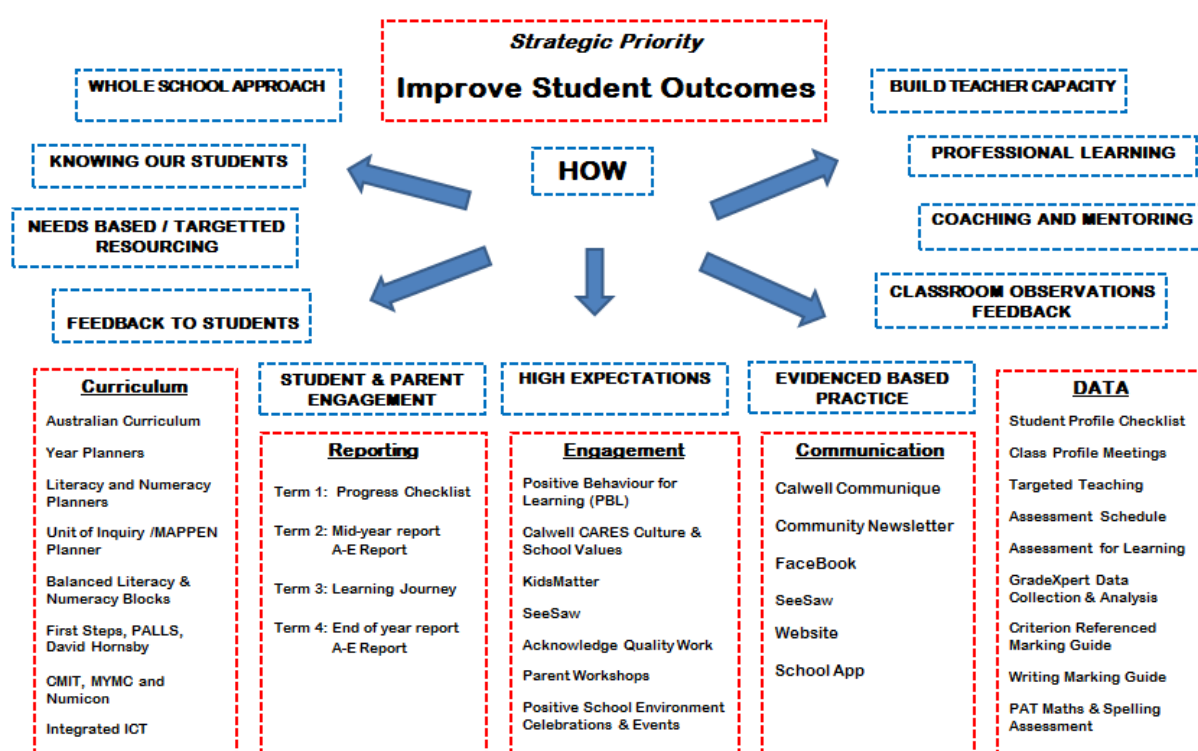


# Calwell Primary School Annual Action Plan Report 2017



## Context

2017 is the third year of the school's current Strategic Plan 2015-2018. Advancement this year continued in the key areas identified in the school's School Improvement map below, however, progress in some areas was impacted on by changes in staffing, including at the leadership level. A new deputy principal was appointed early in second term and several changes at the executive teacher level from mid-2016 and during 2017 presented some challenges. Enrolments continue to look encouraging with the preschool at capacity and kindergarten numbers slowly increasing over the past two years.



## Methodology

The school monitored and reviewed its progress and achievements in 2017 through the use of:

- NAPLAN and PIPS data
- Directorate planned and implemented School Satisfaction/ Climate Survey
- The National School Improvement Tool (NSIT)
- Preschool Quality Improvement Plan
- Annual Action Plan term reviews
- Annual Principal Professional Discussions
- Teacher Professional discussions /Performance & Development Plans

- Tuggeranong cluster 'Immersion visit'
- Class profile meetings
- Classroom observations
- Teacher assessment both formative and summative
- PAT Maths testing
- Committees focusing on Curriculum , PBL, ICT and STEM
- Positive Behaviour for Learning surveys and workshops – External Coach
- Gathering information on community perceptions through the School P&C / Board parent workshops and at Learning Journey / Community BBQ s

### **Positive achievements in 2017**

- Letters and Sounds implementation K-2
- Work done by classroom teachers to embed consistency in planning and programming documentation
- External and school based professional development on the Australian Curriculum and its implementation
- Greater understanding of differentiation by staff
- We achieved Directorate set targets in NAPLAN areas
- Kindergarten mean scores in PIPs testing are above the ACT average - 97% of students made or exceeded ACT growth expectations
- NAPLAN Year 3 above the ACT average in writing, spelling and Grammar & Punctuation
- NAPLAN Year 5 trend data indicates positive growth in reading, spelling, G&P and numeracy
- Literacy intervention program demonstrated a positive effect on student achievement and growth
- Collaboration of the Student Support team to better meet the needs of all identified students
- Positive Behaviours for Learning (PBL) – development of Statement of Purpose, Behaviour Expectation Matrix, Continuum of responding to problem behaviours and signage
- Community engagement in fund raising and activities such as SeeSaw, Book Week/Story Night, Movie Night, Learning Journeys and P&C support for our English program – funding Reading Eggs and a book gift for every child.
- The work and outcomes achieved from our committees, included a renewed assessment schedule, development of Curriculum documentation in all 8 KLA areas and consistent planning documentation K-6
- Data collection through analytical tools - GradeXpert & PAT Math testing. Implementation of CogAT
- Development and implementation of a new preschool report template
- Improvement of playground environment – sandpit, chalk boards
- Preschool refurbishment - kitchen upgrade, carpet, wet area benches, shed and concreting
- Outdoor resourcing in the preschool – climbing frames and gross motor equipment

**Areas for further development and areas of concern**

- Better meeting the needs of students in the top 25<sup>th</sup> percentile in mathematics and reading
- Consistency of teaching practices and understanding in Mathematics K-6 – 2018 PANL
- Building teacher capacity to collect and analyse student data to inform teaching
- Tracking student growth
- Enrichment and Extension
- School Survey Results

**Calwell Primary School - Strategic Plan 2015 - 2018**

<b>Priority: Improve student outcomes</b>	
<b>Outcomes to be achieved</b>	<ul style="list-style-type: none"> <li>• Improve student outcomes in English and Mathematics</li> <li>• Differentiation of Teaching and Learning is evident across the school in teacher programming documentation and classroom observations</li> <li>• A culture of data analysis and discussion to inform teaching is demonstrated through profile meetings and teacher use of GradeXpert</li> <li>• Improve student engagement</li> <li>• Improve parent/career engagement</li> </ul>
<b>Links to Directorate Strategic Priority Areas</b>	<ul style="list-style-type: none"> <li>• Quality Learning</li> <li>• High Expectations, High Performance</li> <li>• Inspirational Teaching and Leadership</li> <li>• Connecting With Families and the Community</li> </ul>
<b>Areas of National Quality Standards being addressed</b>	<p>QA: 1 Education Program and Practice</p> <p>QA: 7 Partnerships with families and communities</p>

## 2017 Annual Action Plan

Targets	Achievement
70% or more preschool children demonstrate growth in foundation literacy skills	All students showed growth in foundation literacy skills, demonstrating an increase in overall numerical level points 2-5 in the four areas assessed: <ul style="list-style-type: none"> <li>• Recognises own name in print from a group of 5 names</li> <li>• Identifies two words that rhyme/sound the same when given rhyming picture words</li> <li>• Understands that text is read from left to right</li> <li>• Oral Language</li> </ul>
Year 3 Reading target 417 +/- 24 Numeracy 393 +/- 22	NAPLAN - Reading 429 / Numeracy 397 – targets achieved within confidence levels
Year 5 Reading 500 +/- 20 Numeracy 488 +/- 16	NAPLAN - Reading 492 / Numeracy 483 – targets achieved within confidence levels
75% or more of 'in school match students' achieve growth in NAPLAN.	Whilst most students achieved growth in NAPLAN, a more valuable target would have been to set a percentage target of 'in school match students' to achieve expected, or greater than, expected growth
75% of Kindergarten students achieve expected growth or better in PIPS reading and mathematics	97% of students achieved expected growth or better
75% or above of students achieve PM benchmarks in Kindergarten to Year 3	Target achieved in K = 78%, Yr 1 = 79%, Yr2 = 85%
75% or above of students achieve expected growth in writing (2-4 points on the <i>Calwell Writing Marking Guide</i> )	Over 50% of students achieved expected growth in writing. Analysis of this result indicated the target set was in fact unachievable. Work has been undertaken to set a challenging yet achievable target for 2018.
80% of students in Years 3, 4 & 6 achieve reading benchmark.	Target achieved in the following year levels: Yr 3 = 83%, Yr 5 = 87%, Yr 6 = 91%
70% of year 5 students, not reading independently, show better growth than four PM levels	Target achieved - 72% of year 5 students, not reading independently, showed growth of more than four PM levels

## Key improvement Strategy 1: Establish and drive a strong improvement agenda

### Specific Actions

- Develop 2017 Professional Learning Plan
- Review and update Data & Assessment Plan
- Develop and implement a Curriculum and Pedagogical Framework
- Review preschool reports

### Indicators of Success

- 2017 Professional Learning Plan
- Data & Assessment Plan completed
- Pedagogical Framework informs teaching and learning and success is evident in a range of data reviewed in terms 2 and 4
- New preschool report template

### Evaluation

The 2017 Professional Learning Plan was developed prior to the start of the year and focussed on the areas of formative assessment, differentiation and Positive Behaviour for Learning as key areas in which to build staff capacity .

The Data & Assessment Plan was reviewed and updated and was used to guide whole school data collection. Significant work was undertaken in developing a Curriculum and Pedagogical Framework. Using the Australian Curriculum, school documents were developed for all eight Key Learning Areas. Scope and Sequence documents were developed and implemented for Physical Education and Units of Inquiry and work commenced on developing an over-arching curriculum document and Scops & Sequence for the Languages curriculum ready for implementation in term 2 2018

A new preschool report template was developed and implemented. It provided more detailed information of student achievement for parents/carers and to support the transition to Kindergarten.

## Key Improvement Strategy 2: Foster an expert teaching team

### Specific Actions

- Engage all staff in professional learning to strengthen pedagogy
- Using the AITSL standards for teachers to identify an area for professional growth and provide evidence through Professional Pathways
- Coach and mentor all staff through observation and feedback schedules (Leadership team & staff)
- Develop a CPS coaching and mentoring framework
- Tailor induction and support programs for New Educators, staff new to the school and continuing staff

### Indicators of Success

- Teachers complete professional learning in identified areas of priority e.g. Australian Curriculum GAFE, assessment, data analysis etc
- Teachers complete Australian Curriculum Framework in English, Mathematics & Science
- Year level planning documents and student work samples reflect differentiation
- Professional Pathways documents are linked to AITSL teacher capabilities
- Lesson observations with written feedback on Essential Skills for Teachers
- Lesson observations are undertaken and written feedback is provided to staff on planning and pedagogy
- Coaching and Mentoring document

- Improve 2016 proportion of staff who agree:
  - They get useful feedback about their performance
  - Staff are well supported at the school

### Evaluation

All staff engaged in professional learning to understand how the Australian Curriculum documents are written. This has led to a greater understanding of how to use the documents for planning and to support the teaching and learning cycle. This work will continue into 2018.

In term 1, teachers completed a yearly Curriculum Framework planning document to guide their teaching and student learning in English and Mathematics.

Building teacher capacity in ICT continued this year with staff selecting and attending workshops to meet their individual needs in order to further develop their skills and knowledge in the Google Apps For Education suite.

The Leadership Team continued to support teachers in developing their knowledge of, and skills in using GradeXpert. There was a focus on gathering assessment data and data analysis to inform differentiation and reporting. Class teachers were also supported by the Leadership Team to incorporate differentiation in planning documents and teaching strategies. This was reflected in teacher observations and in student work samples. Lesson observations and written feedback was provided to staff, focussed on pedagogy and Essential Skills for Teachers (classroom /student management).

The Coaching and Mentoring Guide for Calwell PS was reviewed and renewed to include the influence of the Cognitive Coaching training completed by all members of the Leadership Team.

In regard to the two identified areas in The School Improvement Survey - *Staff get useful feedback about their performance* and *Staff are well supported at the school*, results were very similar to those achieved in 2016. This will be a target area again in 2018

## Key Improvement Strategy 3: Embed systematic curriculum delivery across the school

### Specific Actions

- Develop a literacy acquisition support program in the preschool
- Refine the Calwell English and Mathematics programs
- Teachers plan and deliver programs using school identified approaches, resources and planning templates (Australian Curriculum English, Mathematics & Science Year Planners – English & Mathematics weekly planning docs)
- Implement MAPPEN
- Preschool teachers plan and deliver preschool program using school template based on EYLF

### Indicators of Success

- MAPPEN scope and sequence
- Teacher fortnightly plans for English and Mathematics
- Yearly overviews
- Preschool plans

### Evaluation

MAPPEN was identified as a scaffolding resource for staff to use when developing and writing Units of Inquiry. A scope and sequence of MAPPEN units was developed and staff were supported by the Leadership Team to adapt and supplement the MAPPEN units to meet the needs of Calwell students. The units currently being developed through this process form the base of inquiry units to be taught in the school over the next few years. As 2018 will be the second year of the two year MAPPEN curriculum cycle, a review will be undertaken at the end of the year to ascertain whether the school will continue to fund and use MAPPEN.

Staff continued to use the fortnightly planning templates for English and Mathematics, however the effectiveness of these was reviewed and a decision made to develop new planning templates which required less lesson by lesson detail and planned for concepts and key areas of content. These will be evaluated at the end of 2018. Preschool planning continued to draw on the Early Years Learning Framework as a basis to guide teaching and learning, with a focus on the development oral language skills and integrating ICT.

#### **Key Improvement Strategy 4: Embed a culture of data collection and analysis**

##### **Specific Actions**

- Teachers follow Calwell PS Assessment Schedule
  - Use GradeXpert to track and monitor students
  - Data analysis identifies students at risk
  - Teachers present data/analysis at team meetings and class profile meeting
  - Data analysis informs response to intervention programs
  - Collect preschool early literacy skills assessment data

##### **Indicators of Success**

- To capture and report student performance teachers use GradeXpert for planning purposes
- Teachers use student assessment data to monitor student growth.
- Summative & Formative assessment results are used to evaluate teaching and learning programs.
- Teachers engage in regular dialogue in response to data.

##### **Evaluation**

There is a growing understanding of evidence based practice, data collection, and how data can inform differentiation of teaching and learning within the teaching staff. Collegial conversations and class profile meetings demonstrate a growth in staff understanding of data analysis and use. Formative Assessment and Assessment for Learning (AFL) practices are evident within class rooms and teachers planning documents. Further work will be undertaken in this area in 2018.

#### **Key Improvement Strategy 5: Develop a culture that promotes student engagement and learning**

##### **Specific Actions**

- Students are supported to actively engage in their learning through the use of learning intentions, success criteria, personal goals and AFL strategies.
- Staff are supported to develop processes and techniques which provide effective and timely feedback to students.
- Preschool educators support and engage children in their learning and development to support a positive transition into Kindergarten
- The integration of ICT across the school engages students and supports learning

##### **Indicators of Success**

- Individual student learning goals are developed in collaboration with students and are communicated to parents
- Develop and implement Growth Plans
- ILPs and PLPs
- All students in years 3-6 have ready access to ICT (Chromebook)
- Student access to /use of ICT in years K-2 is increased.

## Evaluation

ILPs and PLPs were completed and reviewed mid-year for students for whom they were required. At Class Profile Meetings students who would benefit from having a Growth Plan were identified and plans developed by the class teacher with support from the Leadership team. Developing learning goals with students, particularly in English and Mathematics increased across the school. Students were able to share and discuss these with their parent/carer at the Learning Journey. Additional Chromebooks were purchased to enable each student in years 3-6 to have access to a Chromebook. A set of Chromebooks was purchased for use by year 2 students. Students in years K-2 continued to have ready access to iPads.

## Key Improvement Strategy 6: Build and maintain positive and caring relationships which support engagement and wellbeing within the school community

### Indicators of Success

- Positive Behaviours for Learning Launch
- Social Emotional Learning (SEL) Program established
- The proportion of positive Student responses in the CPS Satisfaction Surveys in the following survey items:
  - *I like being at my school*
  - *I can talk to my teachers about my concerns*
  - *My school takes student opinions seriously*
  - *Teachers at this school treat students fairly*
  - *My teachers expect me to do my best*
  - *My teachers provide me with useful feedback about my school work*
  - *My teachers motivate me to learn*

The proportion of positive Parent/Carer responses in the CPS Satisfaction Surveys in the following survey items:

- *This school takes parent opinions seriously*
- *Teachers in this school treat students fairly*
- *My child likes being at this school*
- *Teachers at this school provide my child with useful feedback about his/her school work*
- *My child's learning needs are being met at this school*

The proportion of positive teacher responses in the CPS Satisfaction Surveys in the following survey items:

- *I am happy to be part of this school*
- *Staff have a good team spirit at this school*
- *Teachers at this school provide students with useful feedback about their schoolwork*
- *Teachers at this school motivate students to learn*
- *Students' learning needs are being met at this school*
- *This school works with parents to support students' learning*
- *Students and staff are working towards the same goal*



### Specific Actions

- Provide professional learning on the Essential Skills for teachers
- Implement SEL, PBL and KidsMatter
- Review and renew Calwell CARES Framework
- Enhance parental engagement and the home/school partnership
- Maintain effective communication practices Eg SeeSaw, FaceBook, School App, Newsletter, School Website
- Maintain and further enhance engagement activities such as quality work, Calwell students SHINE, CARES bands, alternate play activities

### Evaluation

Staff were provided with the Essential Skills for Teachers resource. The strategies were reviewed at the start of the year and revisited in team meetings and as part of observations undertaken by the deputy and principal. A whole school social emotional program was implemented through the teacher release timetable. The program was delivered by a member of the executive team. A range of resources were used with the key resource being 'Highway Heros'.

Significant progress was made in bringing PBL into the school. The Calwell CARES Framework was reviewed and renewed as part of the implementation of Positive Behaviours for Learning (PBL) to ensure alignment. A new school logo was created, the PBL Behaviour Matrix completed, PBL signage designed and staff professional learning on PBL undertaken throughout the year.

Parental engagement and the home/school partnership was maintained through a range of community activities and events and through communication practices such as SeeSaw, FaceBook, School App, Newsletter and the School Website

In relation to the proportion of positive student responses in the School Satisfaction Survey, 2017 responses were disappointing with the percentage of positive responses remaining similar or below those in 2016. Analysis of the responses indicated that the very small year six cohort and the significant staffing changes experienced by year five students impacted on student satisfaction.

Positive Parent/Carer responses in the School Satisfaction Survey improved significantly upon 2016 results in regard to *Teachers in this school treat students fairly* (up 9 percentage points) and *Teachers at this school provide my child with useful feedback about his/her school work* (up 7 percentage points). Results in other identified areas remained similar to the previous year.

The proportion of positive teacher responses in the School Satisfaction Survey showed significant improvement in *Teachers at this school provide students with useful feedback about their schoolwork*, while results in all other areas remained similar to 2016 results. Analysis of this data raised the loss of an executive teacher and teacher support in regard to student management as possible contributing factors.