Majura Primary School
Annual Action Plan Report 2018

Context

2018 is the fourth year of implementation of the current strategic plan. The outcomes of the 2017 Annual Action Plan (AAP) were evaluated by the Executive team, against the targets and desired outcomes. This evaluation was considered by the teaching staff and School Board, and this feedback noted. The 2015/16/17 Annual Action Plans were ambitious documents designed to lay a sound foundation for work in subsequent years. Significant progress has been made, and it was determined that some key improvement strategies did not require further action at this time, allowing for more tightly focused work. This action plan focusses on improving academic outcomes through further developing the work undertaken with the teaching and learning of writing and developing pedagogy through coaching and action research, and cohesion through improving communication and student voice.

2018 saw a growth in enrollment numbers, leading to a fifth kindergarten class. There was minimal turn over in staffing from 2017 to 2018 and one change in the leadership team, with a new executive teacher in the senior section of the school. These changes have not had any significant impact on the school improvement agenda.

Methodology

2018 saw Majura Primary School implement Professional Learning Communities (PLC) within teaching teams and the exective to drive the school improvement agenda. The school executive held a weekly PLC meeting to research, review data and plan for future school wide initiatives that reflected the school priorities.

Staff meetings were planned around the school's actions and priorities with a focus on professional learning and sharing. Professional development opportunities were identified by the leadership team and staff attended learning based on their personal needs and the needs of the school improvement agenda. Action teams were continued from 2017 or established based on professional learning to ensure consistency and whole staff development.

Data has been collected across year levels from PIPS, NAPLAN, CMIT, MYMC and Common Collaborative Assessments to inform teaching, planning and school wide actions. This has linked with the implementation of PLCs to better identify student needs and individualise teaching through the use of a discipline dialogue.

Evaluation of Performance

Priority

Strategic Priority 1: Implement a future focussed and targeted curriculum informed by evidence based assessment to improve student learning

Targets

- 85% of students will achieve at or above expected growth in PIPS reading
- 88% of students will achieve at or above expected growth in PIPS maths
- Percentage of students achieving at or above expected growth in NAPLAN will be:

    o Reading: 70%
    o Numeracy: 70%
    o Writing: 65%
    o Spelling: 65%
    o Grammar & Punctuation: 73%

- 85% of students will achieve reading benchmark result within or above the expected band for their year level

Progress *(2018 highlighted green indicate growth from 2017)*

Students achieving at or above expected growth in PIPS reading (target 85%)	
2017	2018
87%	95%

Students achieving at or above expected growth in PIPS maths (target 88%)	
2017	2018
93%	91%

Students achieving at or above expected growth in NAPLAN Reading (target 70%)	
2017	2018
70%	64%

Students achieving at or above expected growth in NAPLAN Numeracy (target 70%)	
2017	2018
55%	63%

Students achieving at or above expected growth in NAPLAN Writing (target 65%)	
2017	2018
65%	58%

Students achieving at or above expected growth in NAPLAN Spelling (target 65%)	
2017	2018
59%	45%

Students achieving at or above expected growth in Grammar and Punctuation (73%)	
2017	2018
53%	54%

Students achieving at or above reading benchmark school wide (target 85%)			
2015	2016	2017	2018
88%		86%	

Key Improvement Strategy 1: Embed aligned assessment practices to target the learning needs of individual students

At the start of 2018 all staff were given the school wide assessment schedule that was created in 2017. Staff who were new to the school or who hadn't previously used the standardised testing required in their year level received either in school professional learning or formal professional development to ensure consistent and correct administration and data collection.

Data from the standardised assessments was collated in separate spreadsheets. With a goal of improving the use of data and better tracking of growth across year levels several new practises were implemented. The first of these was the introduction of formal data discussions during teacher

year level release time. The executive created a document to be used to minute these discussions based around the *discipline dialogue* questions. As a result of feedback from these conversations surrounding the ease of data analyses a school wide tracker that has all data stored in one spreadsheet for all year levels was created and is ready for implementation in 2019.

Building upon school wide administration of standardised testing a team of staff who received professional development on the use of *Common Collaborative Assessments* ran TQI accredited professional learning for all teaching staff at the beginning of 2018. This was followed up with a workshop each term to build upon knowledge of how to create, analyse and impact student learning through quality assessment. *Common Collaborative Assessments* have been added to the school wide tracker for 2019.

Looking to 2019 staff are triangulating data and seeking patterns in student need to inform teaching practise and targeting programs for students for the new school year. A school wide data plan is in the process of being written and includes; explanations of the use and purpose of assessments at Majura Primary, an ongoing school wide assessment schedule and data tracker and questions to encourage deep analysis and use of information collected. This will continue to be established in 2019, with the purpose of ensuring we are looking at data from multiple angles to better meet student need.

Key Improvement strategy 2: Establish a shared and consistent pedagogical approach supported by a professional, collaborative culture

 2018 saw Majura focus on writing practice, analysis and feedback across all year levels. Writing rubrics based on the *6+1 Traits* were developed and updated in year levels with an opportunity to provide feedback regarding implementation issues in staff meetings. As a result of this, combined with knowledge gained by the executive in the cluster writing project, staff professional learning was developed and led around understanding rubrics and in-depth analysis of writing. As an executive PLC the Majura Writing Beliefs were revisited and professional dialogue around Reggie Rotuman's work, *Read, Write, Lead* has led to the establishment of a school wide writing plan. Through PLCs this will continue to be developed and implements in 2019.

In 2017 year level and subject specific teams completed action inquiry projects to improve student outcomes, based on an area of professional need. In 2018 this inquiry project was continued with each team selecting a goal for their Professional Development Plans that would lead to research and implementation of new strategies to better meet the needs of their cohort. In term 4 teams fed back to the staff on their process and findings, with all staff given the opportunity to ask questions and develop an understanding of their findings. The use of PLC time led to effective discussion, variation to actions and analysis of results of each project. These projects will continue to be a focus with a strong connection to school goals in 2019.

In addition to the school focus on writing, in 2018 several staff developed their expertise in numeracy with a plan to develop whole school knowledge in future years. The principal, an SLC and a classroom teacher attended PANL training throughout the year. On return from that a focus was

placed on gathering of and understanding numeracy data to better inform teaching. Consequently 7 staff attended CMIT training and funds were allocated to resource the consistent implementation of SENA testing and CMIT teaching in K-2. In years 3 – 6 a focus on the collection of and analysis of PAT, NAPLAN and classroom assessment data in numeracy has been a focus, with PLCs allocated to better understanding student needs in mathematics and adaptions to teaching programs to support growth.

Key improvement strategy 3: Build staff expertise and capacity to enhance student outcomes

2018 saw the implementation of a new coaching model. A focus was placed on supporting new educators and developing the coaching ability of experienced educators. Time was allocated to release coaches weekly to work in the classrooms of coachees or provide time for them to complete observations. The executive created workshops for both the coaches and coachees and held feedback sessions to further guide the program. Weekly minutes from coaching meetings were kept in a Google drive and these combined with feedback meeting minutes will assist in guiding the direction of the coaching plan for 2019.

In addition to the coaching model staff knowledge and capacity was developed through expert committees within the school. At the start of 2018 a committee was formed of teachers and executive to guide the consistent implementation and use of the *Letters and Sounds* program. The committee have facilitated optional workshops for staff and demonstrated lessons across early childhood classes. They have worked to align the assessment to *Bee Spelling* which is currently used through the school and have formulated spreadsheets for the collection and analysis of data. The work from the committee will be merged in 2019 with the whole school curriculum and data plans.

Priority

Strategic Priority 2: Build a connected school community through embedding the Majura Primary School purpose, vision and values

Targets

- 75% of staff will agree there is effective communication (item 31)
- 85% of students will agree they feel safe at school (item 5)
- 80% of students will agree their opinions are taken seriously (item 10)
- 85% of students will agree that they have access to ICT (item 2)
- 90% of staff will agree they use ICT as an integral part of learning (item 13)
- 90% of parents will agree they are satisfied with their child's education (item 4)

Progress (*2018 highlighted green indicate growth from 2017*)

75% of staff will agree there is effective communication	
2017	2018
62%	74%

85% of students will agree they feel safe at school	
2017	2018
80%	75%

80% of students will agree their opinions (2017) or concerns (2018) are taken seriously *	
2017	2018
55%	66%

85% of students will agree they have access to ICT (item 2)	
2017	2018
85%	86%

90% of staff will agree this school uses ICT as an integral part of learning *	
2017	2018
83%	79%

90% of parents will agree they are satisfied with their child's education	
2017	2018
83%	89%

- Indicates the question has changed over the period data has been recorded

Key Improvement Strategy 1: Develop, implement and embed effective management procedures

2017 staff satisfaction data showed that 62% of staff felt there was effective communication in the school, in response to this and in line with the Directorate, 2018 saw the implementation of the first

stages of SAS at Majura Primary. After the ICT coordinator attended training in 2017, professional learning regarding the interface, roll marking and student profiles was delivered to all staff prior to the commencement of the school year. After a successful implementation of stage 1, training in the uploading of student ILP's, excursion information and attendance data tracking has begun with a goal of all staff having knowledge of, and consistency in, the use of these phases for the 2019 school year.

Key Improvement strategy 2: Develop, implement and embed effective communication strategies including the use of ICT

As a further response to staff communication and effective use of ICT in the school a decision was made to reorganise Google Drives and for this to be a main source of ongoing information of school wide documents. The executive made a collaborative decision about the structure and information to be included on the drives, which included; timetables, teaching and learning resources, meeting minutes and forms. These are regularly monitored and updated to ensure only the most recent copy is available on Google Drives with dated copies stored on the G Drive. 2018 saw an increase in staff satisfaction surrounding effective communication to 74% so with further growth in mind the use of Google for communication is looking to be expanded in 2019 to include more detailed curriculum information and handbooks, with whole staff professional learning surrounding use of the drive to occur prior to the commencement of the school year.

In addition to the whole school Google Drive, each teaching and specialist team had a team drive that was used for resources, meeting minutes and collaborative planning documents, prior to them being transferred to long term storage on the G drive.

Following on from the successful use of Google Classrooms in 2017, many classes implemented Google Classrooms in 2018. Staff who felt their knowledge was limited were either coached by other classroom teachers or attended formal GAfE training. Families were given access to the online classrooms and were provided with feedback, relevant information for school life and were able to access their child's learning throughout the year. Teachers worked to increase their knowledge on how to use online classrooms to plan and teach more collaboratively, provide timely effective feedback to students and track learning. A small trial on the use of Google Communities to provide information to families was also conducted. Leading into 2019 consistency around the presentation of documents on the Google Classrooms and sharing of information will be a focus.

To allow for further home school partnerships and growth in learning through digital technology the *Oliver* and *Orbit* library systems were introduced with a whole staff workshop run on how to use and teach students to use the systems. These systems are now being used to allow more library borrowing and to engage reluctant readers. Their possibilities will continue to be explored through the school wide drive to increase reading and writing growth in 2019.

Key Improvement Strategy 3: Build student representation processes and voice across the school

In 2017 the Student Representative Council (SRC) was further developed across the school with each class nominating 2 representatives and a Google Classroom set up to record minutes and actions. The SRC also took on fundraising to support Precious Talents Academy in Kenya through Global School Partners. In 2018 this partnership and model continued with slight changes to allow for greater individual student input and the ability for decided actions to be implemented to a high level. The SRC in 2018 has been made smaller, with each class only sending one representative to a meeting, this allowed for each child to have greater input. The junior students also were paired with a senior student who was able to complete any actions and articulate their concerns on their behalf when needed. Through multiple fundraisers the SRC have been able to fundraise $1924.25 for Global School Partners, who came out to a whole school assembly to share what their money has gone towards.

In addition to the SRC and in response to the student satisfaction survey results in 2017 two teachers led a survey of years 5 and 6 students to establish their feelings and opinions about learning and school culture. This continued in 2018 with the students being surveyed in each term and the teachers analysing the results and implementing changes to their classroom practise and teaching strategies to support student need. Overall 79.4% of students said they always or mostly understood the purpose of lessons, with 76.5% saying these lessons improved their skills and 83.9% feeling comfortable in their class environment. However the surveys also highlighted that only 58.8% of students felt their learning had relevance in the real world environment and 63.3% felt they had little choice in their learning. To delve deeper into their thoughts and identify possible solutions to the issues surround relevance and choice, a small focus group of 17 students nominated themselves to meet weekly with a group of class teachers. These groups will continue into 2019 to assist students in feeling supported and valued, with the survey being completed again at the end of term 1 to guide further direction.