# Annual Action Plan and Report Template

2018 ANNUAL ACTION PLAN and REPORT

**SCHOOL: Taylor Primary School NETWORK: Tuggeranong**

**VISION:**

This plan supports the school’s vision to offer a stimulating, inclusive and caring environment where each child is encouraged to participate fully and realise their potential in preparation for their role as a member of society in a changing world.

**SCHOOL CONTEXT**

In 2013 Taylor Primary was validated by an external panel. The panel supported the executive’s conclusions that literacy and numeracy remain a focus. The validation team also made recommendations around the analysis and use of data to enhance student outcomes. Taylor continued to have a Literacy and Numeracy Field Officer in place until the end of 2016.

The panel made recommendations to continue the cultural change that was evidenced during the previous school planning period and the subsequent rebirth of Taylor Primary School. These recommendations were prioritised with the school executive team and school board and all stakeholders saw them as essential in the 2013-2017 school plan.

In November 2015, following discussions with the School Network Leader regarding current strategic priorities and measures being met, a decision was made to adjust our original plan. New key actions and measures have been added to Strategic Priority 1 and 2 and an additional Strategic Priority has been included focussing on our preschool.

***Endorsed by School Principal:***

Name: Belinda Fenn Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Endorsed by Board Chair:***

Name: Melanie Selems Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Endorsed by Director School Improvement:***

Name: Kate Smith Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Priority**  | **Strategic Priority 1: To improve literacy and numeracy results for students** |
| **Targets:** | * By the end of 2018 achieve a 5% point improvement in the proportion of within school matched students achieving expected growth or better in NAPLAN tests in Numeracy and Spelling at year 5 based on a four year average.
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| **Outcomes to be achieved** | Students will demonstrate improved literacy and numeracy skills as evidenced through system measures including PIPS and NAPLAN, as well as school based measures including PAT reading, PAT Maths and assessment against the AC achievement standards.  |
| **Links to Directorate Strategic Priority Areas** | Quality Learning; Inspirational Teaching and Leadership; High Expectations, High Performance  |
| **Areas of National Quality Standards being addressed** |  |

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| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Build an expert teacher team by improving teacher knowledge and skills in teaching numeracy through coaching, mentoring and professional learning | * Evidence of formative assessment strategies in planning documentation and from lesson observations; specifically learning intentions and success criteria
* English - evidence of explicit teaching of reading and writing using a balanced approach to the implementation of key AC strands
* Mathematics - evidence of the explicit teaching of the mathematics curriculum that is differentiated to meet the needs of learners.
	+ A balanced approach is implemented in terms of the lesson structure
* 90% of kindergarten students achieve expected growth and above in PIPS Reading and Maths
* 100 % of year 5 ‘within school matched’ students showing growth in NAPLAN Numeracy and Spelling
 | $2500 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| **Coaching and Mentoring*** Build on structures to identify coaching needs and implement targeted coaching programs to build teacher capacity
* Develop teacher capacity in:
* Numeracy – Targeted Professional Learning for teaching teams
* Using Australian Curriculum for planning, assessment and reporting
* Establish a coaching and mentoring framework
 | Executive Team, specifically SLC Coaching and Mentoring | February 2018February 2018February 2018May 2018 |
| **Numeracy*** Deliver targeted PL
* Establish an agreed understanding of expectations around planning, teaching and assessment of numeracy
* Build on established collection of data sets and use to inform practice
* **Literacy**

Conduct literacy audit with all staff to identify beliefs and practices* Deliver targeted PL
* Establish an agreed understanding of expectations around planning, teaching and assessment of literacy
* Build on established collection of data sets and use to inform practice
 | Executive Team and all staffSLC with expertise in NumeracySLCs, and school based staff with high confidenceSLC with expertise in Literacy | February and March 2018July 2018March 2018T1-T4 |
| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Assessment for learning and diverse learners. Deliver differentiated learning in English and Mathematics* Exploring AC implementation and development of a scope and sequence for mathematics.
* Coaching and mentoring, feedback to teachers.
* Formative assessment strategies in planning and classroom implementation
 | * Differentiation is evident in planning docs
* Observations – walk throughs.
* PAT Maths – evidence of pre and post testing. Students assessed at appropriate level. When they hit stanine 7-9, students assessed at next level.
* School satisfaction data – Question.
* The creation of a sequential document using the Australian curriculum used in Mathematics
* Consistency of programming and planning in English and Mathematics as per the teaching and learning expectations
 | $10,000 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * Professional Learning relating to diverse learners – differentiation.
* Formative assessment PL
* Weekly team planning sessions.
* Team planning time off class - inquiry pilot. Balanced approach to teaching and learning in English and Mathematics
* ILPs are developed with all stakeholders for students with additional needs.
* ILPs are working documents, reflected on and amended regularly.
 | * All staff, monitored and supported by DECO and all leadership team
 | March 2018 |

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| **Priority**  | **Strategic Priority 2: Provide a safe, supportive and inclusive school culture** |
| **Targets:** | The proportion of students in school satisfaction survey results who agree or strongly agree:The targets set around this Strategic Priority were to be measured against our 2017 School Satisfaction Survey results. The targets were: * I feel safe at school - 67% (2017) to 85% (2018)
* Student behaviour is well managed at my school - 16% (2017, 53% of students indicated they neither agree or disagree which makes it hard to draw conclusions) to 70%
* I like being at school rises from 66% (2017) to 85% (2018)
* My school takes students ‘ opinions seriously - 63% (2017) to 85% (2018)

School based survey - Students in years 4-6 each term will feedback their responses to the above questions and any other relevant school based issues.  |
| **Outcomes to be achieved** | Students feel safe at school. They know that issues are dealt with fairly and have a voice in the running of the school.  |
| **Links to Directorate Strategic Priority Areas** | Quality Learning, Inspirational Teaching and Leadership, High Expectations, High Performance, Business Innovation and Improvement. |

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| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Maintain a relevant social skills and values program across the school. | * School satisfaction data results increase in strongly agree to target questions.
* Merit certificates recognize students’ positive social behaviours and displays of school values.
 | $ 3000.00 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * Use the Friendly and Families Plus resource across the school for explicit SEL teaching and to reinforce positive school behaviours
* Assembly format - led by student leaders
* Principal Morning Tea’s commence - demonstrating Taylor expectations.
* Develop a strong SRC culture where student voice is an integral part of school leadership with a view to transitioning to a parliament model in 2019
* House groups extend beyond the school carnivals to demonstrating PBL values and celebrated at assemblies
 | All staff PrincipalPrincipal, SLC | February 2018March 2018 |
| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Maintain a contemporary technology rich environment that supports and encourages learning. | * All students from years 3 -6 have access to their own Chrome book (provided by the school)
* Purchase Chrome books for year 1-2 cohort
* Google APPS for education (GAFE) being used by 100% of classroom teachers as 3-6 as indicated in School based ICT survey.
 | $10 000 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * Professional development on Google Platform (GAFE).
* Collaborative curriculum planning to harness technology effectively.
* Online platforms are used to communicate student learning with families.
 | Executive Team All staff | May 2018 |
| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Cater for students’ diversity of learning needs while building a strong whole school connection. | Increase in student school satisfaction survey results of agree or strongly agree for question, this school celebrates the achievements of students, from 68% (2016) to 80% (2017).  | $3000 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * Plan whole school and community events to acknowledge and celebrate our diverse community
* Continue the practice of cross age activities such as buddy programs, and peer group days.
* Provide alternate programs, academic and social, to promote inclusivity across the school
	+ Establish LOTE learning - Japanese / STEM Specialist programs for Release from face to face teaching.
* Mainstream inclusion where appropriate for students with additional/complex needs
 | Executive Team and Community Events Working PartyAll staffP&C and School BoardPrincipal | February 2018 |
| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Review behaviour management protocols, publish and share with whole community.PBL implementation*Google form to track data of student incidents.* *SAS entry negative incidents reduce**Lunch Time Clubs – alternative play ACTIONS* | * School satisfaction data results achieve target percentages
* Reduction in recorded playground incidents’
 | $5,000 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * Community Consultation - PBL, bullying, SEL and Wellbeing
* SRC consult with classes about what Behaviour Management protocols work and what needs to be in place to develop whole school Behaviour Management protocols
* Staff to revisit school behaviour management protocols and develop consensus about approach and application
 | Mentor Teacher to guideClassroom teachers to facilitate class meetingExecutive teacher to lead Whole staff | March 2018May 2018 |

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| **Priority**  | **Strategic Priority 3: Provide a pre-school education which meets the national quality standard** |
| **Targets:** | To improve the overall preschool ranking from ‘moving towards’ to meeting the needs, as assessed by the National Quality Standards. |
| **Outcomes to be achieved** | Ensure children experience the best possible conditions in their early educational and developmental years, at Taylor Early Childhood Centre. |
| **Links to Directorate Strategic Priority Areas** | This school priority will assist the delivery of the Directorate’s Priority area related to: Quality Learning, Inspirational teaching and leadership, High expectations, High performance: Innovation and Improvement. |
| **Areas of National Quality Standards being addressed** | QA1 Education programs and practice, QA2 Children’s health and safety, QA3 Physical environment, QA4 Relationships with children, QA5 Relationships with Children |
| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Embed a strong process of ongoing cycle of inquiry to further engage, promote and challenge children’s learning; inline with the Early Years Learning Framework and the National Quality Standard. | Improved rating from working towards National Standard to meeting National standard in Quality area 1 ‘Education program and Practice’ Educators plan for learning and play with explicit links to children's interests/ passions/ curiosities/dispositions//identified needs and EYLF. | $2000 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * To develop a deeper planning cycle with deeper analysis of individual children’s learning and supporting children to work towards EYLF outcomes through inquiry cycle. Action is to seek Professional learning and guidance from Department Personal, engage in Self-reflection process and discussion to improve practise.
 | Executive Teacher Preschool Team | February 2018 |
| **Key Improvement Strategy** | **Indicators of Success** | **Budget** |
| Strengthen relationships with children | Improved rating from working towards National Standard to meeting National Standard in Quality area 5 ‘Relationships with Children’.Strong, positive relationships evident between children, Educators and families.  | $3000 |
| **Specific Actions** | **Responsibility** | **Commence date** |
| * Explicitly Teach Taylor KIDS and PBL: Students explicitly taught the concepts of positive relationships and expectations (during play experiences, explicit teaching, intentional teaching).
* Document relationship interactions through photographs, written records and portfolios.
* Intentional teaching of relationships; how to build, maintain and strengthen friendships
 | Executive TeacherPreschool TeamLink with School PBL Team |  February 2018 |
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School Annual Action Plan Report

*Self- evaluation is an essential step in a broader cycle of performance monitoring, and review and will guide the development of future action plans.*

*This report will be the basis for Principals Professional Discussion with the School Network Leader at the end of the year and should be presented to the School Board as part of the Principal’s Annual report.*

Context:(Up to ½ page)

*An effective self evaluation commences with a thorough understanding of the school and its community.*

*This section provides an opportunity to describe the school’s context for this year’s Annual Action Plan, including those factors that may have supported or impeded the school’s improvement journey.*

Methodology:(Up to ½ page)

*Outline the process the school used to prepare the self-evaluation. It should provide a summary of the data/information sources used and the consultation and input into the self-evaluation from across the school community, including individuals and/or working groups that supported the preparation of the school self-evaluation and resulting report. A revisit to relevant sections of the National School Improvement Tool may assist.*

Evaluation of Performance: (Up to 2 pages for each priority)

*Evaluate the effectiveness of each strategy, using the identified key performance indicators (indicators of success) then conclude with reporting against the overarching targets for the priority. This approach will allow for the evaluation of your practice as well as overall performance. If done well it will provide clear directions for future action. It will identify where a different or more focused approach is required and it may necessitate a relook at the root cause of the issue.*

**Priority**

**Targets**

**Progress**

*Complete this for each Priority within your Annual Action Plan.*