

2018 Annual Implementation Plan

for improving student outcomes

Northern College of the Arts and Technology (7300)



Submitted for review by Raffaella Galati-Brown (School Principal) on 04 December, 2017 at 07:23 PM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 19 December, 2017 at 08:36 AM
Endorsed by David Redfearn (School Council President) on 19 December, 2017 at 02:49 PM

Self-evaluation Summary - 2018

Northern College of the Arts and Technology (7300)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling
Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding moving towards Excelling
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments	<p>For the past three years, we have been focusing on improving teaching practice and focusing on data to improve student outcomes. Professional learning has focused on high impact teaching strategies including setting goals, structuring lessons to elicit curiosity, explicit teaching, metacognitive strategies and using multiple exposures. There has been a strong focus on improving VCE results through reviewing previous year's student achievement data, sharing effective strategies and restructuring the way we deliver VCE by implementing compulsory completion tasks. We have also used Equity funding to provide additional support for Year 10 in Maths and supplementary classes and support for VCAL Preapp Literacy and Numeracy students.</p> <p>The college is committed to providing a safe and inclusive environment and learning that is engaging and relevant to students' pathways.</p> <p>The success of our approach and efforts are reflected in</p> <ol style="list-style-type: none"> 1. The Student Attitude to School Survey in which 15 of the 20 indicators are in the top 25th percentile when compared to other secondary schools. 2. High completion rates for VCE, VCAL and VET 3. The very positive Parent Opinion Survey in which 17 of the 19 factors rate over 80% positive and 10 of these rates over 85% positive and above statewide benchmarks for secondary schools. 4. The Staff Opinion Survey results which rate every factor bar two in all categories above state-wide means for secondary schools 5. The School Performance Report, rates NCAT as being in the "INFLUENCE" Group i.e "Performance is high or very high. This level of performance is maintained consistently over three years or is on a positive improvement trajectory with the school acting as an influencer and system leader."
Considerations for 2019	<p>Reviewing the detailed Student Attitude to School Survey and subject to 2017 VCE results, the college is looking to focus on selected new areas of HITS for elaboration and Implementation in 2018, namely, Questioning and Differentiated Curriculum and continuing its focus of improving VCE results and Literacy and Numeracy outcomes for VCAL students.</p>
Documents that support this plan	<p>AtoSSS1_20177300.pdf (0.12 MB) Attitudes to School Survey - Summary Report for SPOT.pdf (0.11 MB) NCAT 2017 AIP end of cycle review.docx (0.18 MB) Parent Opinion Survey 2017 for SPOT.pdf (0.65 MB) Sch_Prfr_Rpt_20177300 for SPOT.pdf (0.28 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Northern College of the Arts and Technology (7300)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve outcomes for all students and maintain NCAT's strengths in applied learning.	Using On Demand testing aim for at least 6 months progress from February to November for Year 10 students. Achieve VET and VCAL completion rates of at least 80% each year. Achieve VCE completion rate of 90% each year. Using the 2013 VCE mean study score as a baseline, achieve an improvement on VCE mean study scores annually. Achieve annual student opinion survey results for teacher effectiveness at or above state and regional mean factor scores.	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Improve Student Opinion Survey results in the Differentiated Learning Challenge and Effective Teaching Time factors by at least 10% Improve Student Opinion Survey results for Student voice by 10% Maintain VCE and VCAL completion rates of at least 95%	Evidence-based high-impact teaching strategies
To broaden, in an integrated way, course and subject offerings in the Arts & Technologies	Introduce at least one new subject/program per year to enhance current offerings	No		
To improve student induction and transition To embed student leadership and student voice in the life of the college	Maintain annual student opinion survey results for School Connectedness above state and Regional factor mean scores. Maintain annual student opinion survey results for "Student Morale" above the Regional and State mean	No		

To further develop, strengthen and formalise students pathways	factor scores. Sustain a parent approval mean score of at least 5.5 for the item 'My child has been supported in their transitions at school'. Maintain the % of exiting students of Years 10-13 continuing education, training or sustainable employment above 80%.			
To provide VCE students with the skills to help them meet the demands of VCE To improve successful completion rates in Literacy & Numeracy for VCAL Pre-app students To improve the inclusiveness and stimulating nature of all programs	Maintain annual student opinion survey results for stimulating learning at or above state and regional mean factor scores. Achieve annual student opinion survey results for Learning Confidence at Year 10 at or above state mean factor scores.	Yes	VCE and VCAL completion rates above 95% A VCE Mean study score of 26 or above	Building practice excellence
To grow student numbers and participation to a level that enables greater stability for NCAT finances, staffing and curriculum offerings. Support staff through effective use of meeting times, PD, adequate facilities and equipment.	Increase international student enrolments particularly in the STEM area Increase student enrolments to 450 by 2018. Maintain the overall score indicator for school climate in the staff opinion survey at or above that for secondary colleges.	No		

Improvement Initiatives Rationale

Whilst VCE, VCAL and VET results are higher than the stated goal we want to maintain them at that level and continue to improve them. We also want to continue to increase our VCE mean score.

We have been working on implementing learning intentions and explicit teaching across the college and October Student Feedback Survey show consistency of implementation has improved from the May Student Attitude to School Survey. Further PD and support on this will now be targeted to teachers still experiencing difficulty in implementing this.

Analysis of our Student Attitude to School Survey indicate that the areas requiring improvement according to student feedback are Differentiated teaching and Questioning especially questions targeted at ensuring students understand the work, how they learn and engage them in explaining their answers.

Goal 1	To improve outcomes for all students and maintain NCAT's strengths in applied learning.
12 month target 1.1	Improve Student Opinion Survey results in the Differentiated Learning Challenge and Effective Teaching Time factors by at least 10% Improve Student Opinion Survey results for Student voice by 10% Maintain VCE and VCAL completion rates of at least 95%
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Enhance student learning and outcomes by focusing on strategies for enhancing differentiated instruction and by extending the effective use of questioning and student feedback.

Goal 2	To provide VCE students with the skills to help them meet the demands of VCE To improve successful completion rates in Literacy & Numeracy for VCAL Pre-app students To improve the inclusiveness and stimulating nature of all programs
12 month target 2.1	VCE and VCAL completion rates above 95% A VCE Mean study score of 26 or above
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Analysis of VCE results and VCAL Pre-apprenticeship Literacy and Numeracy results and implementation of strategies to further improve outcomes.

Define Evidence of Impact and Activities and Milestones - 2018

Northern College of the Arts and Technology (7300)

Goal 1	To improve outcomes for all students and maintain NCAT's strengths in applied learning.
12 month target 1.1	<p>Improve Student Opinion Survey results in the Differentiated Learning Challenge and Effective Teaching Time factors by at least 10%</p> <p>Improve Student Opinion Survey results for Student voice by 10%</p> <p>Maintain VCE and VCAL completion rates of at least 95%</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Enhance student learning and outcomes by focusing on strategies for enhancing differentiated instruction and by extending the effective use of questioning and student feedback.
Actions	<p>Conduct a baseline survey of staff knowledge and use of differentiated instruction techniques.</p> <p>Working from base line survey, improve staff knowledge of differentiated instruction techniques using a mix of whole school professional learning and targeted professional learning in PLT groups, and individual external professional learning.</p> <p>Improve staff use of effective questioning techniques using a mix of whole school PD and discussion in PLT's Leadership to develop and Implement a peer observation schedule so that each teacher has at least two formal peer observation sessions per year.</p> <p>Use student surveys and peer observations to analyse staff use of effective differentiated instruction and questioning techniques</p> <p>Improve staff understanding, analysis, and interpretation of student feedback data as it applies to their use of differentiated instruction and effective questioning techniques.</p> <p>Review progress against baseline survey of usage of effective differentiated instruction, and of staff use of effective questioning techniques, and identify further actions for implementation in 2019.</p>
Evidence of impact	<p>Survey on usage of differentiated instruction techniques completed by all staff.</p> <p>Implementation plan for professional learning on specified HITS techniques completed</p> <p>Professional Learning Day held with focus on differentiated instruction and/or questioning with techniques that can be used by staff.</p> <p>Follow up in staff PLTs with staff articulating and sharing implementation and observation of techniques demonstrates increased uptake and/or sophistication of use of differentiated instruction and/or questioning techniques</p> <p>Student surveys and peer observations indicate increased use of targeted techniques</p> <p>Knowledge sharing in PLT teams based on above information occurs.</p> <p>Improvement in Staff survey response for the indicators: "Use data for curriculum planning" and "Plan differentiated learning activities"</p> <p>Targeted support plan developed for 2019</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Conduct a baseline survey of staff knowledge and use of differentiated instruction techniques.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Working from base line survey, improve staff knowledge of differentiated instruction techniques using a mix of whole school professional learning and targeted professional learning in PLT groups, and individual external PL.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Improve staff use of effective questioning techniques using a mix of whole school PD and discussion in PLT's	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Leadership to develop and Implement a peer observation schedule so that each teacher has at least two formal peer observation sessions per year.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use student surveys and peer observations to analyse staff use of effective differentiated instruction and questioning techniques.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Improve staff understanding, analysis, and interpretation of student feedback data as it applies to their use of differentiated instruction and effective questioning techniques.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review progress against baseline survey of usage of effective differentiated instruction, and of staff use of effective questioning techniques, and identify further actions for implementation in 2019.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<p>To provide VCE students with the skills to help them meet the demands of VCE</p> <p>To improve successful completion rates in Literacy & Numeracy for VCAL Pre-app students</p> <p>To improve the inclusiveness and stimulating nature of all programs</p>
12 month target 2.1	<p>VCE and VCAL completion rates above 95%</p> <p>A VCE Mean study score of 26 or above</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Analysis of VCE results and VCAL Pre-apprenticeship Literacy and Numeracy results and implementation of strategies to further improve outcomes.
Actions	<p>Ensure all VCE students have study timetables</p> <p>Ensure timely interventions for students at risk</p> <p>Review deadlines for student work in order to improve outcomes</p> <p>Restructure professional learning teams to increase focus on student outcomes.</p> <p>Improve parent involvement in order to better support their child's learning and to enhance parental expectations of student outcomes.</p> <p>Ensure all VCE students use Edrolo and complete compulsory tasks</p> <p>Redemption weeks set on senior school calendar, implemented with students and notification to parents</p> <p>Review VCE units 3/4 coursework delivery to ensure that courses are delivered by end of Term 3 and term 4 is used for intensive course revision and focused exam preparation.</p>
Evidence of impact	<p>All students have study timetables by end of Term 1</p> <p>SSG meetings held and documented and intervention plans implemented for students whose attendance drops under 80% and for students behind with coursework in two or more subjects.</p> <p>Majority of students up to date with their work after redemption weeks</p> <p>Parent attendance at information evening improves on 2017 attendance.</p> <p>Parent attendance at the second parent/teacher student conferences in August equals that at the end of Term 1</p> <p>Edrolo is used by all VCE students</p> <p>Compulsory tasks are set and completed by students in all VCE subjects.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Provide Year 10 and VCE students with Elevate programs to assist them in developing effective study techniques. Elevate strategies for time management and study skills to be reinforced by subject teachers VCE Coord and/or Senior School Leader to deliver organisation and time management sessions to year 12s to reinforce strategies from the previous year's Elevate sessions Students assisted to develop a study timetable by Form teachers, KLA teacher and/ or Coordinator. Form teachers and VCE English teachers/Coordinators to review study timetables if student gets behind with their work.</p>	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$55,540.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Monitor student attendance and - Send SMS re any absence to parents by 11.30am daily - Monitor rolls on a weekly basis and contact parents directly for any students absent who has more than two days unexplained absences -Implement and document attendance plans and agreements for students with attendance below 80% and review these on fortnightly basis Youth Worker to follow up students most at risk</p>	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$81,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Teachers to notify Coordinators when a student is behind with more than one piece of work. At every progress report which occurs every 6 weeks identify students behind with course work, contact parents and develop plan for student to catch up with work Check that all students are up to date with work at the end of redemption weeks and if not SSG to be held to support student to redeem work Provide Numeracy and Literacy support for VCAL Preapp students Provide Numeracy support for Year 10 students</p>	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$175,984.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>-Run information sessions for VCE students and their parents and VCAL Preapp students and their parents to inform them of the requirements of the programs and how to best support their students e.g amount of homework to expect, monitoring study timetables, dealing with student stress</p> <p>Provide more background / contextual information on VCE and VCAL on an ongoing basis via newsletters and targeted emails.</p> <p>Run PD for parents on use of Compass and monitor use to ensure parents regularly check in on their child.</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
<p>Improve attendance at parent/student/teacher conferences by - - Post mailing letters to all parents in addition to SMS and emails -opening up appointments at least 2 weeks before the P/T/S Conference day</p> <p>For second parent/student/teacher conference in August in addition to letter, SMS and email, also phone parents to improve attendance.</p>	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$4,000.00 <input type="checkbox"/> Equity funding will be used
<p>Use of Edrolo to support VCE students with coursework and exam revision.</p> <p>Subject teachers to check Edrolo usage by their students to ensure students using Edrolo to support their VCE studies. Parents contacted if students not using Edrolo</p> <p>Check overall usage data provided by Edrolo to ensure maximum and effective use of Edrolo by students.</p>	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Compulsory coursework tasks (CTs) to be set for all subjects at both 11 and 12 that are minimum tasks students must complete satisfactorily to prepare for SACs and pass an outcome</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>English practice exam to be held during first week of October break and exam marked by experienced assessor with feedback provided to students week 1, term 4</p> <p>Review VCE Year 12 schedules of delivery and SAC schedule to ensure teachers deliver all course work by the end of Term 3 to allow Term 4 to be devoted solely to intensive course revision and exam practice.</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Northern College of the Arts and Technology (7300)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Conduct a baseline survey of staff knowledge and use of differentiated instruction techniques.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Working from base line survey, improve staff knowledge of differentiated instruction techniques using a mix of whole school professional learning and targeted professional learning in PLT groups, and individual external PL.	Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants to be sourced from Bastow	<input checked="" type="checkbox"/> On-site
Improve staff use of effective questioning techniques using a mix of whole school PD and discussion in PLT's	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants As sourced through Bastow or other	<input checked="" type="checkbox"/> Off-site VCAA Teachers Learning Network or STEM PD

Leadership to develop and Implement a peer observation schedule so that each teacher has at least two formal peer observation sessions per year.	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use student surveys and peer observations to analyse staff use of effective differentiated instruction and questioning techniques.	Leadership Team	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Improve staff understanding, analysis, and interpretation of student feedback data as it applies to their use of differentiated instruction and effective questioning techniques.	Leadership Team	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review progress against baseline survey of usage of effective differentiated instruction, and of staff use of effective questioning techniques, and identify further actions for implementation in 2019.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
English practice exam to be held during first week of October break and exam marked by experienced assessor with feedback	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

provided to students week 1, term 4 Review VCE Year 12 schedules of delivery and SAC schedule to ensure teachers deliver all course work by the end of Term 3 to allow Term 4 to be devoted solely to intensive course revision and exam practice.			<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
---	--	--	--	--	--	--

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

- [School Staff Survey - Summary of Module Component Means 2017.pdf \(0.25 MB\)](#)
- [Student Feedback Survey Monkey Data Oct 2017.pdf \(0.04 MB\)](#)
- [Student Feedback Survey Monkey data April 2017.pdf \(0.3 MB\)](#)

Dimension 2

- [VCE Amended Blocking for 2017 October.docx \(0.02 MB\)](#)
- [VCE SoD 2018 proforma.docx \(0.69 MB\)](#)

Dimension 5

- [Analysis & Reflection on VCE data of 2016.docx \(0.02 MB\)](#)
- [Analysis & Reflection on VCE data of 2016.pdf \(0.14 MB\)](#)
- [Parent Opinion Survey 2017 with comments.pdf \(1.96 MB\)](#)
- [School Staff Survey - Summary of Module Component Means 2017.pdf \(0.25 MB\)](#)

Dimension 9

- [Attitudes to School Survey - Summary Report for SPOT.pdf \(0.11 MB\)](#)

Self-evaluation Summary

- [AtoSSS1_20177300.pdf \(0.12 MB\)](#)
- [Attitudes to School Survey - Summary Report for SPOT.pdf \(0.11 MB\)](#)
- [NCAT 2017 AIP end of cycle review.docx \(0.18 MB\)](#)
- [Parent Opinion Survey 2017 for SPOT.pdf \(0.65 MB\)](#)
- [Sch Prf Rpt_20177300 for SPOT.pdf \(0.28 MB\)](#)