2018 Action Plan Report

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 2018, the school leadership team consisted of Principal – Phil Gray, Deputy Principal –Lisa Kingham, 2 School Leader Cs – Scott Pearce and Bob Bannister. James Harrison was employed as an Acting School Leader C in Semester 1 2018 with his role being divided between teaching in the release program and leading the Learning Assistance programs across the school. Scott Pearce assumed an Acting Deputy role in Term 3, 2018 with a focus on curriculum planning. Teaching staff include 26 classroom teachers P-6 and 9 specialist teachers covering Mathematics, Physical Education, Music, Science, English as another Language or Dialect (EALD) and intervention and extension. 31% of children at Aranda come from families where English is an additional language or dialect. Four 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 in Terms 1 and 2. In Terms 3 and 4 our front office staff decreased to one Business Manager and one administrative staff member.

Close community partnerships continue to be a 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. 105 students entered the Science Fair this year, an increase of 20% from 2017. Grand Friend's Day was a great success and we would like to thank all our volunteers who continue to support us by giving up their time to work with students particularly in reading. The ties with Greening Australia continue to be strong with students from years 5 & 6 involved in the program in 2018.

Methodology

At Aranda Primary School self-evaluation is an ongoing process. In 2018 specific AAP Professional learning teams were formed. These teams focused specifically on school priorities and improvement strategies. Teams worked strategically to progress school priorities identified in the AAP. 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, PAT Maths, PAT reading, competition results, PM reading levels, South Australian Spelling, Sound waves
- **Satisfaction Data:** System Survey Data, Australian School Climate and School Identification and Measurement Tool (ASCSIMT), School Based Surveys: communication and student engagement

- Attendance Data, formative assessment data, National School Improvement Tool data and classroom observations

During 2018, 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.

James Harrison and Scott Pearce completed a three-day workshop focusing on core understandings and implementation of the NSIT to examine current practice and plan for school improvement. This completed the training of all Aranda Executive staff in the use of the NSIT.

Evolving from the 2016/17 model (where one NSIT PLT focused on using the NSIT for reflection) the Annual Action Plan (AAP) teams all used the NSIT tool as a lenses to reflect on current practices and implement school improvement.

Evaluation of Performance

Strategic Priority 1: Enhance Teaching and Learning

Target	Actual Results (Mid-Year)	Actual Results (End of Year)
Kindergarten: 85% of children achieving at or above level 5 PM benchmark for reading at the end of the year	41% of Kindergarten students at or above benchmark (Level 5).	79% of Kindergarten students are at or above benchmark.
Year 1: A minimum of 85% of Year 1 students will correctly identify the Aboriginal and Torres Strait Islander flags, their significance and what the flags and symbols represent to their respective peoples.	87% of students can accurately identify the Aboriginal flag. 60% of students in year 1 can identify the Torres Strait Islander flag.	100% of students can identify the Aboriginal flag and the Torres Strait Islander flag. 94% can identify the understand the flag's significance, the symbols and what they represent of the Torres Strait Islander flag
Year 2: A minimum of 85% of Year 2 students will understand and describe the Aboriginal and Torres Strait Islander cultures.	Not assessed mid year	94.3% of Year 2 students understand and describe the Aboriginal and Torres Strait Islander cultures.
Year 3: 85% at stanine 6 or above in PAT Maths.	Not assessed mid year	82% of year 3 at stanine 6 or above.

Year 4: 90% of Year 4 students have an increased understanding of Aboriginal culture through regular cross curricula exposure	Not assessed mid year	90% of Year 4 students have an increased understanding of Aboriginal culture.
Year 5: 80% of Year 5 students below 2017 Writing Benchmark are achieving growth in sentence structure and punctuation (core components).		30.4% of Year 5 students below 2017 Writing Benchmark are achieving growth in sentence structure 43.4% of Year 5 students below 2017 Writing Benchmark are achieving growth in punctuation
Year 6: Year 6: 100% Year 6 students are aware of the cultural significance of the Aranda school motto and logo.	Not assessed mid year	100% Year 6 students are aware of the cultural significance of the Aranda school motto and logo.
•**Intervention goal: 90% of children receiving reading intervention show growth.**	85% of children receiving reading intervention show growth.	100% of children receiving reading intervention show growth
•**100% of teachers include ten minute mental arithmetic warm up in Maths lessons.**	100% of teachers include ten minute mental arithmetic warm up in Maths lessons.	100% of teachers include ten minute mental arithmetic warm up in Maths lessons.

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

Key Performance Indicators: *Development of a Whole School Curriculum Delivery Plan.*

A clear action plan based on the end goal of developing an explicit whole school curriculum delivery plan was developed. Scott and Lisa met with a representative from the curriculum section of our directorate to determine directorate directions and seek advice in terms of exemplars and best practice. The action plan included a complete new meeting structure to support every team in the school to meet with the executive in a three-week cycle to engage with the planning documents and to link them to the achievement standards. Each meeting had a specific purpose and followed a clear structure that was repeated for each PLT meeting. In this way the goal for consistency of message and process was met.

Mathematics was the first curriculum area mapped. Once staff were familiar and confident with the process they began mapping every curriculum area. Teachers recognised the benefit this work would have for their future planning. Attendance and commitment to these PLT meetings resulted in all areas of the curriculum being mapped for every grade across the school ahead of the planned schedule. 100% of teaching staff; all class teachers, preschool teachers as well as specialist teachers were fully involved in the process.

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

Key Performance Indicator*: Proportion of students who achieved high levels in numeracy.*

The percentage of students by year level who achieved Stanine 8 or 9 in PAT Maths this year, which means they are in the top 10% of Australian students taking the test. Please note Stanine 5 is the average achievement level for Australian students taking PAT maths assessments.

Aranda Student Achievement in Mathematics

Year Level	Percentage of Students Achieving Stanine 8 or 9 in PAT Maths
Year 6	17%
Year 5	20%
Year 4	23%
Year 3	34%
Year 2	31%

Table 1: Percentage of Students at Aranda Achieving Stanine 8 or 9 in PAT Maths.

The above table and statistics demonstrate that Aranda Students are achieving above the National average in the upper levels in numeracy.

Key Performance Indicator: *Improved teacher confidence levels measured by the Expertise Register (growth in teacher understanding and confidence levels in the use of performance data in NSIT domain 2: Analysis and discussion of data - bi annual staff reflections)*

Teacher perception data collected through our expertise register indicates improved levels of confidence in the use of performance data to inform teaching. Likewise a deeper teacher understanding of Domain 2 in the National School Improvement tool (NSIT) was demonstrated in our biannual staff reflections. This broadening understanding was also demonstrated in our PLC and whole school discussions around data.

In Term 2 Bob Bannister delivered professional learning to all staff on differentiation and formative assessment tools. This followed on from sessions run in 2017, engaging teachers in discussion with their peers and teams, with a focus on the implementation over the forthcoming year.

Phil Gray, the school Principal, led two workshops with all teaching staff related to the use of data to improve student outcomes. The focus of Phil's presentations was the link between multiple sets of data, student baselines, differentiation and growth. The staff worked in school teams to share and record the data sets that we use at Aranda Primary.

We looked at how we analyse relevant data sets to inform our planning and teaching. The Executive staff and Phil shared some commonly used data sets eg: 2018 NAPLAN results, the Aranda System Survey results. We looked at how intervention teams record and use school-based data and the teachers discussed the 'go to' school based data that they regularly collect and analyse. Phil presented our
growth data and student wellbeing data. Differentiation was a key theme. '*The right data analysed for the right reasons allows good teachers to differentiate their lessons.*'

Phil led several sessions with staff focusing on school priorities, strategic planning and targets. School priorities and planning have become intentionally, a more collaborative process with staff, students and parents in recent years.

Teacher self-reflections in Term 4 of 2018 shows the ubiquity of the use of the various pedagogical practices that have been our focus over the last few years.

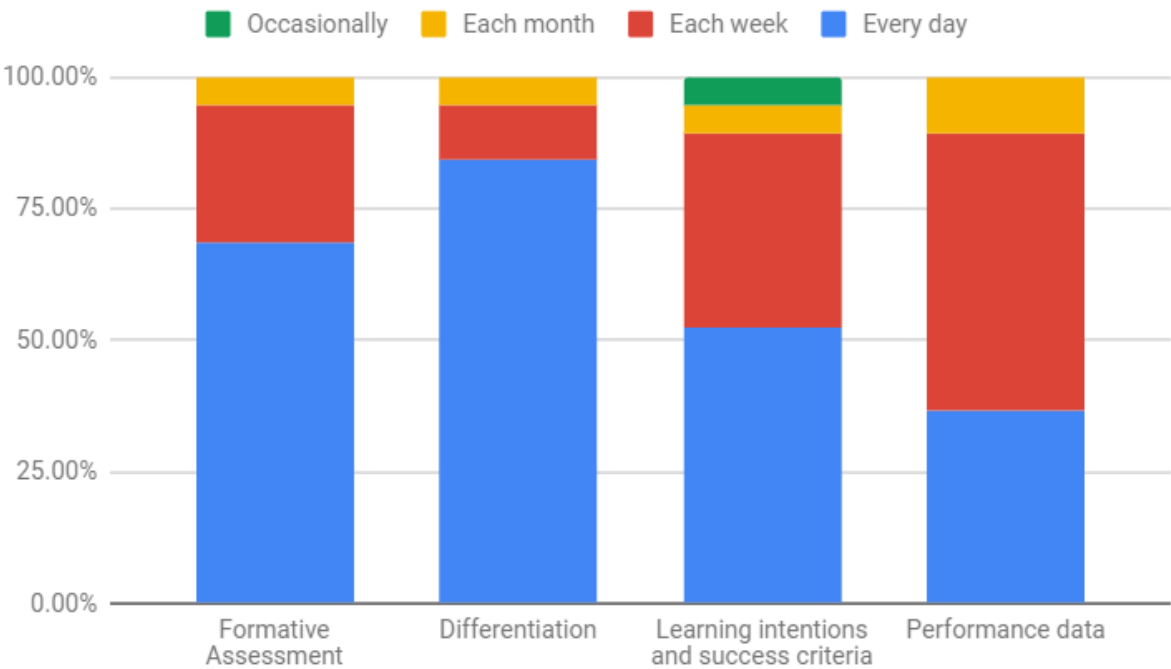## Use of Pedagogical practices at Aranda - Teacher self Reflection

Table 2: Teacher Self Reflection of Pedagogical Practices at Aranda Primary School.

Differentiation was added to our Aranda Non-Negotiable documents, defining differentiation and outlining how teachers can effectively differentiate teaching and learning. The following information was added to this core document:

> *Differentiating teaching and learning is an essential part of core teaching at Aranda. Teachers consider the range of individual differences and needs of all learners in their classrooms including each student's background and experiences, interests, readiness and learning needs.*
>
> When teachers differentiate, they do not change the curriculum intent, but accommodate different student needs by varying the:
> • content — the curriculum the students access and how they access it
> • process — how teachers sequence the learning and the ways in which students learn
> • product — how students demonstrate what they have learned
> • learning environment — how learning is structured
>
> Teachers should use an ongoing cycle of monitoring, adjustment and reflection. This ensures all students have equitable access to curriculum and are able to demonstrate success.

The writing committee continued to modify the writing tool and writing booklet. Further PL was delivered to staff aimed at achieving consistency in data use to inform teaching and assessment of writing.

The Maths PLT provided professional learning for all staff on how to use open-ended rich tasks to extend student learning in Maths during Term 2. These sessions included instruction in the effective use of PAT Maths data. It also focused on how different year levels can use pre-learning tasks to create flexible learning groups to plan and differentiate content. Staff were encouraged to add to a whole school bank of resources and team leaders provided continual reminders for teams to complete mental maths warm ups in weekly planning sessions. A sharing of resources from the Maths team showcased the work done by all teaching teams to contribute to the whole school bank of Maths Mentals warm ups. Additionally, all staff had a professional goal to include maths mentals warm ups as part of all maths lessons.

This year we have begun to use the Writing and Maths Trackers to collect data to use for analysis. We encouraged our teams to use data to differentiate for students, plan their lessons, and use the tracker to keep informed of students strengths and weaknesses.

The Writing AAP team consulted with teaching teams to align the writing scope and sequence with the Australian Curriculum (Term 2). Teams used the data trackers to track student progress and plan teaching and learning sequences (differentiation). These initiatives along with targeted whole school professional PL and discussions were a multi-pronged approach to expand a whole school culture towards data collection, analysis and tracking of individual students.

Professional learning was delivered to the whole staff in Term 2 focusing on PAT Maths data; how to accurately interpret it and recognise its significance to inform planning and differentiation.

Our PLTs had initial data discussions in Term 4. Guiding questions from the NSIT resources were used to generate discussion and encourage reflection of practice. These questions included:

> *How do you decide what to teach?*
> *How do you assess?*
> *What data do you use?*
> *How do you cater for students at different levels?*

Staff discussions in staff meetings, PLTs and team meetings along with the use of the NSIT reflection tool mid year indicated increased understanding by staff of the importance and impact of school wide collection and analysis of data on student outcomes.

A continued focus on the collection and analysis of academic, behavioural, wellbeing and attendance data will be imperative and will be major focuses for our PLTs in 2019.

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

Key performance Indicators: *Proportion of students receiving intervention (includes enrichment) showing growth.*

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 small group sight word/letter identification focuses. The intervention team worked together to assess individual children and allocate groups. The team met three times a term to discuss progress, analyse data and identify future focuses. All children who were below benchmark in Years 1 and 2 received intervention.

A specialist intervention teacher worked with Kindergarten and Year 1 teachers to identify possible students for extension and intervention writing. Three groups were formed and were seen by the teacher twice a week to provide extension for Kindergarten students in forty minute lessons. This took place for ten weeks. Another specialist teacher was employed to provide targeted intervention this year in addition to the Maths specialist. A total of 71 students received 90 minutes a week of targeted intervention. Some children were involved in this program for ten weeks and others for the entire year (needs-based intervention).

Groups were reformed based on Semester 1 data. MiniLit groups were adjusted based on end of Term 2 testing. Kindergarten students were targeted in Semester 2. All students in Kindergarten to Year 2 who were under benchmark received intervention. An additional support staff was trained to provide MiniLit to students from Kindergarten and Year 4 three times a week during Term 4. Seven community

volunteers have been trained and delivered the STAR program in Semester Two to a total of nine students in grades 2-4.

James Harrison presented an analysis of intervention data to executive staff at an executive meeting and to the whole staff during staff meetings. 100% of student receiving intervention have achieved growth.

A comprehensive handover of the intervention portfolio, from James who has coordinated the intervention program in 2018, was provided for the incoming SLC in Term 4, 2018.

Aranda Intervention Results 2018

Year Levels	Number of Students	Mini-Lit	MacqLit	STAR Reading	Targeted In Class Support	Extension Writing	Targeted small group work
Kindergarten	48	26				22	
Year 1	28	15			1	12	
Year 2	25*	7		6	1	12	
Year 3	7		6	1			
Year 4	15*	1	2	3			10
Year 5							

Intervention Model Student Numbers by Subject

*Student(s) have received multiple intervention concepts

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

Intervention Model Number of Students and Teaching Hours

Table 3: *Intervention Results 2018*

In February 2018 the staff were provided with professional learning around the identification of gifted students. This session focused on student capacity versus student achievement and the importance of identifying gifted students to ensure they are catered for successfully within the classroom setting. The successful identification allows Aranda to provide enrichment opportunities for students. The teachers were informed about research that discusses the fact that often our most gifted students do not present in typical ways and as educators we need to take into consideration many identification factors. Teachers were also encouraged and supported to differentiate their lessons with these students in mind.

Key Improvement Strategy 4: *Develop staff understanding of how to effectively embed Cultural Integrity into the teaching and learning process.*

Key Performance Indicators*: Students are able to articulate an understanding of Aboriginal and Torres Strait Islander history, identity and culture.*

This year the Cultural Integrity AAP team came together and set the primary goal to provide a range of resources for teachers to incorporate an understanding of Aboriginal and Torres Strait Islander history, identity and culture. To progress the targets around Cultural Integrity we incorporated access to authentic experiences and Indigenous resources. Cultural Integrity will be incorporated into the whole school curriculum plan, with a focus on Aboriginal language and culture. We sourced Indigenous picture books and placed these within classrooms. We had a number of speakers/presenters visit Aranda in 2018 who spoke to impart information and share stories with our students. We continue to make strides forward in fostering a partnership with a school in Alice Springs within the Arrernte lands with the connection to the Aranda Suburb. We have provided links to curriculum support for staff and aim to work closely with local Indigenous elders.

In 2019, we will extend our previous Cultural Integrity goals. As well as sourcing materials for the yarning circle, we plan to oversee its construction through close consultation with Tyronne Bell. We also will continue to expand our collection of Indigenous Literacy books and resources, to be sourced from reliable and relevant areas. After the success of a number of Indigenous speakers/presenters visiting Aranda Primary in 2018, we will look to expand our presenters/speakers as well as pursue opportunities for all cohorts to experience learning opportunities rich in culture and understanding.

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

The preschool team participated in regular team meetings which included professional discussions focusing on actioning the Quality Improvement Plan (QIP) and the Early Years Learning Framework (EYLF) Evidence: team meeting agenda and minutes. Two internal compliance checks were completed by an experienced teacher from the primary school site. These checks were conducted unannounced to review the Preschool operation through a critical and unbiased lens. One area of improvement was identified and was addressed by the end of Term 3.

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

In 2018 the preschool staff maintained strong links with the primary school, regularly visiting the primary school for special incursions, assemblies and special events. The primary specialist teachers also visited the preschool conducting lessons in French language and music. Our student G-force conducted special lunch activities in the preschool throughout 2018. Such links enrich the preschool program, build relationships and support positive transitions from the preschool to the primary school years.

Strategic recruiting in Term 4 resulted in an experienced school leader with a strong background in preschool standards, operations and accreditation joining our staff.

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.	93% of parents agree or strongly agree that communication between school and home is effective.
90% of parents use Seesaw	95% of parents use Seesaw
85% of parents P-6 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. In the Satisfaction Survey, only 5% of parents saw Seesaw as unsatisfactory.
Community partnerships are valued and maintained - 90% of parents agree or strongly agree	85% of parents agree or strongly agree that community partnerships are valued and maintained

Key Improvement Strategy 1: *Develop effective communication related to reporting*

Key Performance Indicators: *Results from School and system surveys 2018*

An AAP team was formed with representatives from both the teaching and administrative teams within the school. This team operated throughout the year with the primary focus to progress our communication priorities.

In 2019 teams worked together in Terms 1 and 3 to develop outcomes for each semester report. This was led by the assessment and reporting team but involved all teaching staff. This work resulted in a clear and concise reporting timeline being specified and shared with all staff. In addition a detailed report style guide was developed and shared with all staff. The revised reporting timeline and style guide resulted in an efficient round of report writing and consistency in writing style noted by executive staff during Term 4.

Key Improvement Strategy 2: *Review school's communication strategy to strengthen parent partnerships*

Key Performance Indicators: Feedback from community School Satisfaction Survey results - 429 responses were received to the Parent and Carer Satisfaction Survey. 93% of parents and carers agreed or strongly agreed that communication between Aranda Primary School and parents and carers is effective. The preferred methods of communication were email (given a high priority by 85% of respondents), SeeSaw (75%) and Newsletters (55%). 96% of parents agreed that they could talk to their child's teachers about their concerns.

In an effort to strengthen our partnership with parents, we analysed data collected in 2017 to identify

the existing communication tools that the school uses to communicate externally to parents. An additional school based on-line survey was distributed in Term 2. Analysis of data revealed that Seesaw was the most popular form of communication between home and school.

The communication AAP has identified their next step is to develop a Communications Plan and advise families of communication for 2019.

In 2018, following a formal trial period involving specific grade levels in 2017, Seesaw was used as a communication tool between home and school across all grade levels from P-6. The application allows teachers to share information about student progress in 'real time.' Pictures and text provide a glimpse into the classroom routines and activities and parents can comment on their own child's screen snap. Feedback from the community was exceedingly positive with 50% of parents rating Seesaw as excellent, 35% rating Seesaw as very good, 10% giving Seesaw a rating of good and only 5% of parents indicating that Seesaw was a means of communication that they had yet to use.

Teachers reported that Seesaw provided immediate feedback on parents' engagement with the tool and their responses to their child's learning and engagement. In 2018, 28287 items were posted on Seesaw with 58816 parent visits.

Strategic Priority 3: *Engage students in their schooling*

Target	Actual Results *(End of Year)*
85% of students agree or strongly agree that they receive useful feedback.	83% of students agree or strongly agree that they receive useful feedback. This is 6% above the national mean for P-6 schools. A subsequent survey of students in Year 3 & 4 found just under 85% of those students thought they received useful feedback.
95% of Year 5/6 students agree that they have access to a Chromebook and digital technology.	100% of Year 5/6 students agree that they have access to a Chromebook and digital technology.
85% of students agree or strongly agree that their opinions are taken seriously.	81% of students agree or strongly agree that their opinions are taken seriously. This is 9% above the mean for similar schools, although lower than Aranda's result from 2016.
More than 90% of Year 5/6 students feel safe at school.	89% of Year 5/6 students feel safe at school. This is 13% above the ACT mean for other P-6 schools.
65% or more children respond favourably to the question 'I can talk to my teachers about my concerns'.	74% agree or strongly agree that they can talk to their teachers about their concerns.

Key Improvement Strategy 1: *Strengthen practices to ensure students have a voice at Aranda Primary School*

Key performance Indicators*:* Students believe that they have a voice in a variety of forums at Aranda Primary School.

In progressing our planned move to digital portfolios in 2019, students, particularly senior students have been given a degree of autonomy in the selection of work shared on Seesaw.

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 (one rep plus one reserve). In an effort to increase student participation, both the rep and the reserve attend every second meeting together. 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.

The student school leaders lead the student council. They chair and minute all SRC meetings. A change to their role was implemented this year with SRC representatives attending every meeting and the SRC reserves (along with SRC reps) attending alternate meetings. They support the students from younger years to record SRC business and report back to minutes. The school leaders attended two leadership congresses in Term 2 & 3 to build their leadership skills.

Fundraising initiatives in 2018 supported the Orangutan project (Semester 1), drought relief (Term 3) and mental health and wellbeing: Fill your bucket initiative (Term 4).

All teachers were provided with iPads in Term 1 to support digital portfolio implementation. All Year 3 students were provided with school owned Chromebooks. All students in grades 4-6 were given the opportunity to purchase a Chromebook. Additionally, a class set of Chromebooks were provided for Year 2.

A community information evening, 'Think you Know' was held on 22nd May 2018. This evening was well attended with over 40 of our parents in attendance. Information focused on Cyber safety.

After consultation with Aranda students, staff made an effort to provide a broader range of lunch activities to cater for student interests (K-6). Teachers were asked to make expressions of interest to run Lunch clubs in Semester 1 with a special request for new themes and a variety of activities to appeal to both junior and senior students.

 The following table shows Aranda's difference from other P-6 schools nationwide, as reported in *2018 Satisfaction and Climate - Student Survey*. Green results indicate where Aranda is more than 10% above the mean for other P-6 schools across Australia.

Australian Climate Survey Results 2018

Difference from School Type ▼ 1 ⭳

Statements	Difference
I feel safe at this school	13.96%
Staff take students' concerns seriously	8.73%
Teachers give useful feedback	6.29%

Table 4: *Australian Climate Survey Results 2018*

The Australian School Climate survey shows positive responses in the student school identity section and the student and staff relations section.