

Wanniassa School

Annual Action Plan Report 2017

Context

This plan supports Wanniassa School's vision to provide all students with a personalised education in a safe and friendly environment with high expectations for success in learning.

Wanniassa School has experienced significant change in the past two years. A new Senior Executive Team has been a major contributing factor to the change process. The new leadership team is focused on:

- Personalised learning
- Knowing all students through using student data to improve learning outcomes
- Coaching and mentoring agreements for all
- Strengthening the one school ethos.

Wanniassa School underwent External Validation in 2016, with the panel making the following recommendations for the next planning cycle 2017-2021.

1. Develop a more explicit school improvement agenda so that it has clear targets and timelines which drive the work of leaders and teachers and which focus, narrow and sharpen the whole school's attention on these priorities. Further develop the leadership structure of the school to more clearly defined roles, responsibilities and accountabilities that ensure the improvement agenda becomes systematically embedded in practice.
2. Decide which data sets will be pertinent for Wanniassa School and then document a data collection plan and timetable for the annual collection, communication, analysis and use of individual student performance data. Continue to support teachers as they strengthen their skills to interpret and use this data as a tool to build their differentiated teaching strategies.
3. Develop a common and agreed understanding of how the Australian Curriculum is to be delivered at Wanniassa School. Develop a whole of school curriculum plan to ensure a vertical alignment of the curriculum across both campuses. Ensure that all curriculum documents in all key learning areas are fully aligned with the requirements of the Australian Curriculum, that scheduling of key learning areas meets the recommended time allocations, and that the documented curriculum is being enacted in all classrooms.
4. Formalise a whole of school approach to establishing and maintaining a learning environment that is safe and respectful that includes clear policies and procedures, and continue to build a culture of high expectation for learning and behaviour.
5. Build the capacity of, and opportunity for, teachers to visit each other's classes, learn from each other, receive quality feedback and use that feedback to reflect upon, and improve classroom learning.
6. Research and review teaching strategies that have been demonstrated to be highly effective. Use the review and discussions with teachers to identify and implement an appropriate pedagogical model.

7. Continue to build a shared understanding of differentiation and ensure that it is a feature of every teacher's classroom practice, characterised by the regular use of data to determine the strengths and weaknesses of individual students and as starting points for teaching. Ensure that teachers consistently document these adjustments into their planning and that there are processes for tracking students from preschool to year 10.
8. Continue to develop a systematic process for identifying and addressing the needs of learners, with particular attention to the needs of EALD and Gifted and Talented students.

Methodology

The 2017 Wanniasa School AAP was developed collaboratively through input from each member of the executive at whole school executive meetings and staff input at a whole school staff meeting. At fortnightly executive meetings each executive teacher mapped out progress against goals through their individual action plans.

At executive planning days each term, time was planned for reflection and discussion about what we have achieved and what next steps should be.

In Term 1 teacher Performance Development Plans were aligned to the AAP Key Improvement Strategies and Actions as teachers had a had direct input into the formulation of the Plan.

On Tuesday 28th November at the final whole school meeting staff were placed in cross campus groups to discuss achievements from the AAP. Each group was given an A3 copy of one of the priorities and three coloured highlighters to traffic light and colour code. Green for achieved, orange for in progress and red for not yet achieve or no longer a priority.

Evaluation of Performance

Priority 1

Drive an explicit learning agenda that challenges and extends students in their learning.

Targets

- Every staff member will have a formal coaching or mentoring agreement.
- Teacher Performance and Development Plan goals will be aligned with the school's Strategic Plan and the AAP.
- There is an increase of five percentage points per year in teachers reporting that mentoring, coaching and peer observation at Wanniasa School are part of professional development. (Currently 29 percent)
- There is an increase in the number of staff reporting that they get quality feedback on their performance. (currently 39 percent)
- There is a 1 percent point improvement annually in the proportion of students in the top two bands in NAPLAN assessment in Years 3, 5, 7 and 9, based on the previous four-year average.
- There is a 1 percent point improvement annually in the proportion of kindergarten students achieving expected progress based on the previous four-year average in PIPS.
- There is a 1 percent point decrease annually in the proportion of students in the bottom two bands in NAPLAN assessment in Years 7 and 9, based on the previous four-year average.

Progress

The strategies employed to make progress towards this priority included the **definition and embedding of essential practices, structures and culture of an expert teaching team through a differentiated teaching model**. Actions included the delivery of a differentiated professional learning program across the school. This included Formative Assessment, Visible Learning, Authentic and Mindful Leadership, MYMC, CMIT, Understanding by Design and Inquiry Learning. All staff attended some or all of this professional learning with 73 percent of staff saying, in a Google Pulse survey, that a differentiated Professional Learning Program was a better way to learn. 83 percent of staff reported improved teaching practice as a result of this learning. Executive report that shared language, from these workshops, is now in everyday use in classrooms.

A further strategy employed was to **develop a culture of continuous professional improvement through explicit mentoring and coaching agreements, team teaching, student feedback, teacher observations in other classes as professional learning and school leader observation in classrooms to discuss teacher's practice**. A range of observation, coaching and mentoring templates were created and a timetable to facilitate teachers visiting each other's classrooms was developed. In addition guidelines and handbooks were developed to support the observation process and the giving of feedback. More than 90 percent of staff received written or oral feedback on their practice every term in 2017. Importantly the percentage of staff reporting that coaching, mentoring and peer

observation form an important part of their professional learning has grown significantly from 2016. In the 2016 School Satisfaction survey positive responses were at 29 percent. In 2017 it was at 55 percent. In the November survey, Google Pulse, the positive response to the same question was 88 percent, an impressive indicator of success.

Another strategy was for the **school to have a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Australian Curriculum.** Professional Learning on the Australian Curriculum and Understanding by Design was an important task as was the facilitation of teams to work on development of Scope and Sequence documents. An outcome of this is the completion of a Numeracy and Science Scope and Sequence, hyperlinked to the Australian Curriculum. Work is under way on the Scope and Sequence for PE, HASS and English, for completion in semester 1 of 2018. This work was undertaken in partnership with the Learning and Teaching section. Every SLC now has a P-10 curriculum responsibility.

Data on the achievements, progress, strengths and weaknesses of individual students is used in all classrooms to make judgments about individual needs, to identify starting points for teaching and to personalise teaching and learning activities is a fourth strategy for the achievement of this priority. The first task was the establishment of clear P-10 data sets with a focus on Literacy and Numeracy. This has taken the form PAT Testing in English and Numeracy, South Australian and Bee Spelling, PM Benchmarks, SENA and MYMC. The school now has a strong baseline data set from which to proceed. Other actions planned are still works in progress with tasks like facilitating better support for teachers to undertake data collection and analysis and the exploration of digital portfolios.

In terms of the targets in Priority 1, every staff member has either a formal or informal coaching or mentoring agreement with percentage of those having a formal agreement rising from 32 percent to 62 percent in the course of the year. As each staff member, through the consultative process described in the Methodology section, had a role to play in the creation of the Strategic Plan they are very aware of the goals and vision of the school and have all aligned their own Performance and Development Plan goals with those of the school.

There has been an increase of 34 percentage points in 2017 in teachers reporting that mentoring, coaching and peer observation at Wanniasa School are part of professional development, rising from 29 percent in 2016 to 63 percent in this years staff satisfaction survey. There was a similar increase in the number of staff reporting that they get quality feedback on their performance, rising from 39 to 52 percent. A Google pulse survey completed late in 2017, using the same questions, showed the trend continuing upwards with 69 percent no reporting positively on quality feedback.

The school did not gain a 1 percentage point improvement annually in the proportion of students in the top two bands in NAPLAN assessment in Years 3, 5, 7 and 9, based on the previous four-year average. In all of the cohorts there was a drop of at least 5 percent. The top two bands in 2017 in all of the areas tested in:

- Year 3 is 32 percent across all areas tested. The average over the previous two years was 54.2 percent.
- Year 5 is 13.4 percent across all areas tested. The average over the previous two years was 30.3 percent.
- Year 7 is 12.8 percent across all areas tested. The average over the previous two years was 17.85 percent.
- Year 9 is 6.8 percent across all areas tested. The average over the previous two years was 11.4 percent.

There was a corresponding rise in the children in the bottom two bands meaning the target, of a 1 percentage point decrease annually in the proportion of students in the bottom two bands in NAPLAN assessment in Years 7 and 9, based on the previous four-year average, was not met. There were 39.08 percent in the bottom two bands in Year 7, opposed to the average of the previous two years of 27.18 percent. Similarly in Year 9 there were 54.09 percent in the bottom two bands as opposed the two-year average of 42.64 percent.

There is a 1 percent point improvement annually in the proportion of kindergarten students achieving expected progress based on the previous four-year average in PIPS.

Priority 2

Build a culture of high expectations for learning and behaviour.

Targets

- There is an increase of 2 percent points per year in parents reporting that their child's learning needs are being met at Wanniasa School. (Currently 74 percent)
- There is an increase in parents reporting that the rules and expectations are clear at Wanniasa School. (Currently 49 percent)
- There is an increase in parents reporting that teachers at Wanniasa School give useful feedback to students. (58 percent)
- There is an increase of five percentage points per year in students reporting that student behaviour is well managed at Wanniasa School. (Currently 47 percent)
- 90 percent of students in Preschool transition to Kindergarten at Wanniasa School
- 90 percent of Year 6 students transition to secondary education at Wanniasa School
- Increase the number of students attracted from feeder schools by 30 percent each year over the life of the plan

Progress

Formalising a **whole school approach to the establishment and maintenance of a learning environment that is safe, respectful and includes clear policies and procedures for student engagement** is the first key strategy for this priority. The actions implemented have included the establishment of a Positive Behaviours for Learning (PBL) team tasked with researching how other schools have introduced PBL. This has had limited success. It started really well but has lost momentum in second semester. It will be a goal in 2108. The Wanniasa Response to Intervention (WRITE) Team has designed systems and interventions that support teachers. The success of this action was, in part, facilitated by the presence of an NSET at Wanniasa. It is now embedded from K-10.

The executive of the school felt that this key improvement strategy has still a way to go to meet its ambitions. A detailed review of how PBL is being implemented, the use of clear and consistent behaviour protocols and suspension data may be an early agenda item in 2018.

The **development of consistent transition programs at key transition points** is an important, long-term project. Successful actions undertaken in 2017 included comprehensive orientation and transition programs and P-K transition programs for parents. There is still work to do on in the embedding of a transition coordinator and the coordination of a range of transition visits run throughout the year. While there is ground work in place and a clearly set of defined roles for year coordinators there is still work to be done over the next few years.

The final improvement strategy for this priority is that the **school has an expectation that every student will learn and achieve positive outcomes. Classrooms are calm and interruptions to teaching time are minimal.** Wanniasa now has a SLC with responsibility

for Student Engagement and all staff has attended professional learning on essential skills. In addition there has been an emphasis on the focus on including essential skills when conducting classroom walkthroughs. Importantly there has been success in student reports reflecting student learning goals and evidence of reasonable adjustments been made for the particular needs of students in ILPs. There is also a strong focus of achievement of learning goals in Exhibitions and Learning Journeys. However, while progress has been made, there is still work to do in developing a systematic process for identifying and addressing the needs of all learners and for differentiated learning goals and teaching strategies to be reflected in planning documents.

Against the targets set for this priority the school only managed to be successful in one of the targets, coming close in one other. This is an area where the school needs to take the long view. For example there was a decrease in parents reporting that their child's learning needs are being met at Wanniasa School. In 2017 there were positive responses from 50 percent of parents, down from the 2016 number of 74 percent. In a more positive sign there is an increase in the parents reporting that rules and expectations are clear, from 49 percent to 65 percent. The percentage of parents giving a positive response to the statement that teachers give useful feedback to students remained virtually static, moving slightly down from 58 to 57 percent.

In terms of student perceptions about the student management only 28 percent of students gave a positive response, down from 47 percent in 2016. This is something that the school will continue to focus on in 2018.

Transition of students from Preschool to Kindergarten, from Primary to Secondary and from feeder schools to the senior campus is also an area of continuing focus in 2018. The school was unable to meet any of its goals in these transition points. 62 percent of Preschool students' transition to Kindergarten at Wanniasa and 78 percent transition from Year 6 to Year 7 at Wanniasa. Changing perceptions in the community, necessary to successfully meeting these targets, are a long-term project.