriously. | 42.4 | 95% | |
| | Staff are well supported at this school. | 50.9 | 85% | |
| | I feel that staff morale is positive at this school. | 35.7 | 75% | |
| | Staff are treated fairly and consistently at this school. | 38.2 | 90% | |
| | The well-being of employees is a priority for this school. | 45.6 | 85% | |
| | I receive useful feedback about my work at this school. | 56.1 | 85% | |
| | This school encourages coaching and mentoring activities. | 53.8 | 90% | |
| | Well informed about things that are important to my work. | 45.6 | 90% | |
| Parents | Poor performance will be addressed in this school. | 32.7 | 90% | |
| | Leadership team model the behaviours expected of all | 41.1 | 95% | |
| | Have you been subjected to bullying at this school? | 42.6 | 0% | |
| | This school keeps me well informed. | 79.0 | 90% | |
| | This school asks for my input. | 69.0 | 90% | |
| | This school takes parents' opinions seriously. | 74.2 | 90% | |
| | Teachers at this school motivate my child to learn. | 79.2 | 90% | |
| | My child is making good progress at this school. | 84.5 | 90% | |
| | I understand how my child is assessed at this school. | 79.9 | 90% | |
| | My child is interested in their school work. | 75.5 | 90% | |
| My child's learning needs are being met at this school. | 77.6 | 90% | | |

