

# 2017 School Operating Plan Report

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## Context:

Aranda Primary School opened in 1969. The school is situated in the northern suburbs of Canberra close to the city and two universities. It provides education from preschool to year 6. The preschool sits in a leafy setting overlooking the primary site. It comprises of two teaching units and offers long day sessions for four preschool classes.

During 2016, the school leadership team consisted of Principal – Phil Gray, Acting Deputy Principal – Lisa Kingham, School Leader Cs – Alison Reid and Bob Bannister. Bobbi Smith was employed as an Acting School Leader C in Semester 1 2017 with her role being divided between classroom teaching and the development of staff across P-6. Scott Pearce joined the staff as an SLC in Term 3, 2017. Teaching staff include 23 classroom teachers P-6 and 9 specialist teachers covering physical education, music, science, English as another Language or Dialect (EALD) and intervention and extension. 35% of children at Aranda come from families where English is an additional language or dialect. Five learning support assistants were employed to support children with special needs and two assistants worked in the preschool. A Business Manager and two administrative staff were also employed in the front office at Aranda Primary School.

Close community partnerships continue to be strength of the school. This year the school coordinated and held a Science Fair which was well received by the large number of community members who attended. 85 students entered the Science Fair this year, an increase of 200% over 2017. Grand Friend's Day was a great success and we would like to thank all of our volunteers who continue to support us by giving up their time to work with students particularly in the area of reading.

## Methodology:

At Aranda Primary School self-evaluation is an ongoing process. At the end of each term, a summary of progress against the Strategic Priorities outlined in the Annual Action Plan is written by the staff and the Leadership Team. This is used as a basis for reflection on achievements and progress and to plan actions for the upcoming term.

During every second staff meeting, we dedicate time to the AAP and reflecting on progress against the school priorities. Executive teachers work with teaching teams to ensure they are aware of any targets that directly relate to them and milestone data is collected. This data includes:

- **Performance Data:** NAPLAN, PIPS, AGAT, PAT Maths, Competition results, PM reading levels, South Australian Spelling, BEE Spelling
- **Satisfaction Data:** System Survey Data, Australian School Climate and School Identification and Measurement Tool (ASCSIMT), School Based Surveys: communication, student engagement

During 2017, all staff engaged with the National School Improvement Tool (NSIT). This was reflected upon and formed the basis for many Professional Learning Team (PLT) discussions. Teachers added to the evidence section and participated in professional discussions around future directions and improvements for Aranda Primary School.

All executive staff have attended a three-day workshop focusing on understanding and using the NSIT as an effective tool to examine current practice and plan for school improvement.

Six staff who had been part of an Aranda based NSIT team continued the work they began in 2016. Time was designated to allow this team to make planned classroom visits to gather evidence and information to support Domain 2 and Domain 7 of the NSIT. They also interviewed teachers and students to gather their perceptions.

In 2017, a PLT was formed to specifically plan and implement the use of the NSIT as a working tool for school improvement across all domains.

### *Evaluation of Performance:*

#### *Strategic Priority 1: Enhance Teaching and Learning*

Target	Actual Results (Mid-Year)	Actual Results (End of Year)
Kindergarten: 82% of children achieving at or above level 5 PM benchmark for reading end of year.	50% of Kindergarten students at or above benchmark (Level 5).	85% of Kindergarten students at or above benchmark (Level 5).
Year 1: 85% of children achieving at or above level 14 PM benchmark for reading end of year.	77% of Year 1 students at or above benchmark (Level 14).	85% of Year 1 students at or above benchmark (Level 14).
Year 2: 80% of children achieving at or above level 20 PM benchmark for reading end of year.	86% of Year 2 students at or above benchmark (Level 20).	90 % of Year 2 students at or above benchmark (Level 20).
Year 3: 90% of children achieving growth in writing – using the new writing assessment tool.		91% of children achieving growth in writing – using the new writing assessment tool.
Year 4: 90% of children achieving growth in writing – using the new writing assessment tool.		75% of children achieving growth in writing – using the new writing assessment tool.
Year 5: 80% of children achieving at or above band 6 – Reading NAPLAN.		86% of year 5 students achieving at band 6 or above for reading.
Year 6: 90% of children achieving growth in writing – using the new writing tool.		88% of children achieving growth in writing – using the new writing tool.
100% of teachers at Aranda are using the Writing Tool to measure growth.	100% of teachers in K-6 are using the writing tool to measure student growth.	100% of teachers in K-6 are using the writing tool to measure student growth.

<b>50 students from Years 3-6 participated in STEM activities outside of Aranda Primary School.</b>	43 students have participated in STEM activities outside of Aranda Primary School.	A total of 92 students have participated in STEM activities outside of Aranda Primary School.
<b>Increase the number of participants in the school Science Fair by 10%.</b>		This year we had an increase of 300% (28 to 84 students) of students entering the Aranda Science Fair.
<b>50% of teachers indicated improved confidence levels on the expertise register after Science professional learning.</b>		68% of teachers indicated improved confidence on the expertise register after science professional learning.
<b>75% of students receiving intervention in reading show growth within a 12 month period (PM benchmark).</b>		100% percent of students show growth in reading after receiving intervention over a twelve month period.

***Key Improvement Strategy 1: Consistency in approach to teaching, planning and assessment***

***Indicators of Success: All teachers will be utilising the Aranda Writing Tool***

All staff participated in Professional Learning lead by Misty Adinou on January 23, 2017. The Writing committee (formulated in 2016) has evolved into the Writing Professional Learning Team (2017). The team meets once a fortnight to focus on the development of consistent schoolwide understanding of the teaching of Writing. Early in 2017, following the January PL the Writing PLT worked together to adjust and finalise the Aranda Writing Tool. The finalised tool was made available to all teaching staff. Based on staff experiences and feedback, the Writing Tool has continued to evolve over the course of 2017. We now have a core set of skills that can be applied for any genre, a marking guide for from K-6 and a Writing scope and sequence containing key teaching focuses and strategies for extension. The writing PLT keep staff updated by presenting during staff meetings and team meetings. In Term 3, the writing PLT held regular discussions in staff meetings in which teachers could engage in professional dialogue around the use of the tool and participate in moderation writing sessions.

Writing was a focus for our Network “Walk and Talk” at Aranda Primary School in Term 2, 2017. All teachers from P-6 opened their classrooms with a focus on the teaching and assessment of writing. Bobbi Smith presented the school progress and the use of the writing tool to Belconnen Network Principals and Deputies. The Principal was involved across the network all year in sharing writing progress with other principals. The Writing PLT prepared a video, brochure and presentation for the Belconnen and North Canberra Gungahlin Network Writing Fair in Term 3. The brochure and video will continue to be used to share the approach Aranda Primary School is taking to the teaching of Writing and the evolution of the Aranda Writing Tool.

**Key Improvement Strategy 2:** *Develop pedagogical practices (differentiation, feedback to children, use of learning intentions and success criteria, use of performance data)*

**Indicators of success:** *Teachers are using differentiation, learning intentions and success criteria in all key learning areas.*

Staff undertook professional reading over the annual leave period by all reading John Hattie’s book “Visible Learning.” The Principal then led a professional discussion and workshop in the January PL focusing how to apply the principles of Visible Learning to the classroom.

A whole school commitment to communicate learning intentions and success criteria was established and staff shared successful implementation of strategies through staff meetings in Terms 1 and 2. Professional learning was delivered by an executive teacher to the whole staff in Terms 1, 2 and 3 on formative assessment.

In Week 3 of Term 3, the NSIT teams engaged in two days of classroom visits looking for evidence of differentiated teaching and learning in classes from P-6. All teachers met in planning teams once a week and PLTs every second week. In both meetings teachers engaged in professional discussions reflecting on lessons and student assessment data to measure impact.

During a network walk and talk at Aranda Primary School, visible learning was the focus and feedback was sought from network Principals and Deputies in terms of observable evidence. This feedback was then shared with staff. The feedback was balanced and acknowledged consistency across classrooms and the use of learning intentions. The need for further work around collaboration and consolidation was stated and the recommendation for the celebration of a variety of writing types was made.

A writing tracker has been developed to measure schoolwide growth in writing. Teams have continued to use Data Diagrams to identify students who are at, below and above benchmark in reading, writing, spelling and numeracy. Teams engage with this data to plan together how best to progress student learning.

The table below demonstrates teacher confidence and growth as measured by a survey delivered in January and then repeated in Term 4, 2017.

Area measured	% of teachers who demonstrated increased confidence
Formative Assessment	92%
Differentiation	81%
Use of learning intentions and success criteria	70%
Use of performance data	67%

In Term 4, work has commenced to develop a systemic approach to the collection and use of data with the formulation of a clear Aranda Data Plan that establishes the use of learning data as a critical component of the teaching and learning cycle; ensuring data is used by all teams to inform planning and flexible groupings of students. Time was scheduled in Term 4 (staff meeting agendas) to reflect on progress. Differentiation has been identified as a plan priority in the 2018 AAP.

### ***Key Improvement Strategy 3: Extension, enrichment and learning assistance programs implemented K-6***

Testing was undertaken on all students identified as below benchmark in Years 1-2. The intervention team grouped students into areas of need. The Semester 1 program consisted of MiniLit groups, 1:1 sessions and a STAR and small group sight word/letter identification focus. The intervention team worked together to allocate groups and children. The team meet twice a term to talk through progress, look at data and future focuses. All children who were below benchmark in Years 1 and 2 were receiving some form of intervention.

A specialist intervention teacher worked with Kindergarten and Year 1 teachers to identify possible students for extension reading. Three groups were formed and are seen by the teacher twice a week to provide extension for K-1 early readers. The intervention team investigated possible programs to use at each year level for students not achieving benchmark. One teacher has been allocated to provide extension and intervention this year in addition to the maths specialist. This is for a total of ten face-to-face hours per week.

Based on Semester 1 data, groups were reformed. It was decided that the Thursday intervention session would be in-class support for those children who just made benchmark. MiniLit groups were changed based on end of Term 2 testing. A 5/6 targeted Writing group was formed, meeting for explicit writing lessons three times a week. A teacher was employed three days a week to work with Kindergarten intervention students. All students in Kindergarten to Year 2 who are under benchmark are receiving intervention. Three specialist teachers were employed in Term 4 to provide extra support to students in Years 1 and 2 who needed an extra boost and also provide targeted intervention in the Year 3/4 area and a teacher continues to work with a small group of students in Year 4 using MultiLit. Two LSAs have been trained and are delivering the STAR reading program with 12 students in Years 2 and 3. The extension reading group continues to meet twice a week. A teacher also works with 16 students in Kindergarten and Year 1 who have all shown growth in Reading.

The intervention team met in Term 4 and formulated the Aranda Guidelines for students not achieving benchmark.

Year Levels	Number of Students	Mini-Lit	MacqLit	STAR Reading	Targeted In Class Support	Extension Reading	Targeted small group work
Kindergarten	32	23				9	
Year 1	46	19		1	9	7	10
Year 2	20	7		11			2
Year 3	12		6	6			
Year 4	12		5	7			
Year 5	12				12		

*Intervention Model Student Numbers by Subject*

	Teaching Hours Per Week	Number of Students
Extension	22.5	Literacy – 201 Maths – 225
Intervention	79	

*Intervention Model Number of Students and Teaching Hours*

**Key Improvement Strategy 4:** *Provide opportunities for students to participate in external STEM activities in Years 3-6*

An extension STEM group was created and commenced meeting weekly in Term 1. Extension groups in Robotics were also introduced for students in Years 5 and 6. Three staff members began working with students in a Robotics lunch club once a week.

A total of 43 students were enrolled in University of Canberra Lake Ginninderra College sustainability challenges. A total of 59 students were enrolled in Engineering Games in September. 25 students attended the final Challenge in November. 24 girls in Years 3 and 4 were enrolled in a series of robotics classes run by the RoboGals from ANU. Feedback from students following all initiatives was exceedingly positive.

**Key Improvement Strategy 5:** *Preschool Staff understand and implement NQS and EYLF*

Regular team meetings which include professional discussions focusing on actioning the QUIP and the EYLF (evidence: team meeting agenda and minutes). The Preschool team leader made contact with the Manager of Early Childhood Education to engage further discussions around effectively implementing the QUIP. Two internal compliance checks were completed by an experienced early childhood teacher from the primary school site. These checks were conducted unannounced to review the Preschool operation through a critical and unbiased lens. A Directorate compliance check was completed in Week 8 of Term 3. Four areas of improvement were identified and they were addressed by the end of Term 3.

The SLC in the preschool has regular (weekly) team meetings with all staff (teaching and admin). Staff completed a 2hr Webinar in Term 3 focusing on QUIP.

## *Strategic Priority 2: Strengthen Community Partnerships*

Target	Actual Results (End of Year)
85% of parents agree or strongly agree that communication between school and home is effective.	89% of parents agree or strongly agree that communication between school and home is effective.
80% of parents agree or strongly agree that Seesaw is an effective way to receive feedback about student progress.	91% of parents agree or strongly agree that Seesaw is an effective way to receive feedback about student progress.
75% of parents who read the school newsletter, agree or strongly agree that they like the new format.	93% of parents who read the school newsletter, agree or strongly agree that they like the new format.

### ***Key Improvement Strategy 1: Develop process and practices to strengthen parent partnerships***

In Term 1 a new newsletter format was proposed and developed. The change also included our newsletter being distributed fortnightly rather than weekly. A smart calendar for parents was developed and shared with the community. Mid-year interviews allowed us to gather parent details to add to the parent skills register electronically. Teachers have used the register to identify and organise experts to present to classes at pertinent times across the school.

Seesaw has been trialled as a communication tool between home and school. This app allows teachers to share information about student progress in “real time.” Pictures and text give a glimpse into the classroom routines and activities and parents can comment on their own child’s screen snap. An evaluation of the trial in P-2 was conducted in Term 4. Feedback from the community was exceedingly positive. A specific communication question was added to our school satisfaction survey to allow us to gather perception data on communication specifically between school and home. The school is intending to launch Seesaw as a communication tool from K-6 in 2018.

### ***Key Improvement Strategy 2: Strengthen external community partnerships with the school***

A planned action to engage University of Canberra (UC) to support our recruitment of beginning teachers and our professional learning in mentoring for staff was implemented. An early response to the University of Canberra’s call for expressions of interest to place preservice teachers allowed us to offer a total of 14 preservice placements. This has continued to strengthen our partnership with the UC. An orientation session was provided for all preservice teachers.

The school registered to be a participant in the Active Streets program focusing on improving access points to the school including bike access. The school community was invited to provide feedback about access points to the school and the carpark. We had a large number of responses and the school met with Andrew Creighton from Active Streets. New bollards and line markings have been installed in the bottom carpark to increase safety for students traveling to and from school.

Parents are informed through newsletter and assembly items of all external community partnerships that exist and of those that are being developed. Examples include our partnership with Cranleigh as well as UC Lake Ginninderra College environmental Technology Community; Engineers Australia.

Aranda Primary is currently in its' second year of the Fresh Tastes innovative.

The first year's plan focused on professional development for staff and creating a linear Health program from K-6 that is directly aligned to the Australian Curriculum. All teams underwent the online training course, 'Food & Me' and then with their new knowledge teachers successfully implemented the program across all year levels for reporting purposes.

To follow on from this it was decided that the second year plan would build on both teacher knowledge and enhancing the classroom experience with healthy food through the 'Cooking Food' component. The Fresh Tastes coordinator and another member of the Fresh Tastes team attended a Stephanie Alexander PD that gave essential knowledge for incorporating cooking into the classroom experience. Currently, we are trialing cooking lessons in the Year 1 and 5/6 areas in breakout groups.

Every Friday, Year 5/6 Aranda Primary School students walk down to the Greening Australia native nursery during lunch time to help out with a wide range of nursery tasks. Up to 15 students at a time give up their lunch break to volunteer each week.

Students enjoy helping with a range of jobs that many adult volunteers find boring and repetitive. Students happily do a range of jobs including collecting seed, sorting pots, weeding and planting seedlings.

This provides a valuable community partnership and develops students awareness of environmental issues and sustainability

### *Strategic Priority 3: Engage students in their schooling*

Target	Actual Results (End of Year)
<b>80% of students agree or strongly agree that student achievement is celebrated at Aranda.</b>	90% of students agree or strongly agree that student achievement is celebrated at Aranda.
<b>85% of students agree or strongly agree that they receive useful feedback.</b>	92% of students agree or strongly agree that they receive useful feedback
<b>80% of students agree or strongly agree that their opinions are taken seriously.</b>	87% of students agree or strongly agree that their opinions are taken seriously
<b>80% of teachers show a higher level of confidence in using formative assessment (measured on a 1-10 scale from the start to the end of the year).</b>	92% of staff indicates a higher level of confidence in using formative assessment strategies.

***Key Improvement Strategy 1: Formative assessment strategies implemented from K-6. Continued professional learning with a focus on giving feedback to students to improve outcomes.***

***Indicators of success: Widespread use of student feedback in classrooms.***

In Term 1, Bob Bannister led the staff in professional learning on formative assessment strategies. A follow-up session was delivered in Term 2 in which staff shared their successes and questions after trialling different methods. Opportunities to share examples of excellent feedback strategies were timetabled into staff meeting agendas throughout the year.

Teacher confidence levels in relation to using formative assessment was measured and a follow up survey was completed by all staff in Term 4 to measure growth. Results indicated 92% of teachers had increased confidence levels when using formative assessment strategies. Students were also surveyed in Term 1 to find out how they would like their successes acknowledged and celebrated. Teachers then actively discussed with students different ways that achievements are acknowledged at Aranda Primary School to ensure shared understanding.

In Term 3, a staff meeting was set aside to celebrate and share feedback and formative assessment strategies being used in classrooms. In Term 4, the Student Representative Council (SRC) focused on celebrating student success in SRC meetings and they shared a clear message in school assemblies by acknowledging achievements throughout the school e.g. reporting student council representation and participation.

***Key Improvement Strategy 2: Strengthen practices to ensure students have a voice at Aranda Primary School***

Teachers regularly use class meetings to promote that student opinions are taken seriously.

The SRC meets fortnightly to discuss student issues. Each class has two representatives. The SRC has a regular spot at Whole School Assemblies to report back on actions from meetings. In Term 2, the SRC wrote a feature article for the newsletter detailing the roles and responsibilities of the committee. The SRC and school leaders hosted a whole school assembly in Term 3 presenting the role of the SRC to the school and broader community.

Students in Year 5/ 6 have been engaged in the process of assessment for specific items of work. In Term 4, the 5/6 team provided students with voice in how they 'show what they know'. This initially took place in Maths groups in which students were able to choose how to demonstrate their understandings