



# Majura Primary School

## Annual Action Plan Report 2017

### Context

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2017 is the third year of implementation of the current strategic plan. The outcomes of the 2016 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 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 consolidating the work on implementing the Australian Curriculum and further developing the work undertaken with the teaching and learning of writing, and social and emotional outcomes through the use of Kids Matter and improving student voice.

During 2015/16 Watson Preschool unit underwent the National Quality Standard assessment and rating process. The preschool was rated as exceeding requirements in all areas.

### Methodology

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The outcomes of the 2017 Annual Action Plan (AAP) were evaluated by the executive team, against the targets and desired outcomes. The executive team reviewed progress twice each term during the year, noting progress and identifying opportunities for a different approach. This evaluation was considered by the teaching staff and School Board, with their feedback being incorporated into the evaluation process.

Data for the evaluation of educational performance at Majura Primary was drawn from NAPLAN and PIPS assessments, as well as a range of in school student assessments, while the results of satisfaction surveys provided feedback from the school's key stakeholders.

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

**Table: Performance against targets**

<b>Targets</b>	<b>Results</b>
<ul style="list-style-type: none"> <li>▪ 85% of students will achieve average or above expected growth in PIPS Reading</li> </ul>	87%
<ul style="list-style-type: none"> <li>▪ 85% of students will achieve average or above expected growth in PIPS Numeracy</li> </ul>	93%
<ul style="list-style-type: none"> <li>▪ Percentage of students achieving greater than expected growth in NAPLAN areas will be:               <ul style="list-style-type: none"> <li>&gt; Reading 70%</li> <li>&gt; Numeracy 70%</li> <li>&gt; Writing 65%</li> <li>&gt; Spelling 65%</li> <li>&gt; Grammar and Punctuation 73%</li> </ul> </li> </ul>	70%
<ul style="list-style-type: none"> <li>&gt; Numeracy 70%</li> </ul>	55%
<ul style="list-style-type: none"> <li>&gt; Writing 65%</li> </ul>	65%
<ul style="list-style-type: none"> <li>&gt; Spelling 65%</li> </ul>	59%
<ul style="list-style-type: none"> <li>&gt; Grammar and Punctuation 73%</li> </ul>	53%
<ul style="list-style-type: none"> <li>▪ 85% of students will achieve reading benchmark result within or above the expected band for the expected band for their year level</li> </ul>	88%

**Key Improvement Strategy 1: Whole school alignment of curriculum and beliefs about essential learnings**

***Consolidate Australian Curriculum mapping in science, maths and inquiry units***

During 2017 all Majura Primary School teachers contributed to completing and updating science documents and aligning science inquiry units to the Australian Curriculum. Teachers completed the writing and documenting of 'I can statements' for Maths to support visible learning success criteria. The executive team amended the template to be a clearer document and therefore some previous information needs to be transferred into the new template. Teachers will update this during 2018. An audit of science, history and geography essential skills was conducted in term 4. Inquiry units are consistently being written to include skills and understandings from the Australian Curriculum, learning intentions and assessments. Throughout 2017 teams reviewed inquiry units and updated the school documentation.

***Review and update curriculum planning documents***

A review of curriculum and planning documents was completed by executive teachers, identifying inconsistencies, omissions or duplications within the documents as well as checking the clarity and useability of the school documents for the planning and assessment of the learning for students. During teacher workshops and team meetings, teachers have made changes and improvements to existing documents in line with executive guidelines.

Curriculum documents now reflect the visible learning strategies of identified learning intentions and success criteria to promote students' understanding and their focussing on the learning intention of each lesson, being self-reflective in their learning and receiving regular targeted feedback.

## Key Improvement strategy 2: embed aligned assessment practices to target the learning needs of individual students

### *Implement 2017 student assessment schedule*

At the beginning of the school year the executive team analysed the current assessments that were being undertaken at Majura Primary School. The purpose of each assessment was evaluated and confirmed within a whole school assessment regime. A 2017 student assessment schedule was approved, discussed with teachers and implemented during the year. The assessment schedule identified the assessments for each year cohort of students and when each assessment was to be completed. Teachers adopted the new assessment schedule with whole school data being collected and reviewed.

PM benchmark reading and *Count Me In Too* maths data was collected and stored in a centralised location to enable teachers sharing and reflecting.

Kindergarten and Year 1 classroom teachers were allocated time to allow them to complete SENA testing and reflect on the data. Executive analysed common assessment task (CAT) samples from all teams considering the rigour of each CAT and providing feedback to teaching teams on any required changes.

Pat Reading and Pat Maths standardised norm referenced tests were introduced for years 3 to 6. These tests allowed for triangulation of data with national & school assessment data to inform teaching, identify student learning needs and promote informed differentiated learning.

Five teachers attended two days of professional development on *Collaborative Common Assessment*. A planning day was subsequently organised with these teachers to plan professional learning on Collaborative Common Assessment for teachers in 2018. The professional development plan for implementation during 2018, was submitted and granted TQI approval as accredited learning.

A *Letters and Sounds* working group was established which developed and led workshops for all teachers on assessing and teaching pre-reading skills, phonological awareness and spelling for each year level.

### *Collate and analyse data to inform teaching and learning*

All teachers were responsible for assessing their students and collecting relevant data. The data was subsequently analysed by teams resulting in adjustments to teaching and learning.

Each team collected reading data, with teachers being responsible for inputting this data into centralised assessment spreadsheets.

Minilit and Macqlit reading data was collected to assess students' progress. New groups were determined using PM and PAT reading data as well as teachers' understanding of students' reading and comprehension abilities.

**Key improvement strategy 3: establish a shared and consistent pedagogical approach supported by a professional, collaborative culture.**

***Develop a Majura belief statement for the teaching and learning of writing***

Majura Primary School teachers engaged in 5 hours of TQI accredited professional development on the *6 + 1 Writing Traits* at the beginning of the year. A series of workshops were subsequently held throughout the year to further develop teachers' understanding of the writing process and how to enable students to write more effectively. This professional development built on teachers' understandings of the traits of quality writing and their beliefs about writing.

A specific workshop that focussed on the Majura Primary Beliefs about writing enabled teachers to create a shared understanding of the teaching and learning of writing at Majura Primary School. Prior to this workshop each class teacher had led discussions with their students on their beliefs about writing. These responses were collected by teachers, shared and discussed with each. Responses from both teachers and students were collected and incorporated in the writing beliefs document. Majura Primary School had previously created belief statements for reading and maths which are part of a curriculum folder provided to all teachers. Creating a writing document in the same format has contributed to a consistent approach to a whole school belief system on student learning.

Executive teachers finalised the writing beliefs with the final copy being presented to all teachers at a staff meeting. Each teacher was given a copy to place in their curriculum folder as a reference document. These belief systems are re-visited by teachers each year at the beginning of the school year.

***Embed the use of 6 +1 Writing Traits assessment in the classroom***

At the beginning of 2017, all teachers engaged in *6 + 1 Writing Traits* professional learning. This professional development gave teachers options for learning catering for teachers familiar with 6 +1 traits approach and an option for teachers new to Majura or unfamiliar with this approach. Each workshop was tailored to the specific needs of the group.

Assessment of writing was a major focus of these workshops with the overarching goal to analyse and adapt an existing 6 + 1 writing rubric to meet the needs of our school. Teachers identified changes and created a school rubric that could be implemented into classes and used for assessment. This goal was achieved on the day.

In teams, teachers created common assessment tasks that have been implemented to assess students' writing. Other workshops, held later in the term, focused on how writing can be assessed in classes and how to apply moderation techniques to the rubrics. Using the school rubric, teachers have adjusted and added specific writing goals to specific writing task rubrics. More specific junior and senior rubrics were created which was used by class teachers in semester 2.

A junior, middle and senior school rubrics will be developed by teams in early 2018 which will highlight year level expectations and will be sequenced appropriately from year to year. These rubrics will include clear links with the Australian Curriculum and achievement standards.

***Articulate a Majura approach to the teaching and learning of literacy/ how this translates in classroom practice and is reflected in planning documentation***

Implementing a whole school approach to the teaching and learning of literacy is still in the developmental stages at Majura Primary School. In 2015 Majura Primary School developed a belief statement about reading. This year, we developed a belief statement about writing which was embedded into classroom practice. The belief statements about writing and reading at Majura Primary are forming a solid basis to the teaching and learning of literacy at Majura.

Professional Learning on writing, a consistent approach to student assessment and teachers analysing reading data and moderating writing within year levels has promoted considerable discussion and sharing about the teaching of literacy and the learning progress of our students as readers and writers.

Expanding the belief statements and clearly developing a set of expectations around classroom practice and how the 'literacy block' at Majura is taught could be a focus for teachers in 2018.

A parent reading workshop was held during the year to inform and assist parents with their child's reading and as these parents assist with reading groups in classes.

***Implement visible learning classroom observations P-6***

At the beginning of 2017 a visible learning workshop was held for all teachers. The aim of this workshop was to ensure all teachers had a clear vision as to where Majura Primary School's visible learning journey is heading. During this workshop teachers reflected on their own understanding of visible learning, were informed of the breadth of visible learning in assisting student learning and then developed learning intentions and success criteria for their planning documentation for Term 1. A writing moderation task that included learning intentions and success criteria was included in this workshop.

In term 1, the visible learning team developed a visible learning schedule and observation plan for the year. Later in the year, a teacher from each team was off lined to participate in a visible learning planning day to develop 'experts' in this field. These teachers supported their teams during the implementation of visible learning and improved the knowledge of visible learning within their team of teachers.

In term 2, a second visible workshop was held for teachers. This workshop focussed on teachers; revising their understanding of visible learning, how they were using visible learning within their classroom and its impact on learning. They were challenged to critically reflect on their classroom practice using the AITSL classroom practice continuum. Teachers were encouraged to work collaboratively with their teams to identify a key visible learning strategy to implement. This strategy formed the basis of an action research project for term 3.

The visible learning schedule and observation plan that was developed provided teachers with an outline of observations times. All teachers were given opportunities to observe and be observed. Teachers were allocated 45 minutes (30 minutes observing, 15 minutes reporting) and findings from

their observations were presented during staff meetings. A template for reporting was provided to teachers should they wish to use it for their presentations to their peers.

In term 3 visible learning observation reports were presented in each staff meeting and in term 4, each team presented the findings of their action research. These presentations highlighted the successes that we had have implementing visible learning into classroom practice. Our next goal in our visible learning journey for 2018 is to embed visible learning into our practices and ensure new teachers are supported with an induction to visible learning.

#### **Key improvement strategy 4: Build teachers expertise and capacity to enhance student outcomes**

##### ***Build teachers capacity to understanding learning difficulties and how to support learning in the classroom***

All teachers are likely to have students with some form of learning difficulty in their class and so providing general and specific support to teachers, so they can support students is a high priority of Majura Primary School.

Providing general support to teachers the deputy organised a Sensory Processing workshop and the Dyslexia workshop 'Outside the Square' in term 3. The deputy regularly emailed all teachers the Sue Larkey Newsletter providing strategies and suggestions to assist students with autism spectrum learning characteristics.

Providing specific support to teachers the deputy coordinated with NSET to organise workshops on Google Read and Write in terms 3 and 4. Learning Support Assistants also attended this workshop so that specific children with reading and writing processing difficulties could use this App.

Case management discussions focussed on the learning needs of individual students was a feature of all Professional Learning Team (PLT) meetings where teachers shared specific concerns and knowledge with each other of students presenting with learning difficulties. Case management discussions are part of a whole school process where students can, as required, be referred to the student wellbeing team and school psychologist for further investigation and support for the teacher and student.

##### ***Build teachers capacity to understand the needs of high achieving students and how to support their development and learning***

In term 2 teachers participated in a differentiation workshop. Teachers looked to implement the learnings of this workshop by modifying the content, assessments and ways in which students could develop or present their understandings. Teachers often make adjustments to accommodate students' learning needs, for example, by providing additional time to complete a task or adjusting the expectations of a learning task, rather than differentiating the learning for individuals or groups of students who need additional support or challenge to complete the learning task to the best of their ability. Ongoing assessments and associated data analysis will be used in 2018 to challenge teachers in differentiating more learning tasks more often to meet the needs of all students.

### ***Implement Macqlit***

Two teachers attended a two day Macqlit course to build on their understandings having already taught students using MiniLit. Subsequently, these teachers prepared resources, collected reading level data of potential Macqlit students and ran a workshop for teachers who would be involved in the Macqlit program. Learning support assistants were trained in Reinforced reading. Reinforced reading, like Macqlit, provided students with additional support in developing their reading strategies and skills.

Minilit and Macqlit data was collected each term providing data on the progress of each student participating in either of these programs.

The deputy used data to identify and prioritise students who in 2018 would benefit from being involved in any reading support plan. The deputy examined the possibility and logistics associated with including a PreLit program as part of our pre-school programs in 2018.

### ***Build teachers capacity to understand phonological awareness and develop a sequence of learning using the Letters and Sounds resource***

To build teachers' understanding and capacity to embed the Letters and Sounds resource into classroom practices, workshops were held for all teachers in years K-6. A Letters and Sounds assessment schedule was developed and shared with teachers. An intervention plan for students with poor phonological awareness was implemented in terms 3 and 4. Kindergarten data was collated on Google. The working committee identified resources and organised these into readily accessible both physical and electronic locations. Currently, we are investigating the option of an online subscription for 2018.

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

**Table: Performance against targets**

<b>Target</b>	<b>Result</b>
75% of staff will agree there is effective communication	62%
90% of students will agree they feel safe at school	80%
80% of students will agree their opinions are taken seriously	55%
98% of students will agree that they have access to ICT	62%
95% of staff will agree they use ICT as an integral part of learning	83%
90% of parents will agree they are satisfied with their child's education	83%

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

#### Review school policies and procedures and develop schedule for revision

An audit of school and directorate policies and procedures was commenced, identifying and prioritising a record of when these were written and could be reviewed.

The incursion/excursion procedures were revised streamlining the communication and roles between office staff and teachers. The incursion and excursion revised procedures were presented and clarified with teachers at a PLC meeting, becoming the agreed process for planning, preparing, organising and conducting incursions and excursions at Majura Primary School.

The School Board reviewed and approved the uniform policy. During the year a transition process from the current school uniform to new elements of the uniform was approved and successfully implemented with most students wearing the new uniform by the end of the year.

Fortnightly administration meetings were implemented and are proving successful in ensuring positive, accurate communication between all staff members.

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

#### Streamline the use of Google communication with the school

In recent years Google has been increasingly used by teachers to develop and share documents etc and our senior classes have been increasingly using Google classrooms. In 2017 another six teachers attended the Google summit PL in April and are confidently using Google and its features within their classroom. Teachers and senior students are readily using Google forms

Google documents became the expected way for agendas and minutes of all meetings as well as most timetables and rosters to be accessed and recorded. Prior difficulties of staff members accessing minutes, agendas and timetables was addressed by identifying which documents should be accessible on Google Drive, rather than through a shared Google document. Google is allowing staff to access and work on documents concurrently while significant, confidential or documents needing to be accessed over years are stored on G drive.

A proposal to streamline how documents are stored on G drive and Google Drive was shared with executive and maybe developed and implemented in the near future.

### **Coordinate planning and communication around school events**

A checklist identifying the tasks, activities, teams and events needing to be fulfilled each year was developed. This checklist with associated roles and responsibilities is intended to be confirmed and edited at the end of each year for completion in the first week of each new school year, ensuring all aspects of school life are identified, documented and fulfilled as needed.

The reviewing of the Excursion / Incursion process and the subsequent understanding by staff of the new process greatly assisted in the coordinated planning of excursions and incursions and associated expectations of who was required to complete each step by when.

The Majura Primary School Manuscript which provides teachers with specific detail about all aspects of teaching, learning and school life was updated and provided in hard copy and electronically to teachers.

A Google form survey of teachers around events was created and distributed, informing checklist for 2018.

### **Develop information pack for new families**

Providing new families with information about Majura Primary School as they enrol their child is important and supportive for each new family. The school already provides information packs for preschool and Kindergarten families so during 2017, an information pack for new families enrolling their children in years 1 to 6 was completed. The information pack will undergo a final edit for use with new families from 2018 on.

### **Key Improvement strategy 3: Communicate the qualities of the desired school culture through the Majura Primary school purpose, vision and values**

#### **Implement Kids Matter strategies to support Friendly Schools Plus**

*Kidsmatter* is the scaffold for social and emotional development of students at Majura Primary School. Friendly Schools Plus is the adopted social, emotional and anti-bullying program used by teachers in years Kindergarten to 6. Building on professional learning in previous years, a workshop on component 1 for all teachers was run at the beginning of 2017 to consolidate and reinforce teacher the importance of everyone having a sense of belonging at our school. A further review of

*Kidsmatter* was held in term 2 revising and embedding the importance of social and emotional learning.

*Kidsmatter* action team developed an action plan, identifying several processes which the school could investigate to further develop the sense of belonging for all. Three teachers attended professional learning focussed on components 3 and 4, (working with parents and helping students with mental health issues), in Term 4.

Social and emotional learning (SEL) was taught in various ways. Friendly School Plus is programmed as a weekly lesson for years Kindergarten to 6. This program is scoped and sequenced to build students understandings of social and emotional skills and strategies. Four SEL groups were run during the year where four teachers were released from their class to meet weekly with students identified as having special social and emotional learning needs which could be built on the class Friendly Schools Plus lesson. This year the SEL groups were organised for small groups of children in years 3, 4, 5 and 6.

Lunch time clubs and the Student Support Space provided additional support and opportunities for students to connect with others and develop a sense of belonging to those who experience difficulty connecting with others in the playground.

#### **Develop parent/carer awareness and understanding of Friendly Schools Plus and Kids Matter**

*Kidsmatter* understandings were promoted to students and the school community in a variety of ways. A whole school mural featuring personal portrait drawings and photos was created to promote the understanding that “Every face has a Place” at Majura Primary School, that is, that we all belong. A display board in the front of the school consistently displays students’ work which relates to an element of Friendly Schools Plus. All Kindergarten to year 6 term letters sent to families at the beginning of each term included an outline of the Friendly Schools Plus lesson focusses for that term.

#### **Key Improvement Strategy 4: Build student representation processes and voice across the school**

##### **Develop SRC practices and processes to improve student representation**

In semester 1, two students from each class were elected to represent their class on the Student Representative Council. Meetings were held fortnightly and students were encouraged to hold class meetings to discuss topics covered at these meetings. Teachers were invited to visit the SRC Google Classroom with their class and write comments, ideas or suggestions about things they would like to see at Majura Primary School.

In term 2, the student leadership group (Year 5 and 6 SRC members) proposed three levels of fundraising being at school, community (charity) and a global level. In 2017, the CEO of Global School partners spoke to our SRC reps and the council made a commitment to Global School Partners for 2017 and 2018. This commitment linked Majura Primary School with Precious Talents Academy in Kenya. During the year letters were exchanged between the schools. The SRC held two fundraising events for their sister school, raising \$1995 which enabled the school to purchase double

bunks for these students who board at the school and had previously been sleeping on bedding on the ground.

During the year one of our year 6 students suffered a relapse of leukemia and spent much of the year in hospital in Sydney. With SRC, teacher and community support the senior students of the school organised several fund-raising activities to support her and her family. During a difficult time for this student, her family and our senior students \$6501 for the Sydney Children's Hospital, which was empowering for all involved and created a positive sense of connectedness within the community.

In Semester 2, the executive reviewed the current SRC structure and decided that two members from each class would be elected, however only one member would attend each meeting with class SRC members alternating meetings. With a full SRC of 54 members this decision has proven successful, with less students attending meetings which are more focused, concise and manageable for all. In 2018, Majura may look at introducing a student parliament structure.

### **Implement student voice project with years 5 and 6 students**

In response to the School Student survey which raised the issue that many senior students perceive they do not have a significant voice in the school the executive have investigated and consider several ways for this to be addressed. An executive visited Palmerston Primary School, speaking to the deputy regarding their implementing a student voice program. The executive observed students participating in a student voice survey and was informed how to conduct this survey. At the completion of this visit, the deputy provided copies of the survey and recommendations on how to implement it at Majura Primary School.

A questionnaire has been created that focusses on the learning environment of the classroom and how things can be improved practically and in the eyes of the students. It is an opportunity for students to confidentially tell educators how they feel about Majura Primary School. It is hoped that in collecting this data that the school will be able to modify learning environments and inform teachers of students' perceptions, giving students the best opportunity to learn and achieve.

Parents were informed that Year 5 students would complete this survey late in term 4. Students completed survey on Google Forms and results were discussed with the executive team. The survey will be completed by years 5 and 6 in 2018.