

GILMORE PRIMARY SCHOOL

Annual Action Plan Report 2017

Context

Gilmore Primary School is a well-resourced small school catering for students from preschool to year 6. The school has several long-standing community partnerships providing enrichment opportunities for students. In partnership with the home and the community, Gilmore Primary School strives to provide a caring, supportive learning environment to enable every child to reach their potential.

Methodology

Staff contributed to discussions about the priorities, targets, key improvement strategies and specific actions during weekly Programming and Planning Meetings throughout the year. A similar format was used to discuss the National School Improvement Tool.

To assist with the preparation of this report, principal's reports to the School Board and the P&C were written against the Annual Action Plan priorities. This ensured that the priorities were constantly addressed and considered throughout the year. The School Board contributed to the writing of this report through this process.

Evaluation of Performance

Priority

Enhance the school's environment and culture to ensure the wellbeing of students, staff and families.

Targets

By the end of 2019 the school will achieve:

- annual improvement of three percentage points on the percentage of student satisfaction related to their feelings of safety at the school from 67% in 2015;
- annual improvement of five percentage points on the percentage of staff satisfaction related to feeling safe and supported at the school from 57% in 2015;
- annual improvement of five percentage points on the percentage of parent satisfaction related to the effectiveness of student management at the school from 38% and student safety from 56% in 2015; and

- annual improvement of three percentage points on the percentage of parent satisfaction related to their opinions being taken seriously from 63% in 2015.

Progress

Work continued during 2017 to develop a culture that promotes learning for all students, preschool to year 6. Class groups included interrogation of the school's values (courage, kindness and respect) into their learning programs.

There is further work to be done regarding a consensual approach to managing issues as the level of staff satisfaction related to that item in the Australian School Climate and School Identification Measurement Tool decreased from 86% in 2016 to 70% in 2017, although no staff member disagreed with the statement within the survey. Similarly, the level of staff satisfaction related to the school leadership team creating a sense of cohesion which decreased 92% in 2016 to 80% in 2017.

The level of staff satisfaction related to a school spirit and pride increased from 70% in 2016 to 80% in 2017. Significant investment was made in modifying school processes in the area of managing student behaviour in 2017. It should be noted that these changes were being trialed through 2017 and at the time of the survey; there was a decrease in the proportion of staff who agree that student behaviour is well managed at the school from 86% in 2016 to 60% in 2017. School wide behavioural norms were trialed across the school and will be adopted fully in 2018. In the final school term, modifications were made to the management of violence in the outdoor learning environment. The Gilmore Meeting Room as used by learners in the Gilmore Community for a wide range of purposes. It provides a flexible teaching and learning space for students, teachers and the wider community. All community members follow the Gilmore Guidelines in the meeting room, just as in all learning spaces around the school. Our meeting room is a teaching and learning space. It provides a structured environment during playground time to meet the social and emotional needs of students who need individualised instruction for managing emotion and interactions with others. It is based on restorative practice principles.

The satisfaction survey articulated that the proportion of staff and parents/carers who believe the school has high expectations in all that it does remained high (80% in 2017 from 86% in 2016 and 86% in 2017 from 70% in 2016, respectively), and that the proportion of students agreeing with this statement increased (78% in 2017 from 69% in 2016). The proportion of students who agree that their school takes students' opinions seriously declined from 69% in 2016 to 63% in 2017) as did the proportion of students who agree that their teachers motivate them to learn (81% in 2017 from 74% in 2016).

The proportion of staff who agree that teachers at the school motivate students to learn increased from 85% in 2016 to 90% in 2017. The proportion of staff who agree that the

school works with families to support students' learning remained similar to the previous year (80% in 2017 from 79% in 2016). The level of satisfaction related to academic emphasis remained at 100% between 2016 and 2017 for staff; however, parents/carer satisfaction decreased from 100% in 2016 to 94% in 2017, and student satisfaction increased from 79% in 2016 to 100% in 2017. The proportion of staff highly satisfied in relation to the domain Staff and Student Relations within the Australian School Climate and School Identification Measurement Tool remained at 100% between 2015 and 2017. The proportion of students who agree that teachers treat students fairly decreased from 79% in 2016 to 55% in 2017.

The school made progress towards implementing and embedding a whole school social and emotional learning program that is aligned with the KidsMatter Framework, although staff changes required re-establishing the program. The MindUp curriculum and teaching framework was implemented across the school. Further work is required in 2018 to embed this program into systematic curriculum delivery.

The level of student satisfaction related to behavioural engagement remained at 100%. The level of parent satisfaction related to parent involvement at school decreased from 100% in 2016 to 94% in 2017, although satisfaction related to school and family connections decreased from 83.3% in 2016 to 71% in 2017.

The school did not develop a School-community Partnerships policy during 2017; it has been placed upon the policy review agenda of the School Board. The provision of professional learning for staff on each school-community partnership was provided to ensure greater understanding of the link between enrichment activities and classroom learning. Student voice was incorporated in the decision to not participate in one community partnership based activity this year. The proportion of parents who agree community partnerships are valued increased from 76% in 2016 to 83% in 2017.

Staff satisfaction related to feeling supported decreased from 93% in 2016 to 90%; however, years 5 and 6 student satisfaction related to their feelings of safety at school increased from 53% in 2016 to 55% in 2017. Parent/carer satisfaction related to:

- their opinions being taken seriously increased from 80% in 2016 to 83% in 2017;
- the effectiveness of student management at the school increased from 38% in 2015 and 57% in 2016, to 66% in 2017; and
- student safety increased from 56% in 2015 and 77% in 2016, to 86% in 2017.

Priority

Improve student learning outcomes for all students, preschool to year 6.

Targets

By the end of 2019 the school will achieve:

- a five percentage point increase on the percentage of year 3 students achieving at the proficient standard in NAPLAN reading, writing and numeracy, from the 2015 four year average (35% reading, 14% writing, 30% numeracy);
- a five percentage point increase on the percentage of year 5 students achieving at the proficient standard in NAPLAN reading, writing and numeracy, from the 2015 four year average (33% reading, 9% writing, 26% numeracy);
- a five percentage point increase on the percentage of students achieving expected growth or better in PIPS reading and maths, based on the 2015 four year average (61% reading, 69% maths);
- annual improvement of 10 percentage points of the percentage of students achieving 75% of their short term Individual Learning Plan goals, increased from 47% in 2015;
- annual improvement of 10 percentage points of the percentage of Aboriginal and Torres Strait Islander students achieving 75% of their short term Personalised Learning Plan/Individual Learning Plan goals from 36% in 2015; and
- annual improvement of two percentage points on the percentage of parent satisfaction related to the education provided at our school from 69% in 2015.

Progress

Developing a more explicit improvement agenda was a key improvement strategy within this plan. Progress was made towards refining this agenda; complicated by a number of staff changes within the school leadership team, including a change of principal. The National School Improvement Tool was used to organise the annual professional learning calendar and programming and planning meetings. There is the potential for more work to be done to support all staff to understand their role in the improvement journey.

The school sought to engage the community in the school improvement agenda through public messaging tools. For example, the language of the National School Improvement Tool was used in articles within the school newsletter (The Gilmore Gazette) and posts on the school's Facebook page. The principal's reports to the School Board and the P&C were written against the Annual Action Plan priorities. This enabled regular community feedback on school's improvement agenda.

Progress against this key improvement strategy is represented by differing proportions of students, staff and parents/carers who agree the school looks for ways to improve between 2016 and 2017 (85% from 82%, maintained at 100%, and 83% from 93% respectively).

A number of specific actions were undertaken to enact the key improvement strategy to develop an expert teaching team, preschool to year 6. Weekly Programming and Planning Meetings were re-structured in 2016 to more effectively support collaboration between staff, P-6. Developing and sustaining a coaching and mentoring program in a small school requires an innovative approach and will remain a specific action in the 2018 Annual Action Plan.

In line with the Workload Reduction Plan an Annual Professional Learning Program was developed for 2017. The program included a focus on:

- embedding data analysis into decisions about curriculum planning;
- supporting collaboration between staff, P-6;
- differentiating teaching and learning to meet the learning needs of all students, including enhancing understanding of educational assessments made by our School Psychologist;
- implementing the Australian Curriculum;
- essential early literacy practices (workshops and coaching with literacy expert Christine Topfer); and
- effective use of google-based technology.

The level of staff satisfaction related to professional development remained at 100% between 2015 and 2017. The proportion of staff who agree they get useful feedback about their performance increased from 79% in 2016 to 95% in 2017.

A key improvement strategy within this priority was embedding a culture of data analysis to inform teaching across the school, P-6. Data analysis was given priority within the weekly Programming and Planning Meetings. Collaborative Conversations (formerly case management) about children's learning focussed upon the impact of qualitative well-being data upon engagement with learning and learning outcomes for students.

The school did not implement the specific action to develop systems to capture student well-being data using quantitative methods. The proportion of staff agreeing that teachers use system data and system processes to inform teaching decreased from 82% in 2016 to 55% in 2017. Professional learning to support teachers to use a broad range of student achievement data to track student progress will remain a focus in 2018.

Differentiating teaching and learning to meet needs of all students, preschool to year 6 was a key improvement strategy within this plan. A new model of "response to intervention"

was developed and trialed during 2017. With this model, students enrolled in the Learning Support Centre were fully integrated in their mainstream classroom. An increased focus on differentiation of learning resulted in the percentage of students achieving 75% of their short term Individual Learning Plan goals, increased from 54.5% in 2016 to 74% in 2017. Similarly, the percentage of Aboriginal and Torres Strait Islander students achieving 75% of their short term Personalised Learning Plan/Individual Learning Plan goals increased from 66% in 2016 to 71% in 2017.

The school invested in professional learning to implement consistent pedagogical practice of our oral language curriculum, preschool – year six. Staff engaged in the Early Years Literacy Project with five other schools from the Tuggeranong and Belconnen Networks. This supported improvements in children’s phonological awareness across the school; 100% of children made progress during the sample period. Similarly, all teaching staff reported increased confidence and capacity as a result of this action learning professional learning experience.

Specific professional learning for teachers to ensure learning programs show differentiation based on assessment of need enabled the development of Gifted and Talented Procedures. Professional Learning Teams developed documentation to articulate the philosophy, principles and practice that define curriculum delivery at Gilmore Primary School. This was undertaken in relation to our shared beliefs about learning and learners, English and Mathematics. The development of effective processes to determine the proportion of preschool to year 6 teaching programs showing evidence of differentiated learning will continue in 2018.

The 2016 Satisfaction Survey and School Climate Survey indicate that parent satisfaction target related to the education provided at the school decreased from 77% in 2016 to 74% in 2017. The proportion of parents/carers who agree their child’s learning needs are being met decreased from 80% in 2016 to 77% in 2017.

The percentage of year 3 students achieving at the proficient standard in NAPLAN reading and numeracy, decreased from the 2015 four year average (35% to 13% in reading and 30% to 13% in numeracy), and increased in writing (from 14% to 33% in writing).

The percentage of year 5 students achieving at the proficient standard in NAPLAN reading, writing and numeracy decreased from the 2015 four year average (33% to 23% in reading, 9% to 0% in writing, 26% to 0% numeracy).

The school increased the proportion of students achieving expected growth or better in PIPS between 2016 and 2017 based on the 2015 four year average in maths of 69%, with an increase from 64% to 75%. However, the number of students achieving expected growth or

better in PIPS between 2016 and 2017 based upon the four year average of 61% in reading decreased from 41% to 37%.

The school made limited progress towards the targets within the 2016-2019 School Strategic Plan. In response to this, the 2018 Annual Action Plan will include more specific annual targets within this priority.