

# 2017 School Action Plan Report

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## Taylor Primary School

### Context:

Taylor Primary School is a P-6 school located in Kambah. It forms part of the Tuggeranong Network. As a school it continues to move forward in a positive direction. Staff stability is high and enrolments are increasing with particular growth in the P-2 setting. Our three preschool classes are at capacity, and student numbers across the K-6 setting are extremely healthy in number. Enrolment growth is also anticipated for 2018. Current enrolment P-6 is 355. The increase in student enrolments has led to strategic planning around the use of classroom spaces with a co-teaching model being used in shared Year 1 and 2 areas.

The use of technology to enhance student learning continued as a focus this year with there now being a one to one ratio of student access to chromebooks for all students Years 1 to 6. Devices such as chromebooks and iPads are also widely used across Preschool and Kindergarten. Teacher capacity building around the effective use of devices and the Google platform to personalise learning and deliver curriculum remained a continued focus.

Taylor Primary experienced changes to the leadership team in 2017 with departure of a long standing Principal and the appointment of a new Principal. A new P-2 School Leader C position was also created in 2017.

Improving Literacy and Numeracy outcomes for all students and continuing to provide a safe, supportive and inclusive school culture remained as the strategic priorities for 2017. Significant professional learning was undertaken in Numeracy and NAPLAN results showed improved results for students in years 3 and 5. The school also engaged in the Positive Behaviours for Learning approach to improve the student behaviour and engagement.

### Methodology:

Team Leaders have had a major focus area of supporting teachers in the collection and analysis of data. The process used to store and track data was refined to a more succinct representation of pre and post testing data sets developed by teachers. This also included the use of system data (PIPS and Naplan). The School Improvement Team reflected on this data to analyse our progress against our Annual Action Plan and the School Improvement Tool. We will continue to work to build our capacity around the effective collection and analysis of data for a range of purposes.

Our data sources for the purpose of this self assessment were school based and system based (PIPS, NAPLAN and School Satisfaction Survey).

## **Evaluation of Performance: Priority**

Strategic Priority 1: To improve literacy and numeracy results for students

The first priority identified for our school is an ongoing one. Improving Literacy and Numeracy results for all students was once again considered a fundamental priority for 2017.

Three main strategies were implemented as a means of achieving this priority:

- Key Improvement Strategy 1- Build an expert teacher team by improving teacher knowledge and skills in teaching numeracy and spelling through coaching, mentoring and professional learning
- Key Improvement Strategy 2- Develop and implement personalised learning
- Key Improvement Strategy 3 – Deliver a sequential curriculum which is differentiated to meet the needs of all learners

The School Improvement Team continued to strive to build teacher capacity around the teaching of Literacy and Numeracy. Whole school professional learning was undertaken in Count Me in Too, Middle Years Mental Comp and planning a Balanced Numeracy Program. Teachers were supported by Team leaders to effectively implement these programs through coaching, mentoring and collaborative team planning and programming. The school improvement team along with purposefully selected classrooms teachers attended PANLS and then on return to school shared knowledge and practice from the professional learning. A staff survey undertaken during participation in PANLS gathered information around the focus area of programming for a Balanced Numeracy Program with an emphasis on differentiation. Initial findings indicated that staff held a good understanding of the components required to meet this criteria. The results were used to determine the planning of future professional learning. The survey also gathered information around how the Australian Curriculum (Mathematics) was used indicating strong reference to the achievement standards and content descriptors and portfolio samples.

Continued use of technology and the Google platform has also supported the diverse learning styles and needs of students particularly with the use of Mathletics and other software applications (Scootle, Targeting Maths ,MYMC resources and KHAN Academy). The PANLS team also developed a planning template to be used universally across the school to support collaborative planning and shared expectations around the teaching of numeracy. Weekly time was allocated to teachers to plan in their teams using this resource with the support of their team leader.

A working party was established to trial the use of Sound Waves as a resource to supplement the teaching of spelling. Resources were purchased and professional learning was delivered and the working party shared their findings and reflections around the use of the resource. As a result it will continue as a whole school resource for 2018 to support the teaching of spelling.

For key improvement strategy 2 a focus on developing and implementing personalized learning was supported by the continued analysis of data and reflection of teaching programs. Teachers were encouraged through the use of data to identify student need and target teaching programs at this point. Once again the use of the Google platform with an increased ratio of one to one student to device has enabled teachers to personalize student programs and content and also provide immediate and authentic feedback to students. It will remain a continued area of focus for 2018.

Whole staff participation in directorate facilitated professional learning on the Australian Curriculum and differentiation supported teacher understanding of the diverse needs of student learners.

Key Improvement Strategy 3 involved delivering a sequential curriculum that would meet the needs of all learners. The main focus area is the common approach to planning and ensuring that Australian Curriculum content is covered appropriately and delivered consistently. The development of school based templates for numeracy programming and allocated time for numeracy planning has supported this.

## **Targets**

By the end of 2017 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.

*In regards to this target the % of students achieving at or above expected growth has been rising since a dip in 2015. There has been considerable improvement in this area and we are within confidence levels of this target.*

The 5% point improvement target of students achieving at or above expected growth in was also set for Numeracy. This was met with a high degree of success.

The set target to achieve NAPLAN performance targets for year 3 Reading of  $381\pm 36$  and Numeracy of  $356\pm 30$  and for year 5 Reading of  $476\pm 34$  and Numeracy of  $464\pm 26$  were all met. Year 5 targets were met as a whole group and also within school match group.

A mid year change removed the emphasis of using DIBELS as a data set resulting in the the measurement of DIBELS as target measure not being referenced.

## **Progress**

As a school we experienced success in reaching our targets. There has been considerable growth in not only student outcomes in literacy and numeracy but also in teacher perception of their individual skill growth.

End of year PIPs 2017 indicate that 66% of students had average or above average value added in Reading. 80% of students achieved expected growth or above in Numeracy.

Our 2017 Naplan trend data indicates that students in year 3 at Taylor Primary have achieved above the state average in Reading and Writing and above the Tuggeranong Network average in all other areas. Year 5 students in Reading improve from well below the Tuggeranong average to within two points of the Tuggeranong average mean score. We experienced upward trends in Writing, Spelling, with Grammar and Punctuation and Numeracy being above the network average.

## **Priority**

Strategic Priority 2: Provide a safe, supportive and inclusive culture

This second priority was also an ongoing priority for our school. Although considerable gains had been made in this area over the past years it remains as a focus for our community as part of our values system.

Three main strategies were implemented as a means of achieving this priority:

- Key improvement strategy 1- Maintain a relevant social skills and values program across the school
- Key improvement strategy 2- Maintain a contemporary technology rich environment that supports and encourages learning
- Key improvement strategy 3- Cater for students diversity of learning needs while building a strong whole school connection.

Embedding a school social skills and values program as part of Key Improvement Strategy 1 has been an ongoing focus this year. We continue to use the Friendly Schools and Families+ Resource as a curriculum resource. It is an expectation that this is a dedicated part of every class timetable. We also undertook professional learning in Positive Behaviours for Learning (PBL) which although not part of our original specific actions, was offered to the School Improvement team as a new initiative early in the school year. The Leadership Team readily undertook the offer to engage in this whole school approach to develop universal strategies to support all student needs. We will continue to develop our PBL approach throughout 2018.

The PBL team worked to develop a set of expectations around all setting in the school. These are: We are Safe, Respectful, Responsible Learners. Considerable professional learning was undertaken to develop a set of agreed values and expectations around behaviours to be displayed in all out of classroom areas. Staff worked collaboratively to develop a matrix outline common understandings around behaviour expectations. Previous work undertaken around school values and vision (Taylor KIDS) and Friendly Schools + has blended successfully with this new initiative.

Maintain a contemporary technology rich environment that supports and encourages learning is the second key area of improvement strategy 2. All students in Years 1-6 have access to a school provided Chromebook. This is an integral item of equipment. Ongoing professional learning at school and system level is a continuing specific action. A highly successful and well attended parent workshop was presented to parents and community in term 3. Teachers demonstrated the use of the google platform and chromebooks for students learning, communication with parents and as a way to connecting learning from school to home. Upskilling in this area has linked in a positive way to the improved teaching of literacy and numeracy as teachers are able to personalise individual student programs. It also provided a professional opportunity for teachers to share their practice with others.

Catering for students diversity of learning needs while building a strong whole school connection was key improvement strategy 3. We have continued this year to plan and host whole school celebrations across many themes and concepts. Buddy programs from class to class and the practice of cross peer activities remained a part of our school calendar. Alternate programs such as Gardening Club, Bike Program and Dance Group provided rich opportunities for all students to join in and be included. Alternative curriculum programs linked to outside agencies such as PCYC were developed for a small targeted group of students requiring support around learning and engagement.

Our engagement in the PBL initiative provided an authentic opportunity to review behaviour management protocols which were published and shared with the student community. This will remain as an ongoing focus for 2018.

## **Targets**

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 rises from 67% (2016) to 80% (2017). This result remained unchanged with 68% of students indicating they felt safe at school
- Student behaviour is well managed at my school rises from 37% (2016) to 80% (2017). This result decreased significantly to 16%. However 53% of students indicated they neither agree or disagree which makes it hard to draw conclusions.
- I like being at school rises from 78% (2016) to 90% (2017). However this decreased to 66%.
- My school takes students' opinions seriously rises from 44% (2016) to 80% (2017). This target showed an increase from 44% to 63%. A continued focus would be opportunities to provide student voice in 2018.

## **Progress**

Although the two targets set to measure Strategic Priority 2 were not met very obvious work was undertaken in this priority. Our school does have an embedded social skills and values program which is strictly timetabled. Learning environments are engaging and stimulating with the use of technology featuring highly.

Enrolments and enrolment enquiries to the school are high. Taylor Primary is a school of choice for families in Kambah. There is a strong sense of student identity as to what it means to be a 'Taylor Kid'.