



School Review Report

Prepared for

Flemington Primary School

Western Metropolitan Region

School Workforce Reform & School Improvement Division

Department of Education & Early Childhood Development

2009

DRAFT

-
- **School Number** 0250
 - **Principal** Lesley McCarthy
 - **School Council President** Tim Pegler
 - **Type of Review** Continuous Improvement
 - **School Reviewer** Dr Len Cairns
 - **Date of Review Meeting at school** 16 July, 2009
 - **Date of this Report (final version)** 10 August, 2009

Table of Contents

1.0	Executive Summary	3
2.0	Methodology	5
3.0	School Context	6
4.0	Evaluation of Performance.....	7
4.1	Student Learning	7
4.2	Student Pathways and Transitions.....	12
4.3	Student Engagement and Wellbeing.....	14

DRAFT REPORT
REMOVE THIS WATERMARK
FROM FINAL REPORT

1.0 Executive Summary

Flemington Primary School is a well established school with an enrolment of around 415 at the time of the Review. The school is located close to the Melbourne CBD and therefore attracts students from families who work in the CBD and accordingly the school has set up and offers both before and after school care as well as in an activity centre during school holidays.

The School Review took place after an earlier pre visit and involved all relevant documents. The three areas of consideration led to the following outcomes.

Student Learning

On the “Core School Performance Indicators Report”, Flemington Primary, over 2006 to 2008 has a slight increase in enrolments, a slight decline in overall parent satisfaction with the school and held high levels of Year 3 and Year 5 percentages of students at or above the national minimum Standards across Reading, Writing, Spelling, Numeracy and Grammar and Punctuation.

The reading of set texts for Years Prep to Year 2 (pages 5 and 6 of the SLR) indicated that there was a downward trend in reading percentages at the 90 to 100% accuracy levels for Prep and Year 1 cohorts from 2006 to 2008 (down from a peak level in 2006. Year 2 levels showed a modest decline but basically held up quite well over the years 2004 to 2008.

NAPLAN test data for Years 3 and 5 indicated that in 2008, both of these groups were at or above the expected level and within the SFO Bands. The AIM test results for the Years prior to 2008 (page 19 of SLR) indicated that the students in Years 3 and 5 had consistently scored well above the state mean scores across years 2003 to 2007 and the 2004-2007 trend on percentile ranks showed that these results were well within the expected SFO bands.

Across Number and Measurement areas of the Mathematics data for the school both the Teacher Judgments against the VELs levels and the two sets of test data, AIM (to 2007) and the NAPLAN (2008) showed progress and quite good performance compared with the State Benchmark levels.

Overall these results show that Flemington Primary School has students performing well in Mathematics and upper level English with some need apparent to further consolidate the Early Years areas in Reading.

Student Pathways and Transitions

The Flemington Primary School approaches to Transitions and Pathways have been implemented in a manner that has made impact in the area but will need additional work to strengthen and facilitate this aspect of the school's programmes. There are some issues with the range of Secondary schools Flemington feeds into which should be a source of some concern as to how to best meet the Transition needs of all students.

Student Engagement and Wellbeing

The area of Student Engagement and Wellbeing did show that while the school and staff had been working with considerable efforts to make a whole school positive learning environment to support these elements, there were still some data indications that there was further improvement needed.

Year 5 and Year 6 student perceptions of Student Morale and Student Distress were below the 50th percentile and the scores for the key teaching areas of Teacher Effectiveness, Teacher Empathy and Stimulating Learning were all well below the 25 percentile. The gender breakdown showed that females were consistently lower on each of these areas of items across the board. In fact the females at the school rated all areas much lower than the males and only Learning Confidence and Classroom behaviour rated above the 25th percentile for the females.

Parent Opinion data also rated Approachability below the state median and Stimulating Learning as well. In fact most Parent Opinion ratings had slipped from 2006 to 2008, but many had been well above state benchmarks in 2006. In all, 10 of the 18 measured areas were below the state median in 2008 whereas none were so in 2006.

The conclusion was that there could be additional Strategic work planned for this area in the new Strategic Plan. The Staff Opinion Survey data when combined with the Parent and Student data in the school's 2008 Opinion Survey Summary Page Report (tabled at the Review) does show some need for improved wellbeing and engagement actions across the board. Recommendations are included in the table in this section.

2.0 Methodology

The school provided all relevant documents for the Review and although the initial School Self Evaluation Report was brief, it did include an interesting variation listing a range of school community views on aspects of strength and areas of any concern from staff, students and parents. This led to some lively and informative discussion as part of the Review process.

Additional data was mentioned and included in considerations on the Review day. It would be useful in the future for the school to include a summary of the additional data it does successfully collect and use in its ongoing monitoring of student learning and others aspects relevant to the review process.

There is no doubt that there was much additional information that was shared on the Review day that could have been well integrated into the school's Self Evaluation Report.

The process of developing the school Self Evaluation Report was usefully described and indicative of staff and council involvement:

Lead by the Principal, the Leadership Team, Staff and School Councillors then commenced the Self Evaluation by responding to the target questions over several weeks. Parent consultation occurred through the school newsletter and via the school website, and via the Parents Association meetings.

The Principal and Assistant Principal also met with the Year 6 Student Leaders, members of the Student Representative Council {2-6} and Prep students in order to elicit student feedback and their input to the process. All students were invited to comment on their schooling experience and how to improve school.

Year Level Teams and Curriculum Committees were also involved in the process through fortnightly meetings and discussions using SWOT analyses as well as a number of Quality Tools.

All input was collated by the leader of the Education Sub Committee and presented to Staff and School Council.

The School Review Panel on the Review day was attended by the Principal, (Lesley McCarthy), the School Council President (part Day) (Tim Pegler), the Assistant Principal (Sandra McOrist), and the Regional Network Leader (John Dainutis) together with the Reviewer (Dr Len Cairns). The review took the whole day and was a frank exchange of views and data discussions.

3.0 School Context

Flemington Primary School is located close to the city of Melbourne (5kms from CBD) and almost adjacent to the Tullamarine Freeway. This location means that the school's demography is a little unusual for the area in which it is located. The school's proximity to the Melbourne CBD makes it ideal for many families to enroll their children. In addition, the development of the Commonwealth Games Village site for housing has increased enrolments from that area as well.

A strong feature of the school is the range of specialist areas of teaching offered. These include an Instrumental Music programme, Art, Library (prep-2) Italian LOTE (Years 3-6), Science (3-6) and Physical Education.

The Instrumental Music programme offers a wide variety of instruments, taught by a team of visiting Music teachers which is both extensive and popular. Instruments such as Brass (including Saxophone) strings, woodwind, piano and drums along with choirs and bands, make this a very Music centred school which is evident on any visit.

There is also a School Council provided Outside School Hours Care Programme which operates both before and after school hours and during school holiday periods. There are places for 45 students before and 95 after school hours. The holiday programme operates for 30 students each day.

Whilst the school is largely presently housed in a 1922 brick building on multiple levels (the third floor is not used by students but houses regional services) and a number of portable buildings and other spaces which are being utilized, there is a plan (and Federal funding forthcoming) for additions and consolidations which will improved what currently is a very mixed generation and style of buildings and rooms. The school grounds include a sizeable oval and there are many trees and areas for children to play and be active in with sensible yard duty arrangements for safety and supervision. The school's sustainability profile is high with solar roof panels contributing to the power grid and a very extensive range of water tanks for storage of rainwater and a garden programme.

4.0 Evaluation of Performance

4.1 Student Learning

What student outcomes was the school trying to achieve?

The school's Self Evaluation Report listed the Student Learning Goal from the previous Strategic Plan (2005-2008) as follows:

Our Goal was:

To improve student achievement in English and Mathematics against Victorian Essential Learning Standards (VELS)

The associated targets were:

- 1.1 To increase the percentage of students deemed as established or better than expected level in grades Prep, 2, 4 & 6 in Reading to be at or above 90% by 2009.
- 1.2 To reduce the proportion of students deemed as beginning or below the appropriate CSF level in Writing in Grades Prep, 2, 4 & 6 to less than 5% by 2009. {above 95%}
- 1.3 To increase the percentage of students in Year 4 deemed as established or better than expected level in Number and Measurement to be at or above 85% by 2009.

While the overall Goal was broad and focused on English and Mathematics, the targets appeared to be narrow and the Mathematics area was only related to Year 4 students, which means other years may not have been targeted effectively in the plan.

What student outcomes did the school achieve?

On the "Core School Performance Indicators Report", Flemington Primary, over 2005 to 2008 has a slight increase in enrolments, a slight decline in overall parent satisfaction with the school and held high levels of Year 3 and Year 5 percentages of students at or above the national minimum Standards across Reading, Writing, Spelling, Numeracy and Grammar and Punctuation.

The School Level Report with detailed data sets for English and Mathematics areas showed some more indicative aspects of Student Learning:

Reading:

The reading of set texts for Years Prep to Year 2 (pages 5 and 6 of the SLR) did indicate that there was a downward trend in reading percentages at the 90 to 100% accuracy levels for Prep and Year 1 cohorts from 2006 to 2008 (down from a peak level in 2006. Year 2 levels showed a modest decline but basically held up quite well over the years 2004 to 2008.

The SFO percentile range indicators showed that the 2005 to 2008 collated data indicated that all three year levels were slightly below the expected levels on this scale (page 6, SLR).

There were a number of students identified as “at risk” in Prep and Year 1 in 2007 and 2008 and there was some detailed discussion as to the nature of this group and the way the school had responded to their individual needs (this is taken up again in the next section of this report).

Years Prep to 6 results for Reading as judged by teachers (pages 7 -11 of SLR) indicated that the teachers’ judged the Student Learning as successful and the patterns of achievement on this measure were at or well above the State Benchmarks for all except Year 1. The ratings were within the SFO expected bands for Years 3, 4 5 and 6 but less for Prep, Year 1 and Year 2.

NAPLAN test data for Years 3 and 5 indicated that in 2008, both of these groups were at or above the expected level and within the SFO Bands. Flemington’s Year 3 group of 45 student (98% of possible) had a scaled mean score of 442.9 compared with the State scaled mean of 415.8, while the Year 5 group of 60 students (98% of possible) had a scaled mean score of 535.0 compared with the State scaled mean of 492.1.

The AIM test results for the Years prior to 2008 (page 19 of SLR) indicated that the students in Years 3 and 5 had consistently scored well above the state mean scores across years 2003 to 2007 and the 2004-2007 trend on percentile ranks showed that these results were well within the expected SFO bands.

Other English Aspects

Writing

The school’s teacher judgments of Writing (pages 8 and 12 of SLR) indicated that the Flemington teachers judged their students as at or above benchmarks across almost all Year levels NAPLAN scores for Year 3 in 2008 showed that this area could improve when the SFO band was considered. Year 5 NAPLAN results, whilst showing that the school Year 5 students had a scaled mean score above the state benchmark there were 15% of students below Band 5, showing a considerable “tail” in this year.

Speaking and Listening

In this area of the English curriculum, teachers had rated the students at Flemington very strongly with the Year 6 cohort in 2007 being rated particularly strong in this aspect. No Year level was rated as being below the state benchmarks across 2005 to 2008. This may mean

that this rating aspect needs some considered moderation and checks to ensure that these data are valid.

Mathematics

Across Number and Measurement areas of the Mathematics data for the school both the Teacher Judgments against the VELs levels and the two sets of test data, AIM (to 2007) and the NAPLAN (2008) showed progress and quite good performance compared with the State Benchmark levels. Whilst there were slight declines in years 3, 4 5 and 6 across the years 2006 to 2008 these were small and in all of these years, the previous mean scores had been above the state mean. In the AIM test data for years 2003 to 2007 there was a slight trend down for the various Year 3 cohorts, but all were well above the State Mean scores and there was a strong trend upwards for Year 5 cohorts over this period. The NAPLAN test in 2008 showed similar results, with the Year 3 group of 45 students who took the test in 2008 showing only 24% at Band 3 and 4 and for Year 5 80% were at or above Band 6. The Year 3 scaled mean score was above the State Benchmark but the overall result was a little short of the SFO band range. Year 5 results were well above the scaled State mean and within the SFO expected percentile band.

Overall these results show that Flemington Primary School has students performing well in Mathematics and upper level English with some need apparent to further consolidate the Early Years areas in Reading.

Why did the school achieve / not achieve improved student outcomes?

As outlined in the School's Self Evaluation Report and discussed during the Review, there are some issues with new arrivals and differentiation among intake into Prep due to lack of Pre-School or Early Childhood opportunities and access for some of the students at this school. The 'streaming' of Mathematics classes has been seen by the school as a success and the evidence of results appears to support this contention. The school intends to progress this arrangement further across the school in 2009 and the next Strategic Plan years.

The whole-child underlying support and wellbeing emphasis espoused by the leadership team as a key feature of the school needs additional tabled documentation but does appear to be an ethos perceived by the school. Data from the Student Attitudes to School survey did not necessarily support this contention and there are some low elements of the 2008 Staff Opinion Survey and Parent Opinion Survey which will be discussed in the Student Engagement and Wellbeing area of this report.

There were additional data sets mentioned and some were tabled during the review but these need to be collated and built in to the school's Self Evaluation Report in future to ensure that a deep analysis is possible.

How effectively did the school manage its resources to support improved student outcomes?

The school appears to allocate resources in a well managed model and to be able to tap most "schemes" and grant areas where they can. Aspects of coaching support in the basics and specific areas such as resources for the music instrumental programme are evident and successful. There will be a significant increase in the resources available for the next strategic plan due to the release of some saved building funds and this ought to be employed very strategically to work on improved Student Learning outcomes as the major priority for those funds.

What can the school do in the future to continue to improve?

There is no doubt that within the Western Metropolitan Region and this Network, Flemington Primary School is progressing and Student Learning has been one of its strengths over the 2005-2008 Strategic Plan period. There are, however, some aspects where Continuous Improvement is both necessary and possible. These areas pertain to Early Years Reading and whilst this area is not a major deficit, there is room for improvement. Student low perceptions of the various elements of the teaching and learning areas of the Attitudes to School Survey with Years 5 and 6 need some careful consideration as to what these data indicate, particularly given the Leadership Team's emphasis and assertion about the whole child and supportive approach taken across the school as a core value system.

Goals	Targets	Key Improvement Strategies	Suggested actions <i>(optional)</i>
<p>1 To improve the school's value-added contribution in both Literacy and Numeracy areas across Years P-6</p>	<p>1 Prep, Year 1 and Year 2 Reading of Texts to be 100% of students reading at the appropriate text level with 90 to 100% accuracy.</p> <p>2 Year 3 Reading and Number; All students above Band 3 with 25% or more above Band 4</p> <p>3 Year 5 Reading and Number; All students to be above Band 5 and 25% or more above Band 6</p>	<p>1 Focus on renewed Early Years Literacy development with an embracing of the Regional network's Literacy Strategies</p> <p>2 Further develop the streamed Mathematics approach in Years 3 and 4</p> <p>3 Embed the Effective Schools Model with particular staff emphasis on High Expectations in all staff as a basic approach</p>	<p>1 Consolidate the incorporation of Recovery approaches into Years 1 and 2 Reading programmes</p> <p>2. implement the E5 model and examine the subsequent impact on classroom teaching and learning practices and student perceptions on the Attitudes to School Survey.</p>
<p>2 To maintain the school's whole-child wellbeing focus as the key to a positive Student Learning culture.</p>	<p>4 Student Opinion Ratings of the Attitudes to School Survey to substantially improve in the categories of Teacher Effectiveness, Teacher Empathy and Stimulating Learning</p>	<p>4 Foster a clear understanding amongst students of aspects of effective teaching and learning to better inform the attitude to school survey areas.</p>	

4.2 Student Pathways and Transitions

What student outcomes was the school trying to achieve?

The school set out in the previous Strategic Plan that its Goals in this area were :

To ensure transition from preschool to school, within the school and from primary school to secondary schools will be supportive, encouraging and accommodating for students and their families.

To develop and implement a tool, measuring parental satisfaction with the Kinder-Prep and Grade 6 – Secondary School transition programs.

Establish benchmarks and achieve improvements against benchmarks over the 2006-2009 period.

The goal to ensure the effectiveness of all three elements of transitions was appropriate as to the identification of into, through and Out of the school as transition points of significance. The smoothness element in moving through these stages/points was not emphasized and that as well as the encouragement and support necessary for effective implementation of the transitions aspects also needs emphasizing.

What student outcomes did the school achieve?

The school reported that in 2008, students transitioning from Year 6 to Secondary schools went to 12 different State Secondary schools and 9 Non-Government Secondary schools. This distribution of a total of 45 students with only one school taking more than 5 students (Princes Hill Government Secondary, with 7 students) illustrates the constraints on an effective transition programme at this end of the school. The school has approached this fact with attempts to prepare students across Year 6 to understand and be prepared for secondary schooling in a more general sense than a specific focus on any one secondary school as their target.

Transition through the school is facilitated by November experiences with the next year level as part of an ongoing programme. A Year 5/6 transition programme is carried out in Term 4 at the school.

Former Flemington students now in Year 7 are invited back to the school each year to speak to current Year 6 students. This has now been moved from early in the year to later so that the Year 7 students have a lengthier experience base to share with the Year 6 students.

Prospective Prep students come from around 25 Kindergartens and as part of a familiarization programme, regular (three times per year) Story Time events are presented by the school.

Why did the school achieve / not achieve improved student outcomes?

The school is very aware of the facts that it draws its prep intake from a wide range of Kindergarten/Pre school centres and experiences and also has a number of students who arrive at Prep with no equivalent experience. This aspect necessitates special consideration by the school to ensure that the latter group are not further disadvantaged and that they are supported to engage effectively in Prep and subsequent years.

The programmes for Year 6 transition to Secondary education are definitely challenged by the many different destinations detailed by the school but this awareness is leading to the school taking appropriate steps to work on this challenge.

The development and engagement of smooth transitions between Year levels (especially Year 2 to Year 3 transition and subsequent Year levels) may need additional work over the next four years.

How effectively did the school manage its resources to support improved student outcomes?

Flemington Primary School has obviously devoted resources to the area of Transitions and Pathways in effective ways to deal with its unusual set of circumstances with transition from so many sources at the Prep entry level and the transition to such a wide range of Secondary schools. The set of programmes and visits and support for transition has been well planned and whilst there is room for additional support, this can be budgeted for in the next Strategic Plan.

What can the school do in the future to continue to improve?

The Flemington Primary School approaches to Transitions and Pathways have been implemented in a manner that has made impact in the area but will need additional work to strengthen and facilitate this aspect of the school's programmes. There are some issues with the range of Secondary schools Flemington feeds into which should be a source of some concern as to how to best meet the Transition needs of all students.

Goals	Targets	Key Improvement Strategies	Suggested actions <i>(optional)</i>
<i>1 To continue to improve the Transition area across all three areas of Into Prep, Through the school from Years Prep to 6 and from Year 6 to Secondary school</i>	<i>1 Parent Opinion Survey score for Transitions to rise to 5.85 or better. 2 Improve satisfaction on surveys re Prep entry and Secondary transition</i>	<i>1 Continue to monitor by survey opinions on Prep transition and Year 6 to Year 7 transitions 2 Enhance Year 2 to Year 3 transition activities</i>	<i>1 Consider a range of possible options Prep to enable effective preparation for Year 6 students to move smoothly to secondary level wherever that might take place</i>
		<i>2 Focus on non Kinder Prep entry students to develop ideas for better transition to Prep smoothness so as to ensure that there is no disadvantage to these students</i>	
		<i>3 Utilise the skills of the Multicultural Aide to support LBOTE intake for smoother entry into Prep</i>	

4.3 Student Engagement and Wellbeing

What student outcomes was the school trying to achieve?

Student Engagement and Wellbeing Goals and Targets in the School Strategic Plan had, apparently, been slightly modified from the commencement of the Review period (Strategic Plan 2005/6) to offer more specific targets in the School Self Evaluation report as follows:

To provide a safe, happy and stimulating environment that enables students to

develop social competencies, resilience and self esteem.

4.2.1 *To increase the percentage of positive responses in all sections of the Student Attitudes to School Survey to **85%** by 2009.*

4.2.2 *To develop and implement a P-4 tool to measure students attitudes to school.*

These targets offer, in the first instance, quite specific numerical across the board targets for the Attitudes to School Survey, which may not adequately take account of the starting position on some of the areas of the survey, and so suggest a single percentage target. The second target reads more like a strategy for implementation.

Accordingly, the targets agreed for the next review period will reflect the passage of time in Target formulation and be somewhat less broad and more specific in their focus.

What student outcomes did the school achieve?

In some agreement with the above comments about the nature of the Targets specified by the school in its Self-Evaluation report and originally set in the previous Strategic Plan, the school reported in the following terms:

4.2.1 *While the score for School Connectedness has averaged 88% over the past 3 years attitudes to school responses vary with individual questions. In 2007 and 2008 there were issues with cyberbullying which affected the entire cohort. Of concern is the discrepancy between class responses.*

The Review panel discussed the last aspect of this comment in some detail and examined the data from the 2008 Student Attitudes to School Survey which indicated that the Flemington Year 5 and Year 6 student perceptions of Student Morale and Student Distress were below the 50th percentile and the scores for the key teaching areas of Teacher Effectiveness, Teacher Empathy and Stimulating Learning were all well below the 25 percentile. The gender breakdown showed that females were consistently lower on each of these areas of items across the board. In fact the females at the school rated all areas much lower than the males and only Learning Confidence and Classroom behaviour rated above the 25th percentile for the females (there were 98 students who participated, 48 males and 50 females).

Parent Opinion data also rated Approachability below the state median and Stimulating Learning as well. In fact most Parent Opinion ratings had slipped from 2006 to 2008, but many had been well above state benchmarks in 2006. In all, 10 of the 18 measured areas were below the state median in 2008 whereas none were so in 2006.

The second aspect to be addressed in the previous Strategic Plan about developing a school-based measure about Attitudes to school for Years P to 4 was completed and the

school reported a sound level of agreement and high ratings (85% or higher) on the components of this measure of student satisfaction.

Staff Opinion showed upward trends in areas such as Individual and School Morale, Professional Interaction and Student Decision Making as well as improvements (downward trends) in the “negative” areas of Excessive Work Demands, School Distress and Individual Distress (but all three of these areas were still above State median scores).

The key areas of Staff Opinion related to the Performance and Development Culture were trending upwards but, while above the P and DC threshold levels they were mostly below the State median level. (SLR page 27)

Student absenteeism was below the state benchmark levels for all Years except year 1 in 2008 and the Prep to Year 6 percentile range was just within the expected level on SFO comparisons (page 24 SLR)

Why did the school achieve / not achieve improved student outcomes?

Flemington Primary School suggested that some of the Student Attitudes to School data many have been down on some of the variables due to a small number of students Year 6 who may have taken some steps to report severely on the teacher questions. Whether this may have also been related to the issue mentioned above about senior students then engaged in some detected and ameliorated “cyber-bullying” in 2008 could be a factor in the movement in the results.

The Staff Opinion Survey data when combined with the Parent and Student data in the school’s 2008 Opinion Survey Summary Page Report (tabled at the Review) does show some need for improved wellbeing and engagement actions across the board. That Staff Role Clarity and Participative Decision Making were low compared with state median levels needs some staff discussion and analysis. In all, of 20 areas within the Staff Opinion Survey, 9 were within the first quartile of the results when compared across primary schools in the state and a further 8 were below the 50th percentile.

How effectively did the school manage its resources to support the achievement of improved student outcomes?

The school takes the matter of Student Wellbeing and Engagement seriously and has a number of staff and programmes in place to support students, particularly given the multicultural mix amongst the students at the school. Resources for refurbishment and building which will be coming on stream in later 2009 and into 2010 will establish an

improved physical environment and potentially generate additional resources which have been saved in the past for such facilities to be re-allocated in a number of ways in this areas as well.

What can the school do in the future to continue to improve?

Flemington Primary School can and should continue to consolidate aspects of the Student Engagement and Wellbeing area across the school. Extending some of the existing work in aspects such as “You can do it” and working to support all staff in the areas indicated above to improve Staff Opinion will assist in the enhancement of Student Wellbeing.

Goals	Targets	Key Improvement Strategies	Suggested actions <i>(optional)</i>
<p>1 To continue to improve student engagement and wellbeing across the school</p>	<p>1 To increase the Student Attitudes to School scores in the Wellbeing items (Higher Student Morale and Lower Student Distress)</p> <p>2. Increase scores for connectedness to peers and connectedness to school on the Student Attitudes to School survey</p> <p>3 To raise all Staff Opinion Scores to above the 25th percentile towards the state median levels in all areas.</p> <p>4 To increase Parent Opinion Survey scores in Approachability and Stimulating Learning to above the State Median.</p>	<p>1 Evaluate the “You Can Do It” programme to examine its impact</p> <p>2 Teaching Teams to utilize PoLT survey data to better understand student needs and views.</p> <p>3 Continue to develop approaches to improve student resilience to match levels of confidence across the school including The Habits of Mind.</p> <p>4 Develop approaches to engage parents and increase the approachability score.</p>	<p>1 Further explore the Student Attitudes gender differences as to reasons why Females rate much lower on most items than Males</p>