

# Wanniassa Hills Primary School

Network: Tuggeranong

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## Impact Report 2019

### The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

### Our school's contribution to whole-of-system Strategic Indicators

#### Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

**Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students,**

- A more comprehensive approach to addressing the needs of senior students in the top 25th percentile in mathematics and reading.
- Teaching of writing will be linked to the writing proformas created and published in 2018 - Classroom application of the writing exemplars.

In 2019 our school supported this Strategic Indicator through – Priority 2

**Community engaged and focused in continuous improvement of instruction and learning**

- Value Add to the cluster model - Pathways of our students through Wanniassa School to Erindale College

#### Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

In 2019 our school supported this Strategic Indicator through – Priority 1

**Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students**

- Teacher Working Parties will provide scaffolding of resources from Cambridge International Curriculum to support the rigorous application of the Mathematics scope and sequence across K-6.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail)

### **Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students, evaluated through**

- Priority during team meetings and Teachers annual professional discussion will be “Systems of feedback, especially classroom tools teachers can use and introduce to support student learning/engagement

In 2019 our school supported this Strategic Indicator through – Priority 2

### **Community engaged and focused in continuous improvement of instruction and learning**

- Teacher working parties will continue to focus on building pedagogy and School wide systems

## Reporting against our priorities

### **Priority 1: Pedagogy that encapsulates high intellectual quality, a quality learning environment and significance for all students**

#### Targets or measures

By the end of 2019 we will achieve:

- >60% of students in each year group 2 – 6 will have an effect size over .6 (PAT mathematics testing over 12 months).
- PIPS results in Mathematics will match system mean
- An annual improvement of 2% point on the percentage of students (within school match) achieving in the top two NAPLAN bands and decreasing percentage of students in bottom two bands by 2020

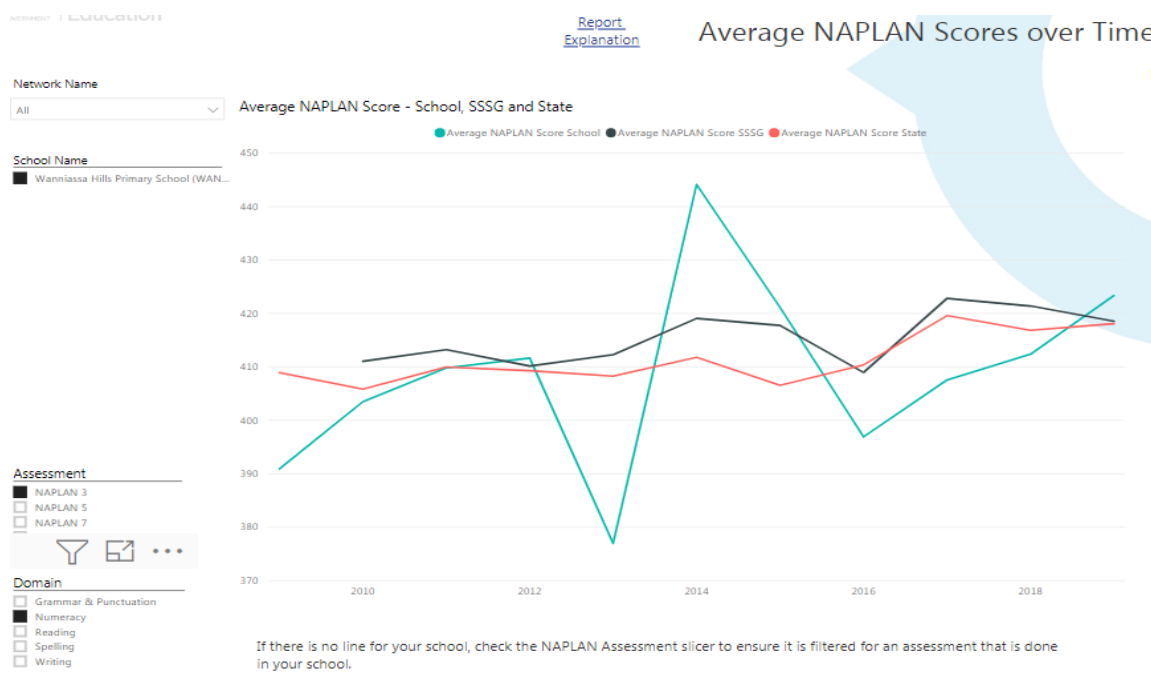
In 2019 we implemented this priority through the following strategies.

- Differentiation of Teaching and Learning
- Embed effective pedagogical practice across the school
- Deliver an innovative and relevant curriculum

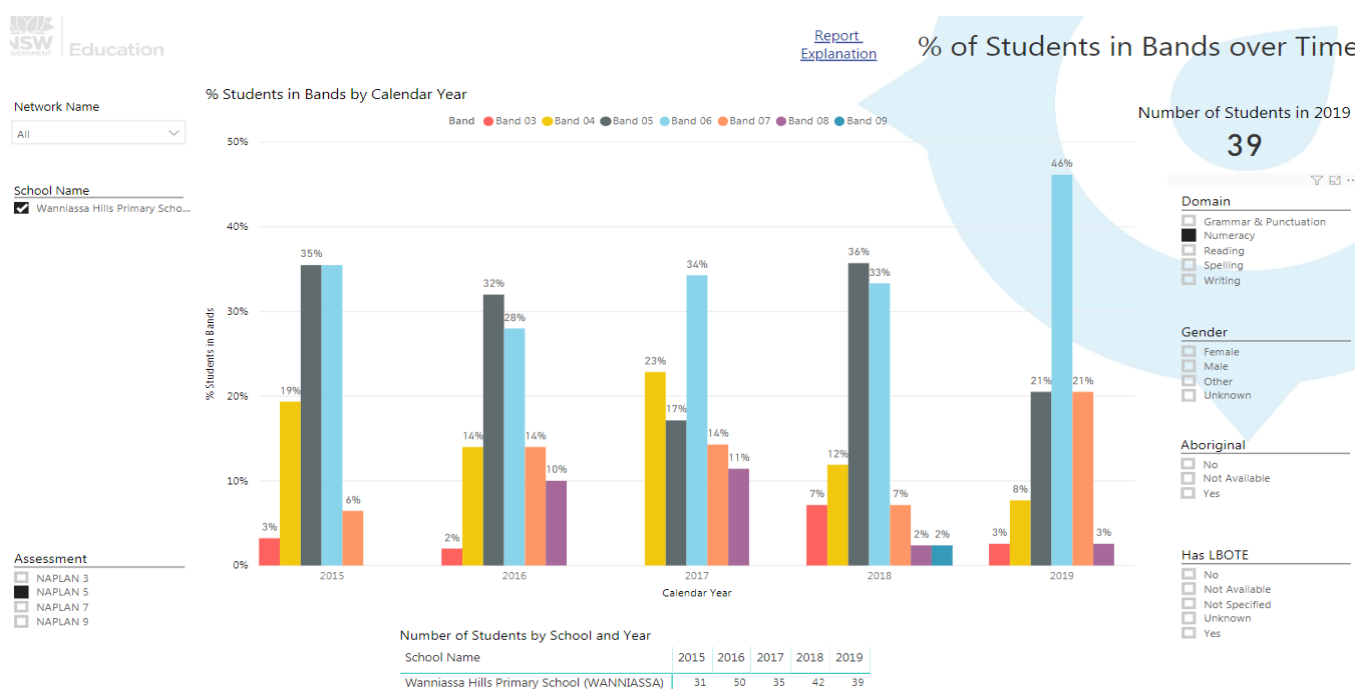
Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

A - Achievements in Mathematics over time aligned to Priority 1 and the actions undertaken

**Fig A.1 Average NAPLAN Year 3 Numeracy Scores over Time- Overtime year 3 NAPLAN Means, show gradual improvement especially in comparison to state and like schools.**

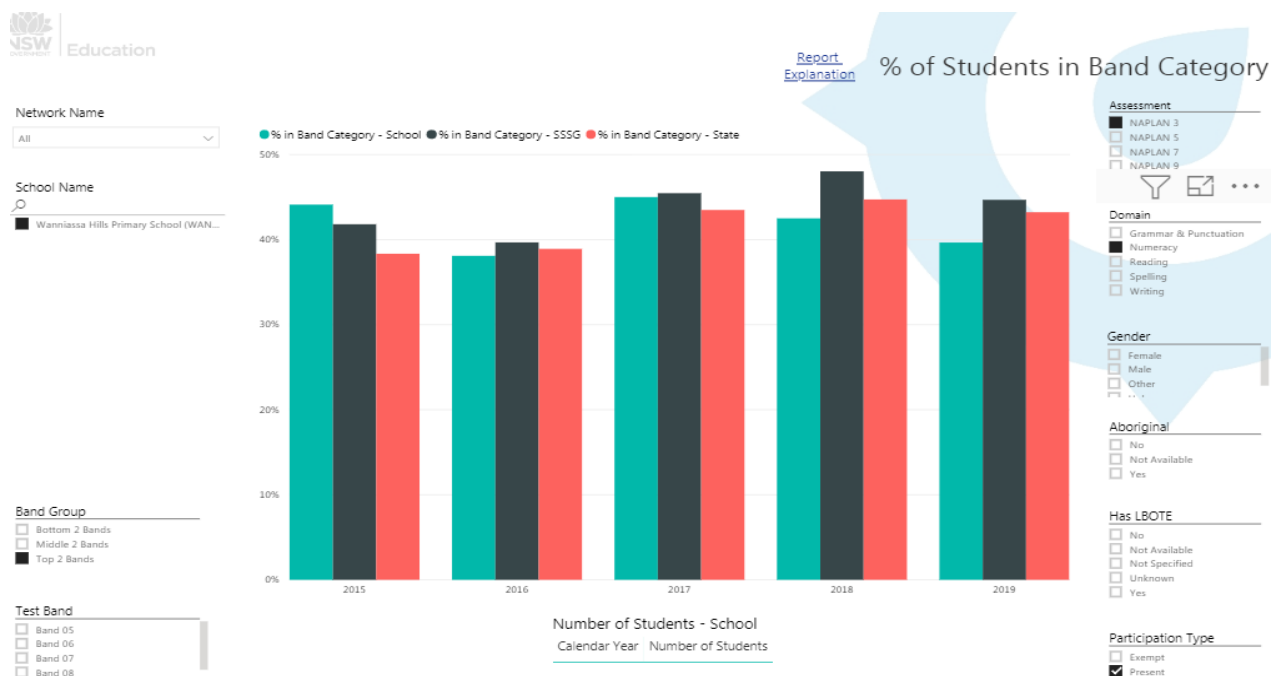


**Figure A.2 NAPLAN Numeracy Year 5, % of Students in Bands over Time- Demonstrates we have had an annual improvement of 2% point on the percentage of students across the top 3 NAPLAN bands and decreasing percentage of students in bottom two bands in year.**

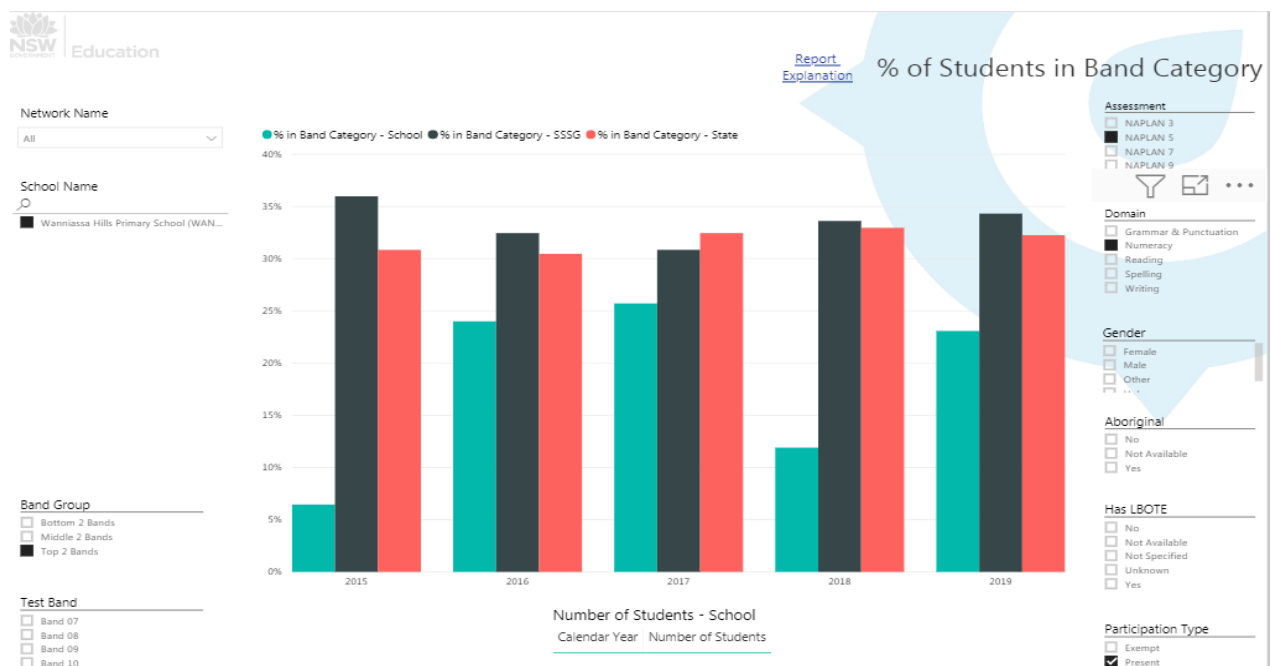


**Figure A.3 : NAPLAN Numeracy Year 3 % of Students in the Top 2 Bands**

Figure A.3 & A.4 demonstrate we have further work in consistently consolidating students in the top two bands of NAPLAN in both years 3&5, figure 1.5 shows we are having success in raising those students in the middle two bands. As per our strategic target.



**Fig A.4: NAPLAN Numeracy Year 5 % of Students in Top 2 Bands**



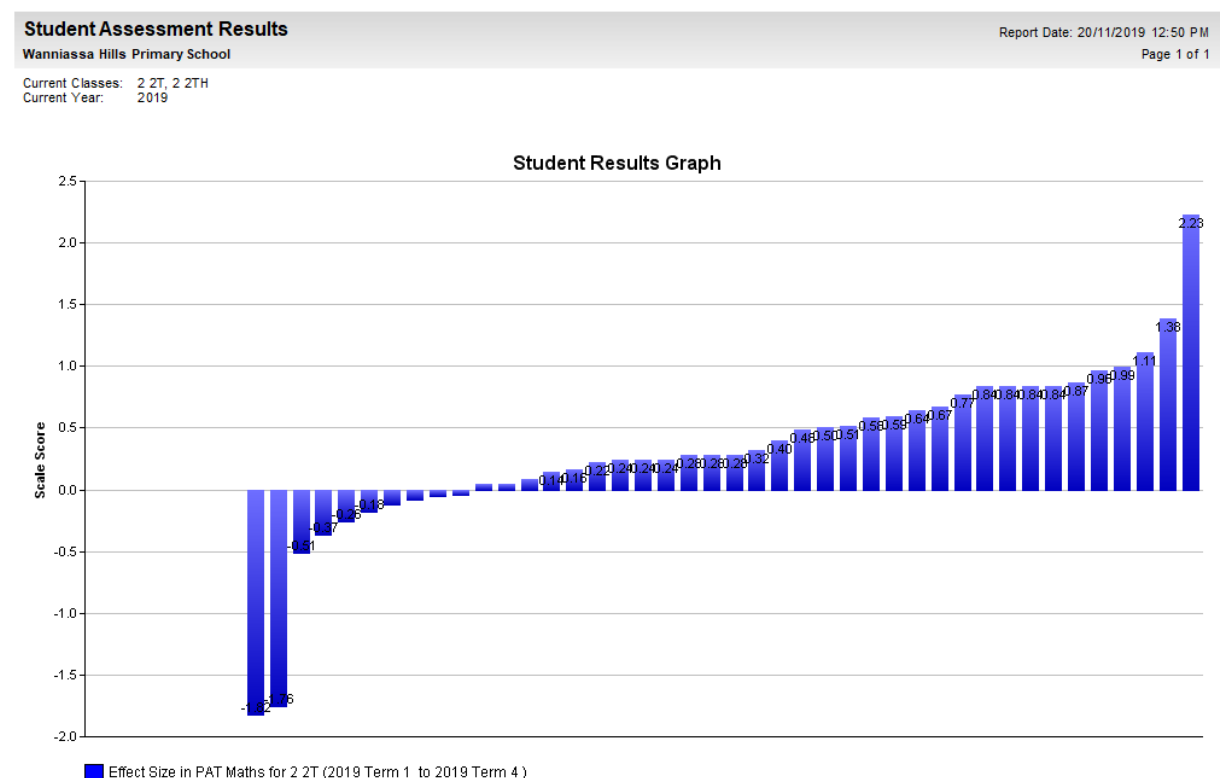
**Fig A.5 NAPLAN Numeracy Year 3 % of Students in Middle two bands**



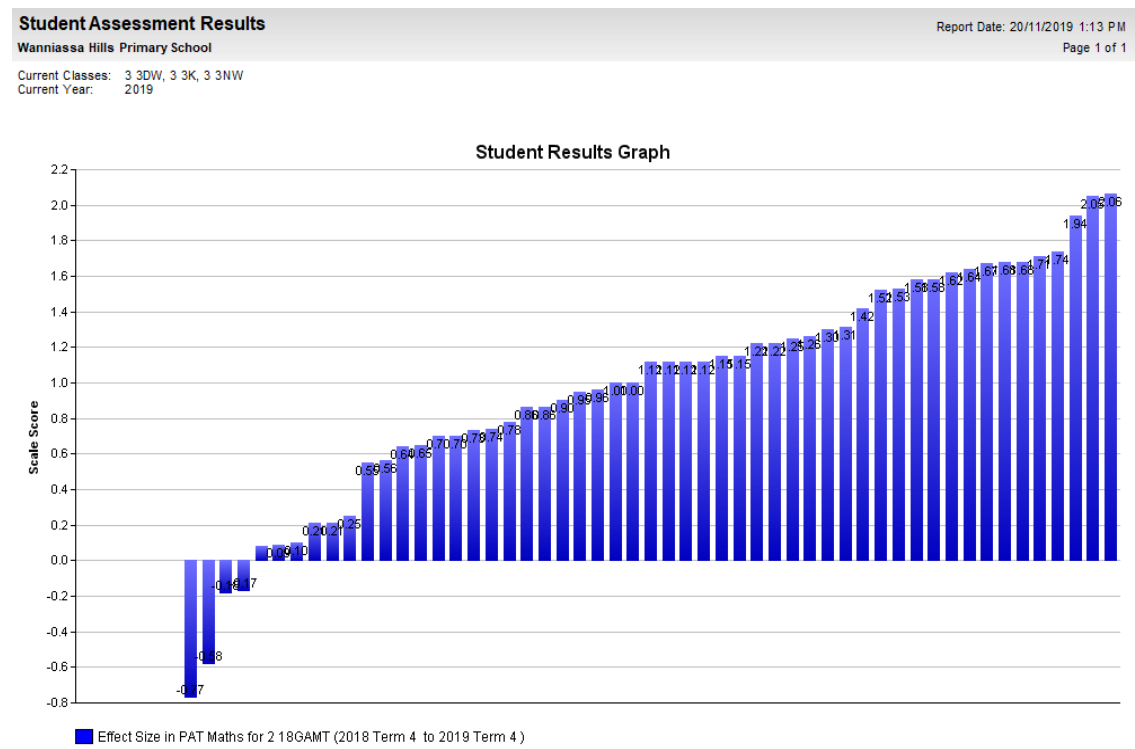
*Section 2/B - PAT Scaled score growth over 12 months*

**Strategic Target 2, PAT Maths Effect Size for Year 2 – 4 2019 will be >60% of students in each year group 2 – 6 will have an effect size over .6 (PAT mathematics testing over 12 months).**

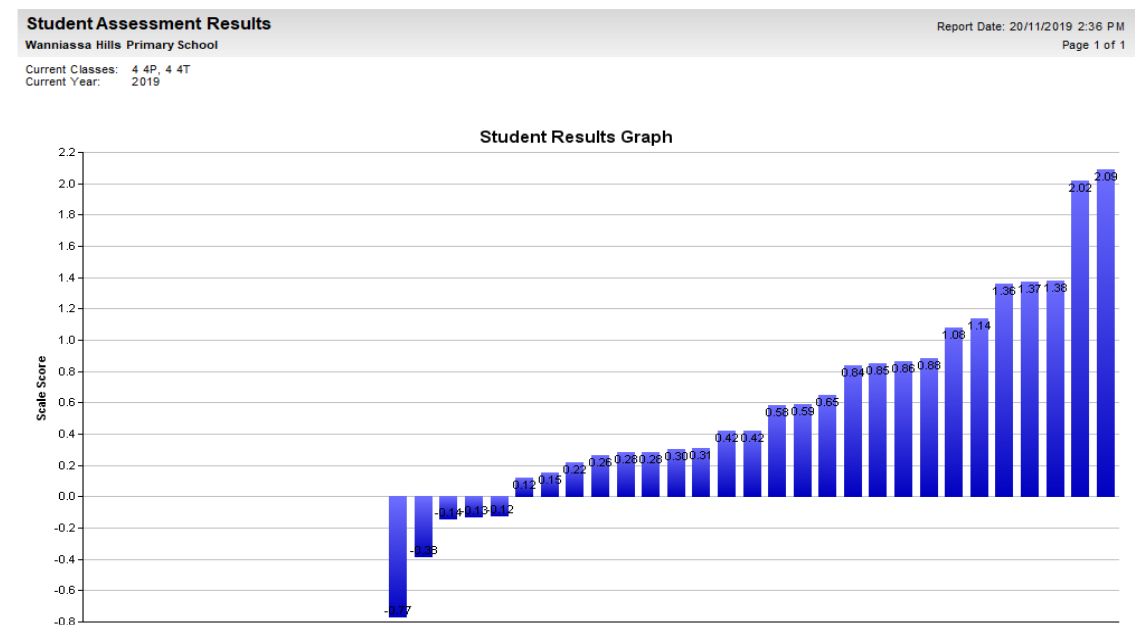
**Fig B.1 PAT Maths Effect Size for Year 2 – 5 2019**



**Fig. B.2 PAT Maths Effect Size Year 3, 2019**



**Fig B.3 PAT Maths Effect Size Year 4, 2019**



To compare growth vs effect size, Figures B.4 – B.6 show scaled score growth for the cohort in PAT Maths as Box and Whisker, a simple guide for average growth is:

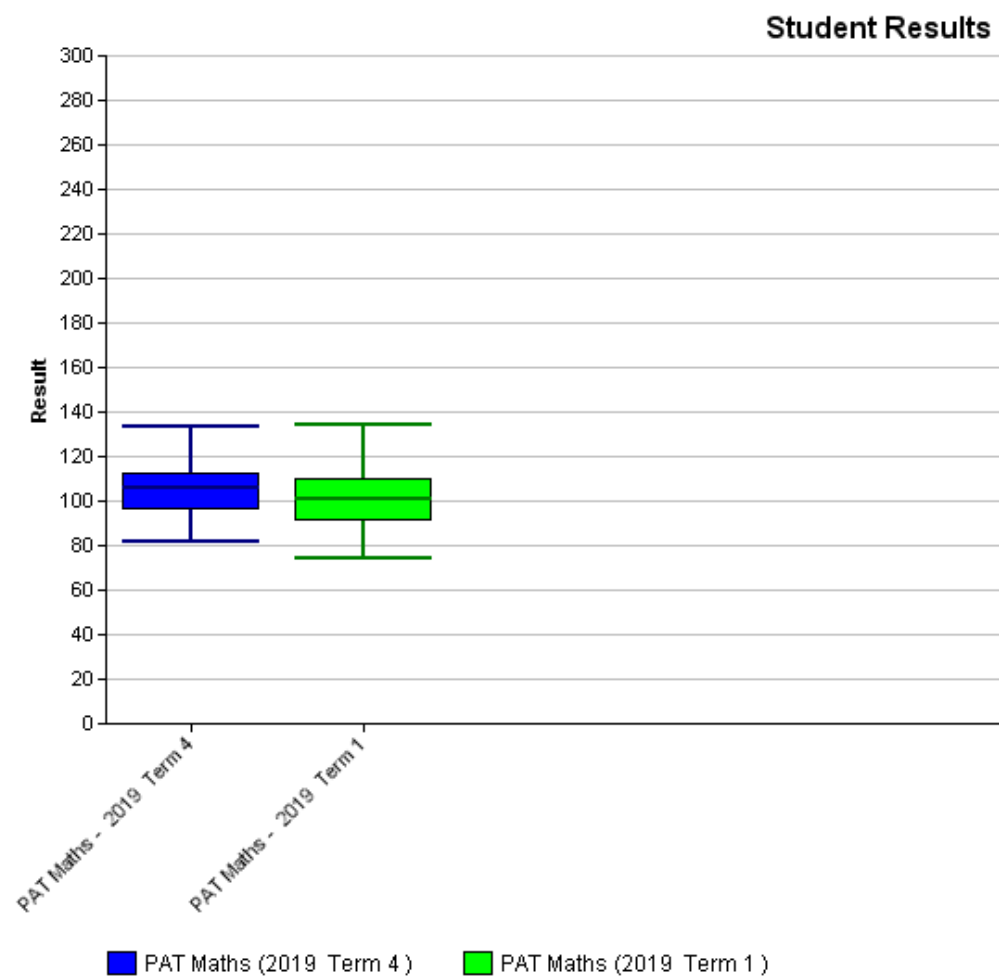
	PAT Reading	PAT Mathematics	PAT Spelling	PAT Science
Year 1	87	93		
Variation	14	10		
Year 2	101	103	81	
Variation	10	8	15	
Year 3	111	111	96	115
Variation	7	7	15	3
Year 4	118	118	111	118
Variation	6	5	12	3

Fig B.4 Year 2 Growth in scaled score for PAT Mathematics

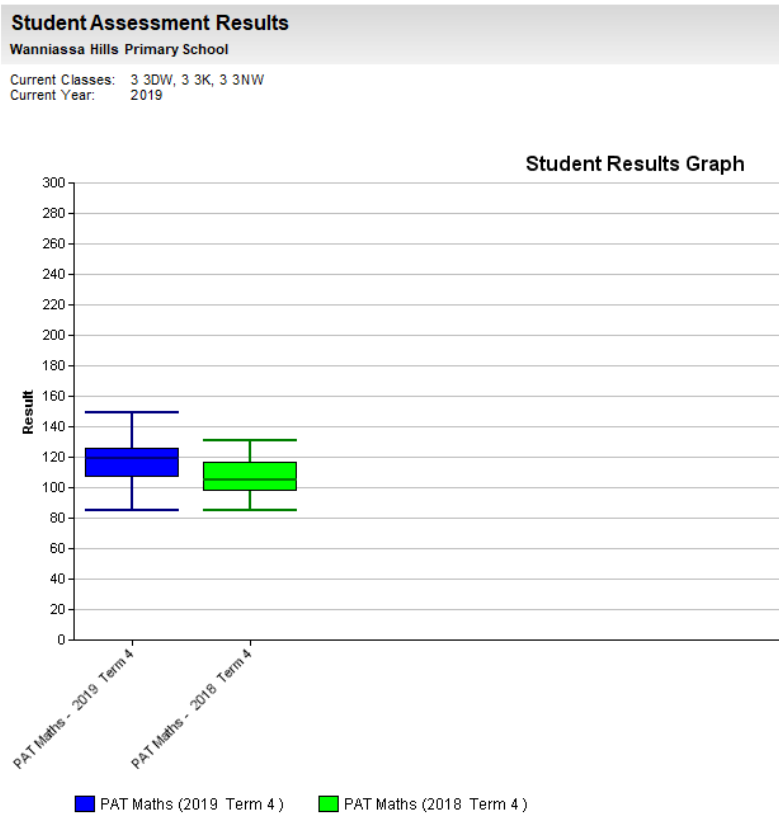
### Student Assessment Results

Wanniassa Hills Primary School

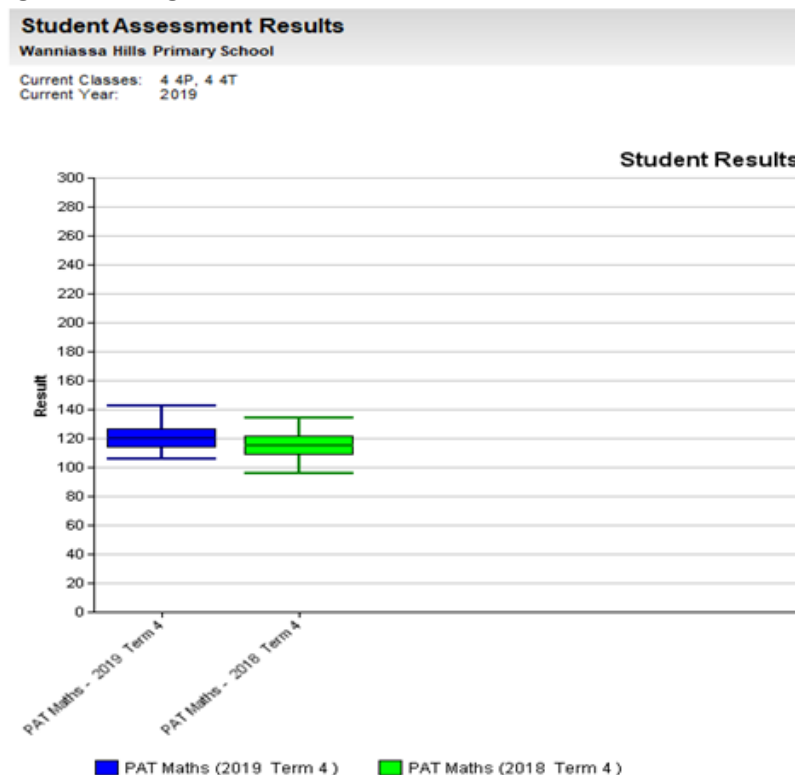
Current Classes: 2 2T, 2 2TH  
Current Year: 2019



**Fig B.5 Year 3 growth PAT mathematics**



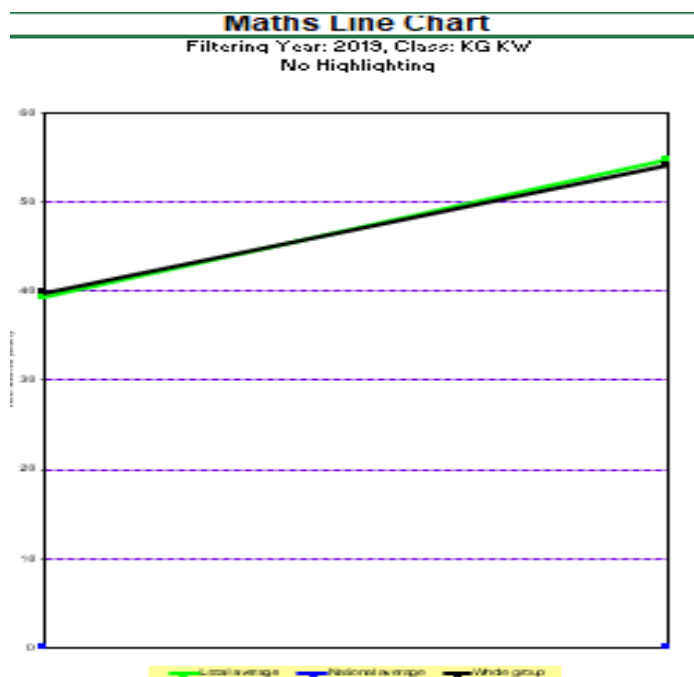
**Fig B.6 Year 4 growth PAT Maths 2019**





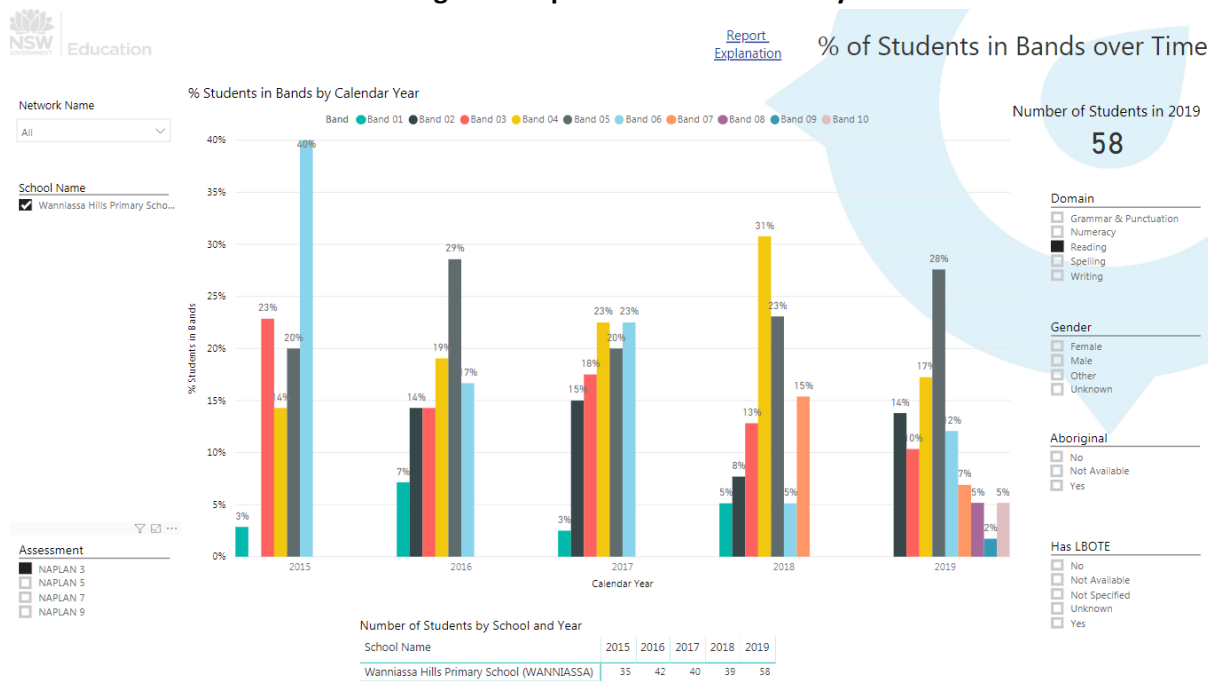
**Fig C Demonstrates strategic target, PIPS results in Mathematics will match system mean**

**PIPS RESULT 2019**

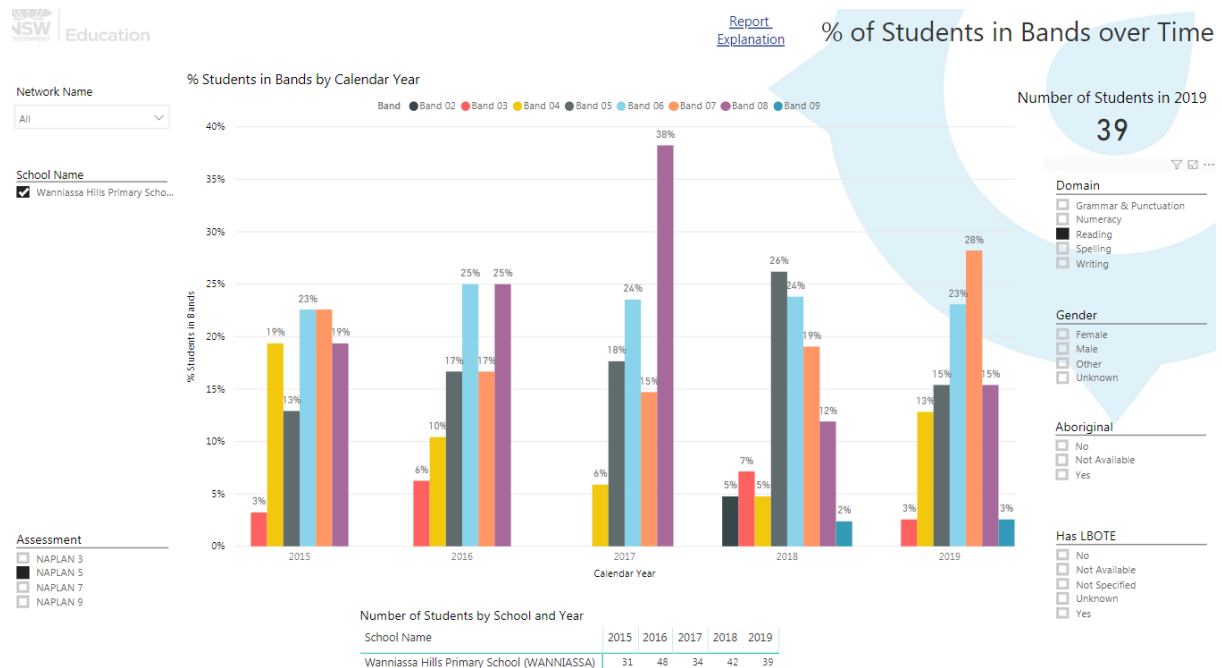


*The data below reflects achievements in Reading over time aligned to Priority 1 and the actions undertaken*

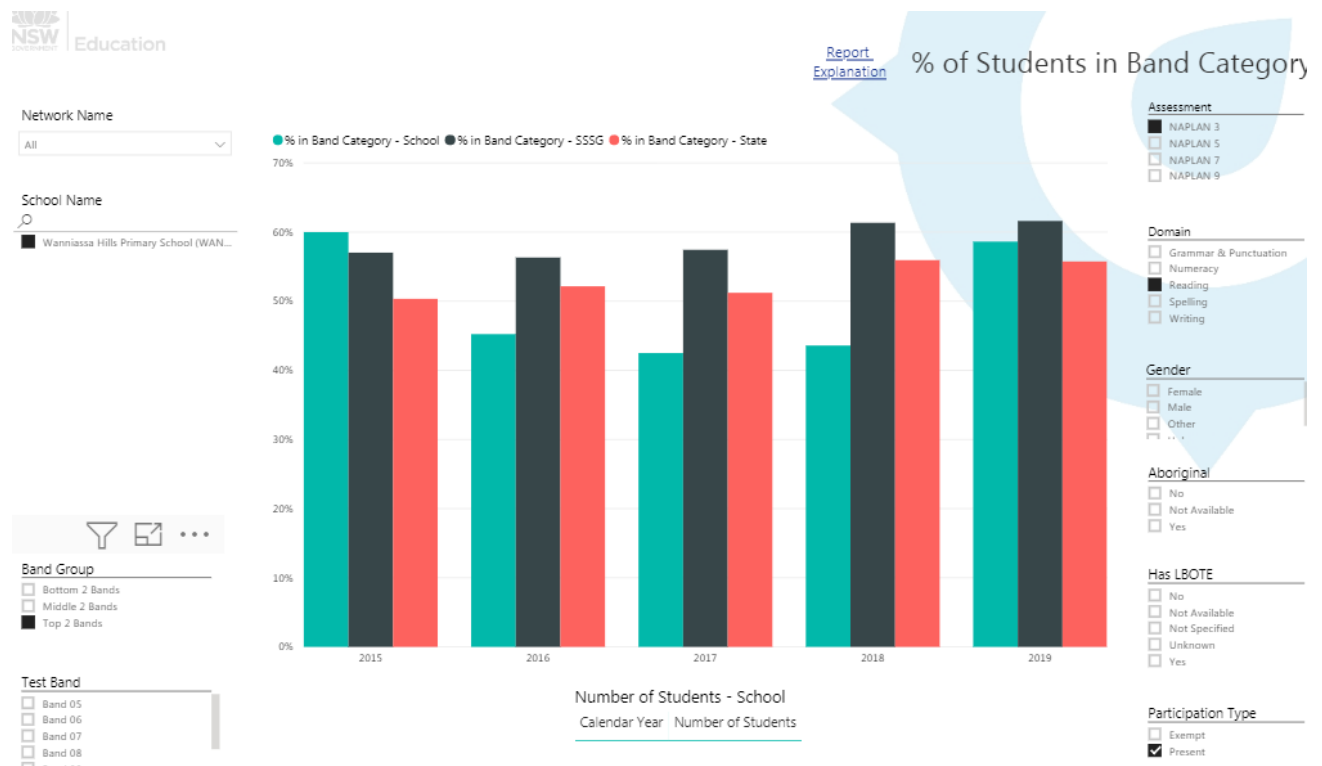
**Fig D.1 NAPLAN Reading Year 3, % of Students in Bands over Time- Demonstrates we have had an average annual improvement across the top NAPLAN bands. Of note is the initial increase of students in band 4 and then moving to the top bands in the last two years**



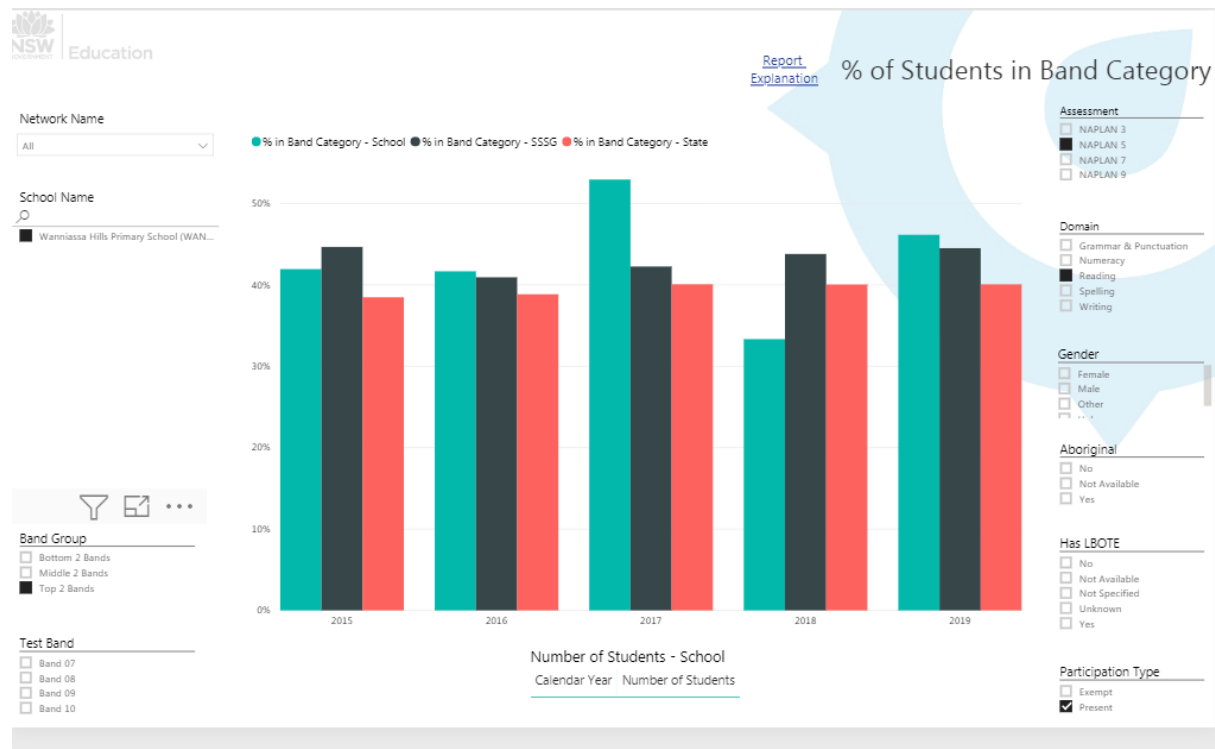
**Fig D.2 NAPLAN Reading Year 5, % of Students in Bands over Time- mirrors year 3 and an average annual improvement across the top NAPLAN bands. Of note is the increase of students in band 8 and beyond in the last few years**



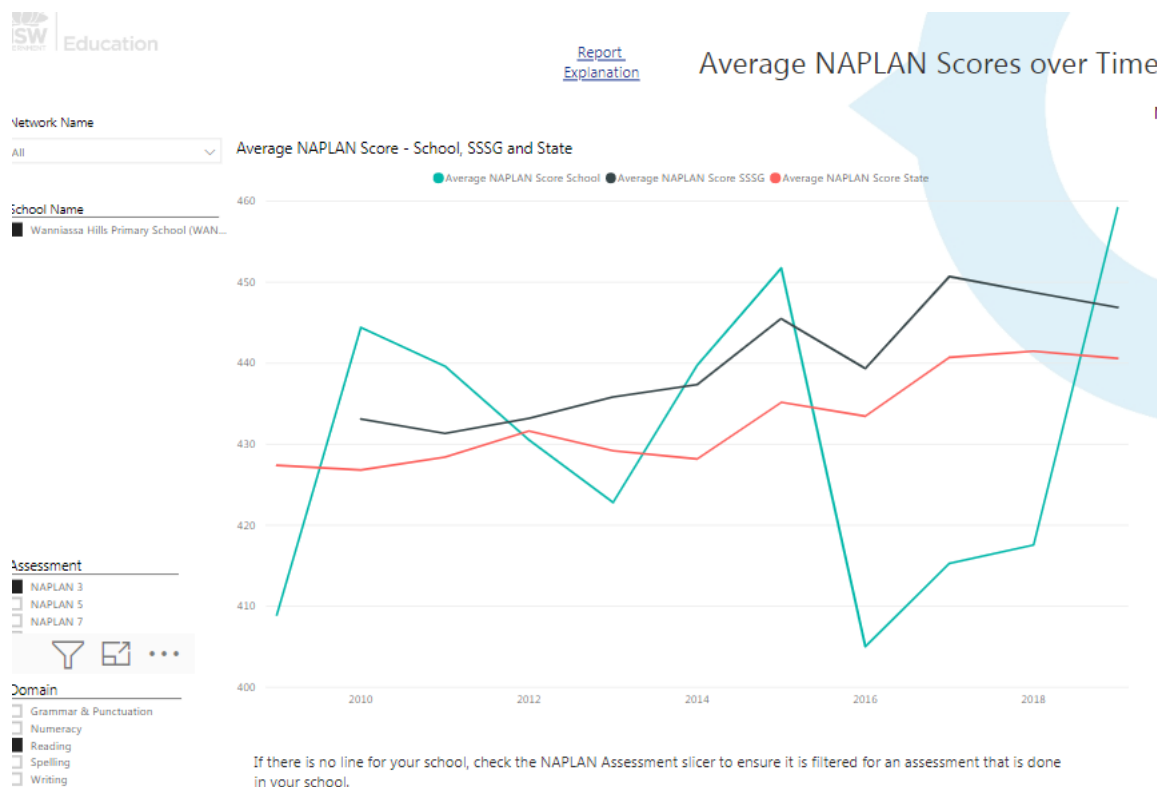
**Figure D.3 NAPLAN Reading Year 3, % of Students in Bands over Time- Demonstrates we have had an average annual improvement of 2% point on the percentage of students across the top 2 NAPLAN bands, as our strategic target.**



**Fig D.4 : NAPLAN Reading Year 5 % of Students in the Top 2 Bands : Demonstrates above system and like school representation of our students in the top two bands of NAPLAN achievement**



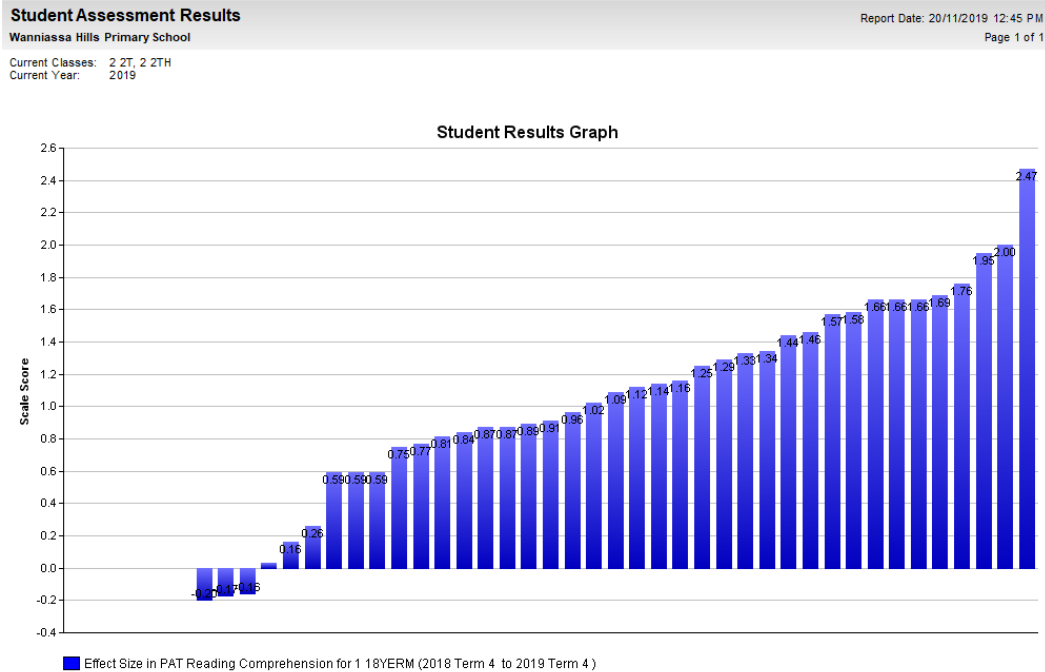
**Fig D.5 NAPLAN Reading Year 3 mean score in reading over time: Excellent demonstration of our year 3 students achievement against like schools and state averages in reading**



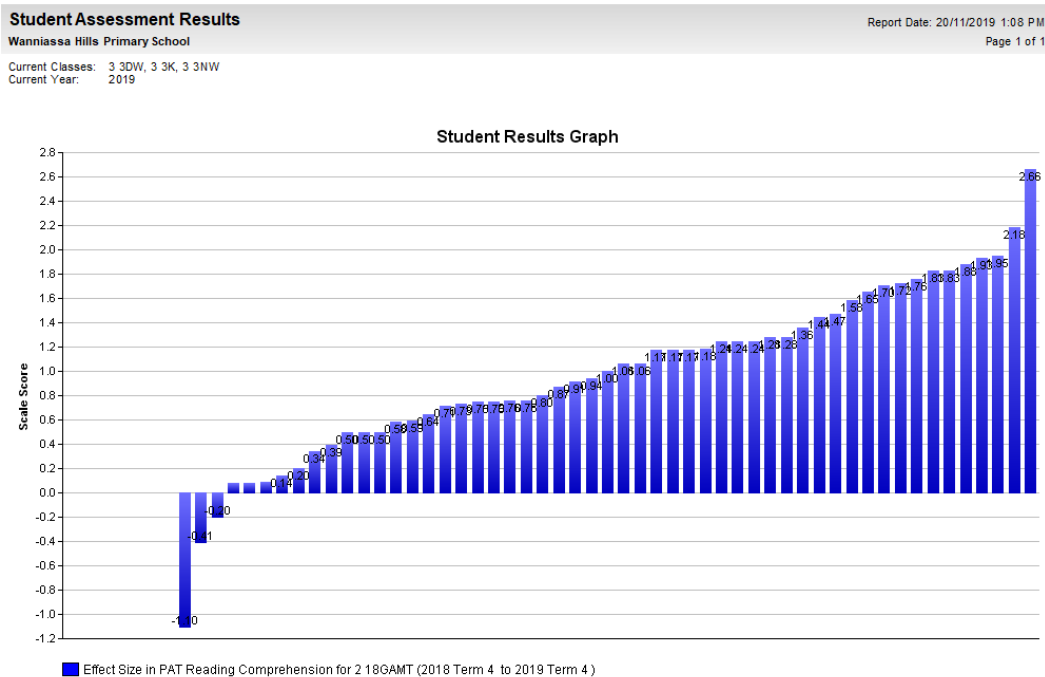
## Section 2/E - PAT Scaled score growth in Reading over 12 months

**Strategic Target 2, PAT Reading Effect Size for Year 2 – 4 2019 will be >60% of students in each year group 2 – 4 will have an effect size over .6 (PAT mathematics testing over 12 months).**

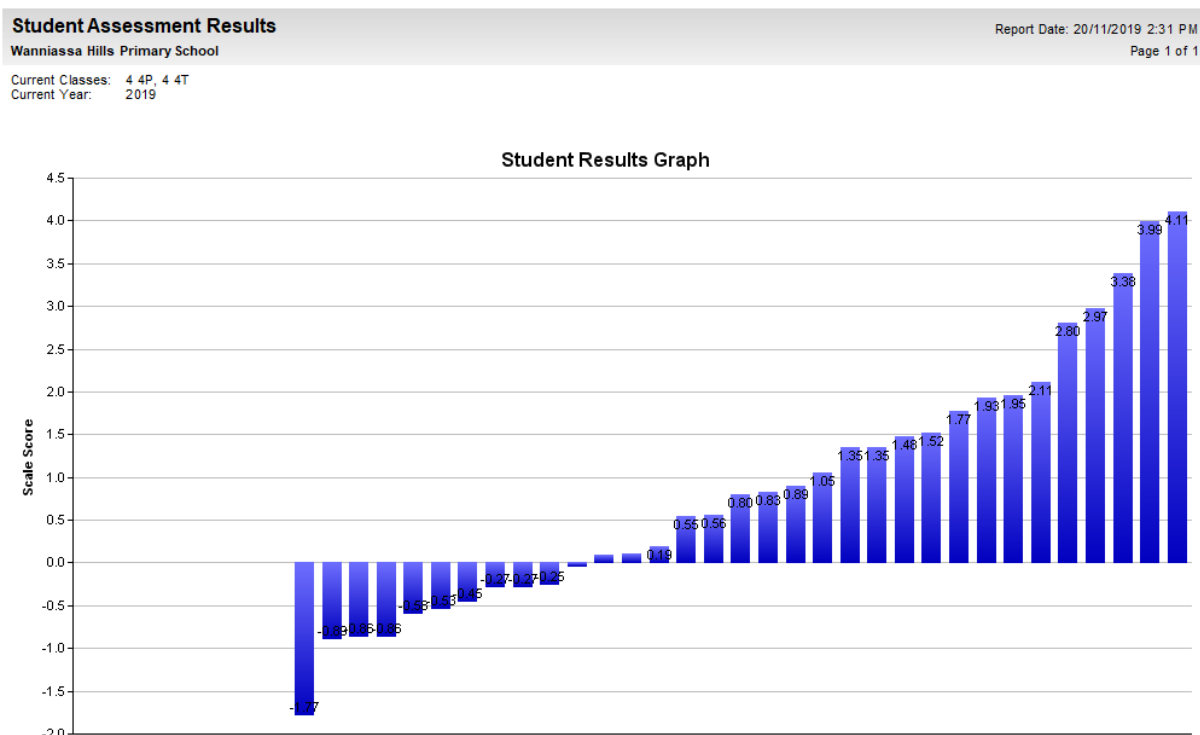
**Fig E.1 PAT Reading Effect Size for Year 2 : target achieved**



**Fig E.2 PAT Reading Effect size for year 3: target achieved**



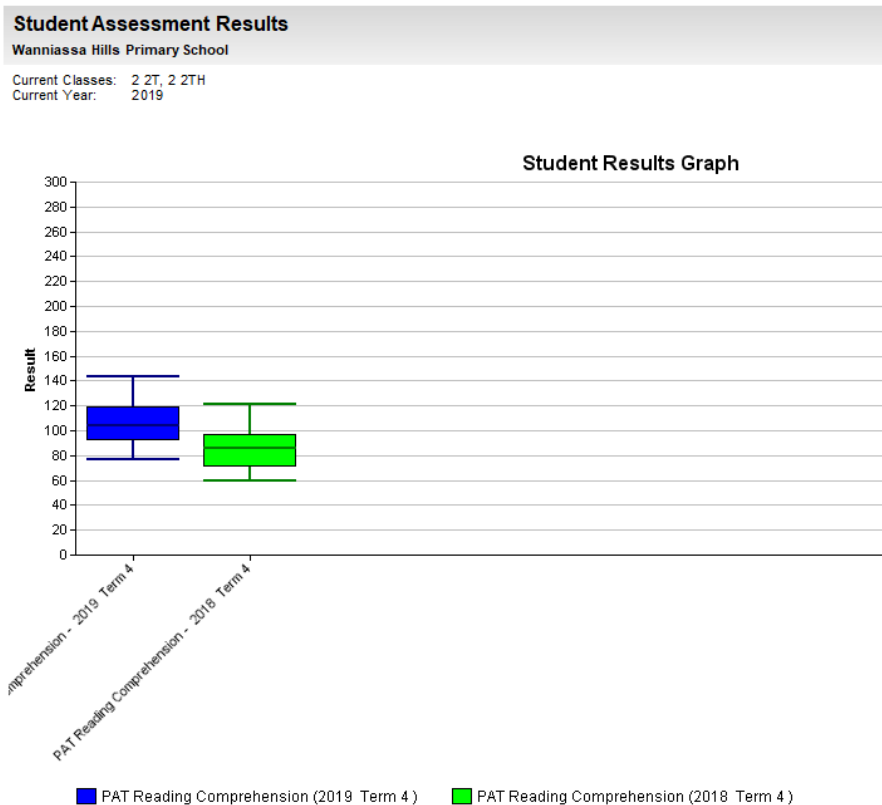
**Fig E.3 PAT Reading Yr 4: target achieved**



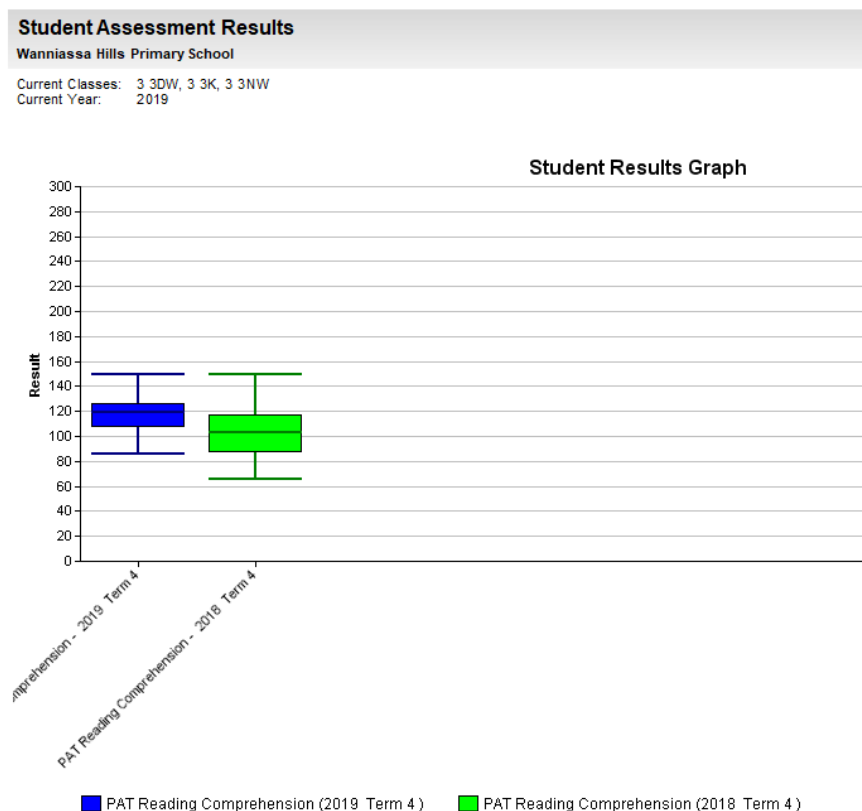
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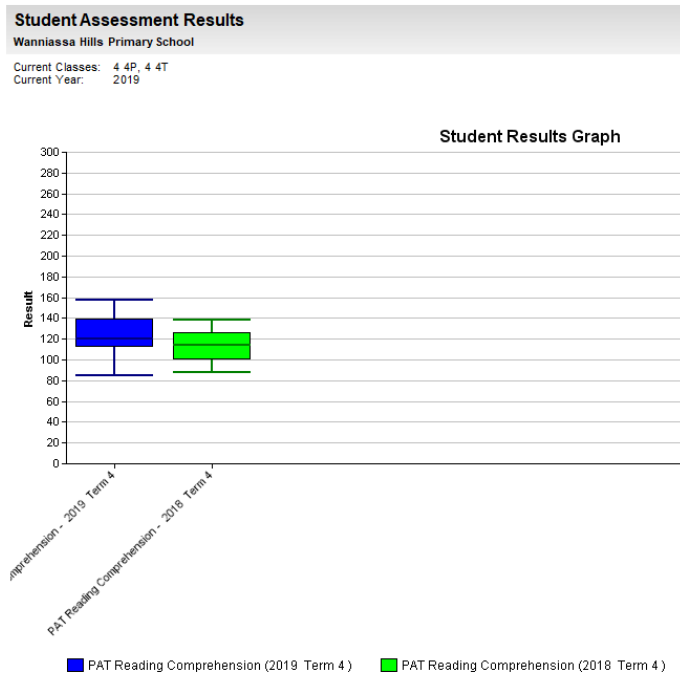
**Fig E.4 Year 2 Growth in scaled score for PAT Reading**



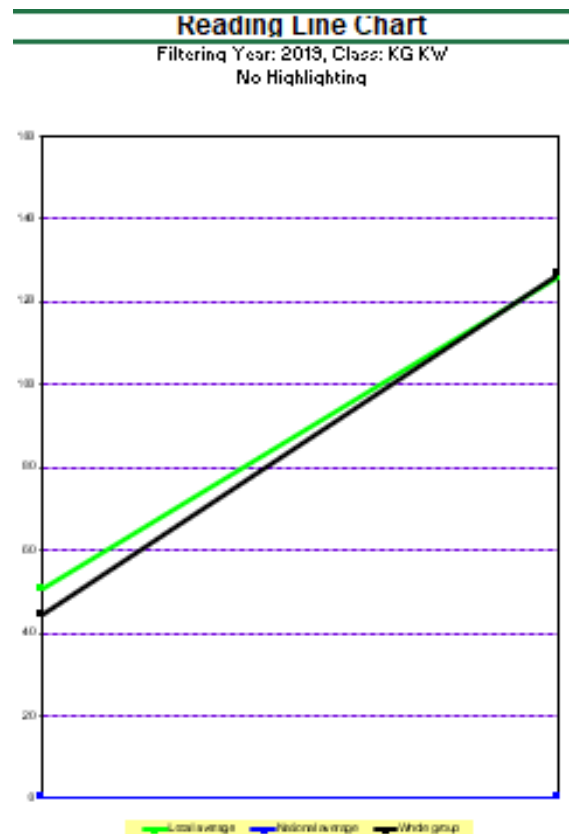
**Fig E.5 Year 3 Growth in scaled score for PAT Reading**



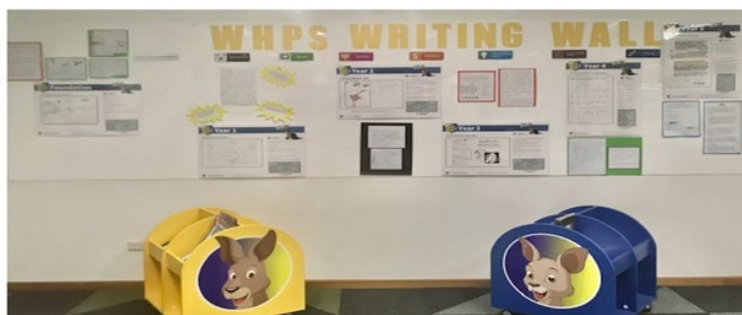
**Fig E.6 Year 4 Growth in scaled score for PAT Reading**



**Fig F Demonstrates strategic target, PIPS results in Reading will match system mean**



## WHPS Writing Wall



## Workshop

**\* Colour coding**

Teachers use coloured pens and students use coloured pencils for:

- Student self check
- Peer feedback
- Teacher feedback
- editing

**\* Use as a guide/feedback during partner check/self check.**

**\* Teacher conferencing 'where to next?'**

```

graph TD
    A[Lesson Wrap Up] --> B[Mini Lesson]
    B --> C[Partner Check/Conferencing]
    C --> D[Self Check/Partner Check]
    D --> A
    
```

**• Lesson Wrap Up**

- Review a piece of student's writing
- Review writing to parts
- Respond as reader
- and the audience
- Could you add another thought to your writing?
- HW 30-35

**• Mini Lesson**

- Purpose
- Learning intention and success criteria
- Prior knowledge
- Example problem
- Success criteria

**• Partner Check/Conferencing**

- Self Check
- Partner Check
- HW 40-45
- Teacher Conferencing
- HW 15-20

**• Self Check/Partner Check**

- Learning and Engaging
- Worksheet 1.1-2.2
- Modelled Writing
- Check For Share
- Think Alouds
- Planning sheet

**• I Do**

- We Do
- You Do

**• Modelled/Shared/Independent Writing**

**\* Use to model the learning intention and success criteria.**


**\* Use appropriate colour for lesson theme**

**\* using the universal language/vocab**


**\* Show as an exemplar to show quality work**

**\* Refer students back to the exemplar throughout the lesson if needed**

**\* Use as a visual tool to support think Pair Share**

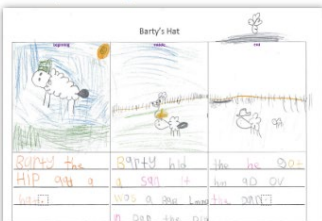


# Foundation




**Writing**  
writing  
writing

## Text response: Bart's Hat



**Australian CURRICULUM**


- Create a simple multi-modal text to tell a story about a familiar situation.
- Sequences ideas using beginning, middle (problem) and end structure.
- Provides detail about character, setting and events in drawings to support a written text.
- Use concepts about print including directionality spaces between words and letters when writing.
- Show knowledge of letters and sounds to write words, for example, 'hat', 'have', 'was'.
- Write simple sentences, for example, 'Bart's hat (shiny) got shed!'. It was found by me!
- Experiments with full stops as sentence boundary punctuation.
- Writes known words and uses new letters correctly.
- Picks some frequently used words correctly, for example, 'hat', 'he', 'it'.



### Writing Skills

<input type="checkbox"/> Punctuation <input type="checkbox"/> Words <input checked="" type="radio"/> Spelling <input type="checkbox"/> Sentences	<input checked="" type="radio"/> Organisation of ideas <input type="checkbox"/> Handwriting <input checked="" type="radio"/> Editing
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Student sample, and annotations provided by © Australian Curriculum, Assessment and Reporting Authority (ACARA), 2019.  
 HWP adapted from The Writing Work Centre at Cerebra, 2019.



**Shout them good**  
**their best text**



# Year 6

**Persuasive text:** Too much money is spent on toys and games

 Australian CURRICULUM

Too much money is spent on toys and games. It's true. Nearly every week, children come home **complaining** that their friends and the whole school have a new toy/game and that they want one too. When a child buys a game, who will they play it with? It won't help to buy a computer game as they won't have enough time for friends. What **happened** to sports and fitness? **Kids** buy brand new toys then they try to figure out the rules of the game and at the end they don't know how to play. **Today's** children need time with people and sport, not time with plastic toys and computer games.

Writes a persuasive text with features of the appropriate structure including statement of position, elaborations in paragraphs and restatement of position as a conclusion.

Uses negative evaluative language to strengthen argument, for example, 'complaining', 'not important', 'anti-social', 'create a problem'.

Makes effective use of noun groups to build an evaluative tone in the text, for example, 'the poor parents'.

Presents clear arguments with some evidence to support the position taken.


Uses simple, compound and complex sentences for effect, for example, 'No one wants that' and to explain ideas and elaborate on arguments.

Uses accurate spelling and punctuation throughout text.

Uses mostly everyday vocabulary including some familiar terms appropriate to the audience, for example, 'kids'.

## Writing Skills

- Punctuation
- Words
- Spelling
- Sentences
- Organisation of ideas



# Year 3

## Information text: Vegetables

*Handwritten notes:*

Cauliflower facts



Cauliflower has white flowers on the top that you can remove leaves that you make cauliflower also has a root.

We would grow cauliflower in good or grow because you eat it all of winter to day. It grows in a cooler climate cauliflower is easy to grow.

How a Cauliflower grows

Plants are Cauliflowers roots, stem, rounded and leafy. Most people eat Cauliflower cooked.


Cauliflower is a member of 3 family like broccoli and the bristly caulibros.

**Australian CURRICULUM**

Creates a well structured information text for a familiar audience ✓

- Uses relating verbs (has) and doing verbs (eat) and maintains constant verb tense throughout.
- Incorporates well-chosen topic vocabulary including some technical words, for example, "broccoli", "winter climate".
- Uses descriptive noun groups, for example, "good or grow because", "easy to grow".
- Uses simple and complex sentence structures to present information clearly.
- Organises a text into paragraphs with effective subheadings.
- Presents a simple, labelled illustration to add information to the text.
- Uses facts rather than opinions to report information ✓



Student work samples and annotations generated by  
 © Australian Curriculum, Assessment and Reporting Authority (ACARA), 2019

### Writing Skills

<input type="checkbox"/> Punctuation	<input checked="" type="radio"/> Organisation of ideas
<input checked="" type="radio"/> Words	<input type="radio"/> Handwriting
<input type="radio"/> Spelling	<input type="radio"/> Editing
<input type="radio"/> Sentences	

✓ Shown through whole text

## Fig F.1 Writing proformas, programming guide and Writers Wall



## Our achievements for this priority

**ACTION: Teacher Working Parties will provide scaffolding of resources from Cambridge International Curriculum to support the rigorous application of the Mathematics scope and sequence across K-6.**

- This work was led by the working party whose research focus was to identify best practice in mathematics to improve learning outcomes. The Cambridge team (working party) included teachers from K-6 who met regularly to develop a mathematics session structure model and lesson planning template (See Appendix A) that could be used consistently across the school (K-6). This occurred during team and whole school meetings as well as, classroom learning opportunities.
  - The 'lesson model', developed scaffolded teachers planning into components of explicit strategies that promote: tuning in, explicit teaching learning experiences and reflection (feedback, evaluation and assessment).
  - Key components of the lesson structure teachers are now using across years K-6 includes tuning in, explicit teaching, differentiated learning experiences tailored to student needs and reflection strategies. It was intended to reinforce the importance of the learning intention and success criteria, as integral to student achievement and success in mathematics. The importance of students understanding mathematical vocabulary was also highlighted.
- A by-product of this work was the development of questioning to students to help to assess students' understanding and additional work they may need to progress their learning.

Examples of the questions included:

*Starter questions:*

- How could you sort these ....?
- How many ways can you find to ....?
- What happens when we ....?
- What can be made from ...?
- How many different ... can be found?

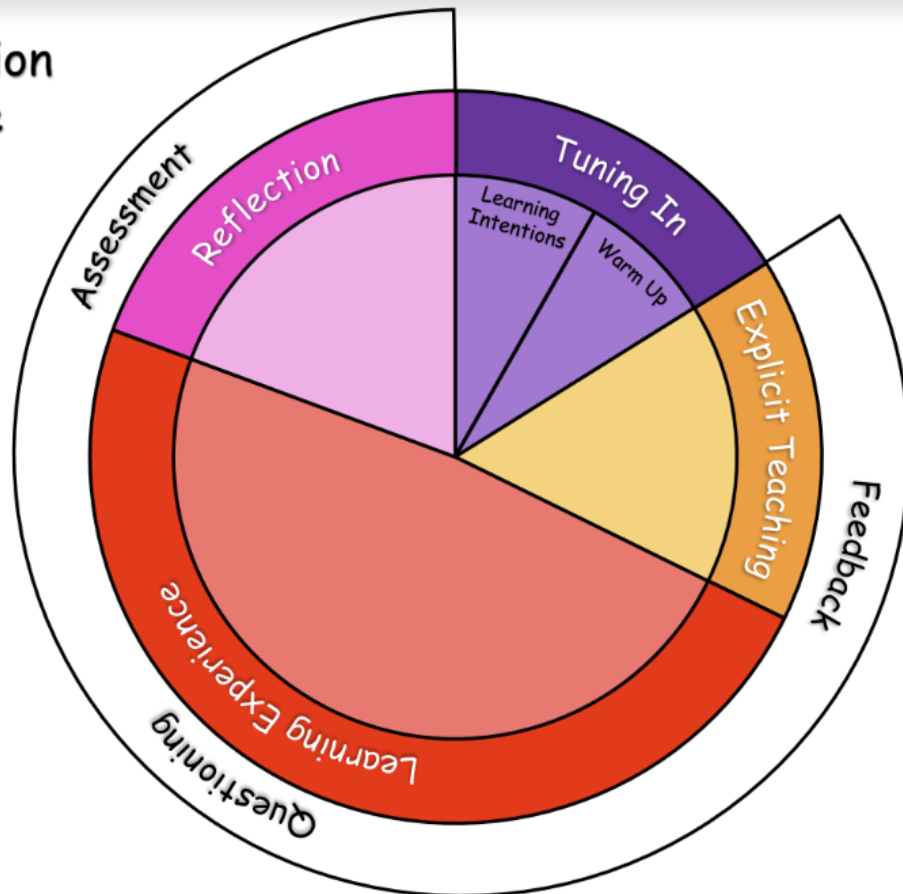
*Questions to stimulate mathematical thinking:*

- What is the same/different?
- Can you group these ... in some way?
- Can you see a pattern? If so, how would you describe the pattern? How can this pattern help you find an answer?
- What do you think comes next? Why?

*Final discussion questions:*

- Are there any different solutions/strategies?
- Why aren't everyone's results the same? What other possibilities did you find? Which strategy do you think is the most efficient and why?

# Maths Session Structure



Maths Plan	Year/Class:	Term:	Week:	Strand:
<b>TUNING IN (10 mins)</b> Warm-Up Activity: e.g. NRICH, games, revision  Learning Intention/Success Criteria		<b>EXPLICIT TEACHING (10 mins)</b> Explanation and Modelling/Shared Examples (I Do/We Do): Consider questions to pose and refer to SC <b>STARTER QUESTIONS TO CONSIDER:</b> How could you sort these ... ? How many ways can you find to ... ? What happens when we ... ? What can be made from ... ? How many different ... can be found? <b>QUESTIONS TO STIMULATE MATHEMATICAL THINKING TO CONSIDER:</b> What is the same/different? Can you group these ... in some way? Can you see a pattern? If so, how would you describe the pattern? How can this pattern help you find an answer? What do you think comes next? Why? Mathematical Language/Vocabulary:		
<b>LEARNING EXPERIENCES (20-25 mins)</b> Learning Activities and Differentiation (We Do/You Do): Open-ended problems, guided/independent/small group/peer work, possible questions, opportunities for peers to share strategies, refer to SC <b>QUESTIONS TO STIMULATE MATHEMATICAL THINKING TO CONSIDER:</b> What is the same/different? Can you group these ... in some way? Can you see a pattern? If so, how would you describe the pattern? How can this pattern help you find an answer? What do you think comes next? Why? <b>ASSESSMENT QUESTIONS TO CONSIDER:</b> What have you discovered? How did you find that out? Why do you think that? What made you decide to do it that way?				
<b>REFLECTION (10mins)</b> Consider questions to pose, how students will demonstrate their learning against the SC, e.g. sharing strategies <b>FINAL DISCUSSION QUESTIONS TO CONSIDER:</b> Are there any different solutions/strategies? Why aren't everyone's results the same? What other possibilities did you find? Which strategy do you think is the most efficient and why?		<b>LESSON OBSERVATIONS/ANECDOTAL NOTES</b>		<b>TEACHER REFLECTION</b>

- As evident through classroom walk throughs, Teachers have incorporated these questions into their classroom programs and embedded the session and lesson documents structures. Students are becoming increasingly familiar with the questions to support learning.
- We believe that these documented and practised approaches are assisting teachers and students to use the same language and provide consistency across K – 6 of mathematics session and lesson structures. Anecdotal evidence also points to Teachers demonstrating a greater degree of confidence in planning for a quality mathematics lesson resulting in greater student engagement.

#### **ACTION: Audit and restructuring of Mathematics resources (Cambridge working party)**

- The Cambridge Working Party researched, trialled and implemented the 'Cambridge Teachers Guide for Mathematics' available to them via the Cambridge Curriculum website.
- Throughout the year Teachers were provided with guided opportunities to explore the Cambridge Teachers Guide for Mathematics and the accompanying NRIC resources: [NRICH nrich.maths.org](https://nrich.maths.org)
- These resources provided teachers with rich mathematical tasks that could be incorporated into everyday classroom practice. Assessment criteria is included that offers students opportunities to succeed as well as challenging mathematical tasks which offers them opportunities to grapple with problems. The activities are designed to help students to practice thinking like a mathematician.
- Once teachers were familiar with the resource, a document was set up by year level teams through google classrooms, where all teachers began to list resources that have been used successfully from the NRIC website. Teachers have ten successfully incorporated these resources into their mathematics programs.

#### **ACTION: A more comprehensive approach to addressing the needs of senior students in the top 25th percentile in mathematics and reading.**

- Whilst our focus this year has been addressing the needs of years 5 and 6 in the top 25th percentile, a culture of meeting the needs of all students is being embedded across the school. Whole school professional learning has occurred including modelling the use of PAT online at whole staff meetings. Team meeting conversations and moderation of student assessment has also supported this work. Teachers have used Band descriptors are used in program planning to differentiate the curriculum and in moderation. PAT data is used alongside NAPLAN data to analyse student growth.
- Class profile meetings are embedded through classroom teacher discussions with executive (individually and in team meetings) and twice a year with the Principal. The culture of data analysis and using this to inform differentiation (programs and pedagogy) to support each students learning is a strong focus. Discussions are guided by student's data collected over time and examples include:
  - Embedding a culture of data analysis with staff using PAT online. This is referenced against NAPLAN and classroom assessment data
  - 5,6 teaching team Staff utilized Band descriptors from PAT online to determine how band descriptors can be utilized to challenge students along the continuum of Reading, and Mathematics continuum
- In addition, our team-teaching approach has facilitated targeted lesson study. Teachers observed each other's lessons and provided feedback on student learning. The focus of the

lesson study approach has been providing feedback on observable student outcomes during each lesson observed. Teachers also participated in rich discussion to develop and support approaches to differentiation (curriculum, pedagogy and environment) to improve students learning. This process is ongoing, and we are working towards refining the Lesson Study process so staff will become “expert” using this process to as a reflective informative tool.

- A number of other strategies also support this work. Including:
  - Beginning staff, through the ‘Grad Gossip’ mentoring process, guided through a lesson observation process.
  - Use of ACARA literacy exemplars from current and subsequent years to move students forward (literacy working party).
  - Cambridge working party mathematics session structure model and a lesson planning template after input from staff and team research on best practice in mathematics. Working party mentored staff in the use of this model which is now embedded in classroom programs.
  - The Pedagogy working party has extensively researched effective methods to improve student learning and shared this with whole school staff. The importance of feedback (teacher to student, student to student and teacher to teacher) has emerged as one of the most important considerations. From this the Pedagogy is currently working on building approaches to support feedback. This will continue in the future. Following the lesson study approach, we have also started the trial of the development of a feedback wall with effective questions (being trialled in the year 4 unit).

**ACTION: By the end of 2019 Learning Intentions and Success Criteria (supported by Writing Posters) will support the modelling and teaching of writing.**

- *Students will know where they are and where they need to be.* By using writing exemplars, teachers give targeted feedback on where student writing sits as per ACARA – and demonstrate what students need to do, to take their writing to the next level
- *All teachers will link learning intentions and success criteria to writing skills.* These are explicitly discussed in every writing lesson and displayed as reminders to students of expectations. Students are able to respond confidently to the questions - ‘What are you learning?’, ‘Why are you learning this?’ and ‘How do you know that you have been successful?’
- *Consistent language will be used to support writing goals.* Student goals are written in consultation with teachers at the beginning of the year using the writing exemplars to support this process. These goals are discussed at ‘Goal Setting’ meetings with parents early in the year and continually reviewed during conferencing time with students and at meetings with parents.
- *Classroom focus on editing skills using the ‘Tool Box’ (The Writing Book –Sheena Cameron & Louise Dempsey).* Analysis of writing samples, PAT and NAPLAN data indicated that whilst our students demonstrated a good grasp of idea development and vocabulary – spelling and punctuation were areas to be improved. We wanted to embed a reflective mindset in our students with the impetus to improve their

writing through re-reading and editing from Kinder to year 6. e.g. I can check my writing for capital letters and full stops, and I can fix it.

Students and teachers use coloured coded pencils and pens for editing. e.g. pink is used to indicate a word to check for correct spelling. This is an efficient visual signal, by whomever is doing the editing – self/peer/teacher that the word needs to be revisited for spelling correction.

- *Teachers embed Writers Workshop model as writing lesson structure linking to Readers Workshop model (ensuring use of quality literature to ignite student interest and model writing skills).* Readers Workshop is now embedded across the school, resulting in improved reading outcomes. We wanted to replicate this model for writing instruction focusing on using quality literature to engage our students with writing whilst also modelling exemplary practice. This has produced excellent literacy practice where the skills of reading and writing are linked and supported by authors of a wide range of genres. The Writers Workshop model brings all the essential components of writing instruction together with a focus on learning intentions, success criteria, modelling, think alouds, substantial time for writing and time for reflection, editing and conferencing.
- *Community will have access to K-6 ACARA writing exemplars.* The Writing Wall communicates to parents the writing progress seen in from K-6, giving them a visual of where their children sit. This supports conversations with teachers and a deeper understanding of assessment and reporting.

## **Priority 2: Community engaged and focused in continuous improvement of instruction and learning**

### **Targets or measures**

By the end of 2019 we will achieve:

- Stage 1 & 2 of our landscaping will be complete
- NAPLAN reading and numeracy mean scores for years 3 & 5 is at or above ACT mean.
- School satisfaction survey data will be at or above system mean for parents, teachers and students – “I am satisfied this school has high expectations in all that it does”
- Parity with system data when compared to school satisfaction survey – “Community Partnerships are Valued”
- Parent Satisfaction:” Proportion of parents who agree or strongly agree “Overall I am satisfied with my child’s education at this school.” Will be at or above system mean.

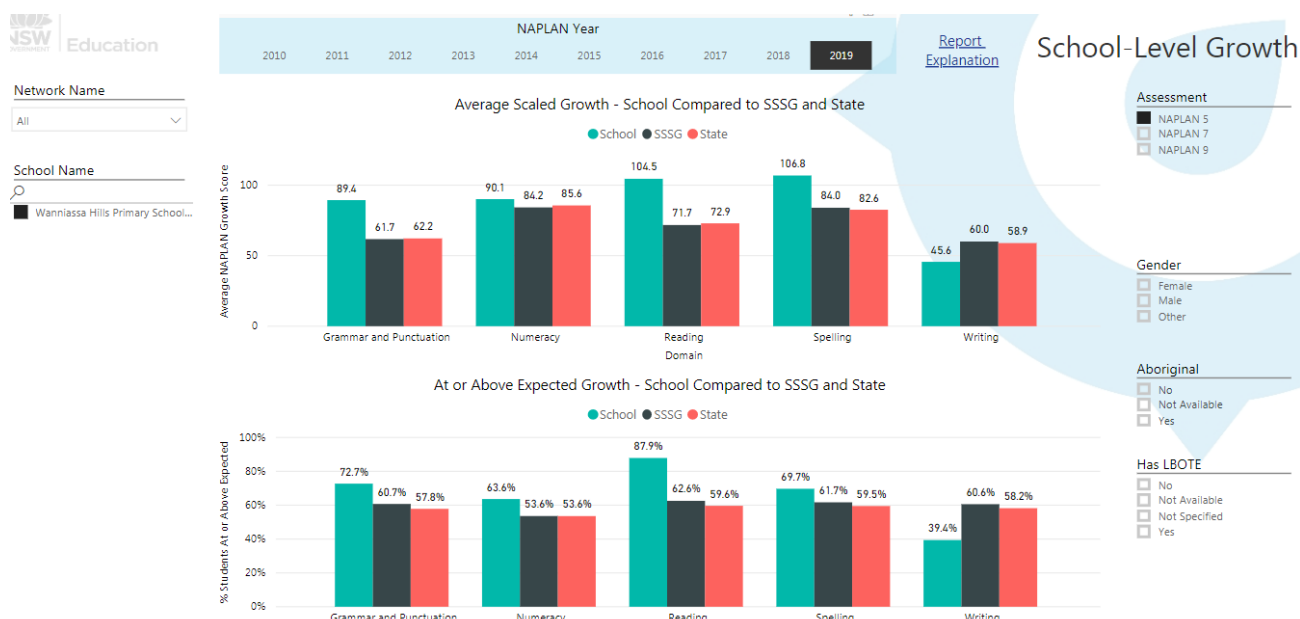
In 2019 we implemented this priority through the following strategies.

- Enhance school and community partnerships
- Strategically target school resources to meet the needs of our students
- Develop an Expert Teaching team that promotes learning for all

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

**Fig G.1 Year 5 NAPLAN School level Growth across four areas compared to state and like school shows excellent scaled growth and above expected growth**



**Fig G.2 Parent Satisfaction Data – Priority target**

- “I am satisfied this school has high expectations in all that it does” – 93.6%, 12.2 % points above
- “Community Partnerships are Valued” 90.7, 12 % points above system mean
- “Overall I am satisfied with my child’s education at this school.” 95%, 7.5% points above

Results of Parent Satisfaction Survey for Wanniasa Hills Primary School and P-6 School Type												
Item	% Agreement for School				% Agreement for P-6 School Type				Difference (school % - school type %)			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Teachers at this school expect my child to do his or her best	95.3	94.8	91.6	97.9	92.8	93.0	92.4	91.5	2.5	1.7	-0.8	6.4
Teachers give useful feedback	88.7	86.2	84.8	88.5	85.1	85.8	84.9	83.2	3.5	0.3	-0.1	5.3
Teachers at this school treat students fairly	91.7	86.3	91.5	91.4	88.8	88.7	89.9	87.7	2.9	-2.5	1.6	3.7
This school is well maintained	95.3	89.6	90.8	96.4	90.2	90.5	90.8	88.2	5.1	-1.0	0.1	8.3
My child feels safe at this school	94.4	91.0	96.9	97.1	92.6	91.4	91.8	90.5	1.9	-0.4	5.2	6.7
I can talk to my child’s teachers about my concerns	96.3	92.4	94.7	99.3	94.0	93.1	94.1	93.6	2.3	-0.6	0.5	5.7
Student behaviour is well managed at this school	88.9	82.2	86.3	85.0	80.5	79.1	79.6	75.7	8.4	3.0	6.7	9.3
My child likes being at this school	93.5	94.0	98.5	97.1	93.7	92.6	92.4	91.9	-0.2	1.4	6.1	5.2
This school looks for ways to improve	95.3	89.4	89.6	90.7	89.1	89.1	87.8	85.5	6.2	0.3	1.8	5.3
This school takes parents’ opinions seriously	88.8	75.4	81.1	83.6	81.4	81.3	80.4	75.7	7.4	-5.9	0.7	7.9
Teachers at this school motivate my child to learn	93.5	94.7	94.6	92.9	87.8	88.2	89.5	88.8	5.7	6.5	5.1	4.1
My child is making good progress at this school	93.5	88.0	90.0	95.0	86.0	85.2	86.2	85.7	7.5	2.7	3.8	9.3
My child’s learning needs are being met at this school	90.7	85.7	88.4	92.9	82.9	82.5	83.9	82.6	7.8	3.2	4.5	10.2
This school works with me to support my child’s learning	87.7	81.8	85.6	90.0	83.0	82.6	83.4	83.0	4.7	-0.8	2.2	7.0
The achievements of students are celebrated at my child’s school	95.3	96.2	88.5	86.4	92.0	92.1	91.4	89.8	3.3	4.2	-2.9	-3.3
Community partnerships are valued and maintained	91.5	86.8	92.1	90.7	84.0	86.1	84.4	78.7	7.5	0.7	7.7	12.0
Digital technologies are an integral part of learning and teaching at my child’s school	77.3	73.3	81.6	80.0	80.4	84.3	85.6	80.1	-3.1	-11.0	-4.0	-0.1
My child understands how to be a good digital citizen	n.a.	n.a.	65.5	67.9	n.a.	n.a.	74.6	66.7	n.a.	n.a.	-9.1	1.1
I am regularly informed about my child’s progress.	n.a.	n.a.	n.a.	81.4	n.a.	n.a.	n.a.	78.5	n.a.	n.a.	n.a.	3.0
Diversity is recognised and celebrated at this school	n.a.	n.a.	n.a.	87.9	n.a.	n.a.	n.a.	88.0	n.a.	n.a.	n.a.	-0.2
Overall I am satisfied with my child’s education at this school	96.2	89.6	89.2	95.0	87.6	87.3	88.4	87.5	8.6	2.3	0.8	7.5
Overall I am satisfied this school has high expectations in all that it does	88.6	88.7	86.6	93.6	83.4	83.7	83.8	81.4	5.2	5.0	2.8	12.2
Students at this school are being equipped with the capabilities to learn and live successfully	n.a.	n.a.	n.a.	91.4	n.a.	n.a.	n.a.	83.4	n.a.	n.a.	n.a.	8.0
My child is happy at this school.	n.a.	n.a.	n.a.	97.9	n.a.	n.a.	n.a.	91.3	n.a.	n.a.	n.a.	6.6
I am satisfied with the availability of healthy food and drink at this school	40.3	28.2	34.5	22.9	73.7	74.0	73.6	65.4	-33.3	-45.8	-39.1	-42.5
The Chromebook has improved my child’s organisation and study habits.	n.a.	n.a.	100.0	50.0	n.a.	n.a.	53.9	46.1	n.a.	n.a.	46.1	3.9
School communications on how to use the Chromebooks have helped our family to develop strategies to use the Chromebook at home.	n.a.	n.a.	33.3	42.9	n.a.	n.a.	44.3	35.8	n.a.	n.a.	-11.0	7.1
I believe the Chromebook is helping my child learn.	n.a.	n.a.	100.0	71.4	n.a.	n.a.	71.7	65.1	n.a.	n.a.	28.3	6.3

n.a. - Not applicable



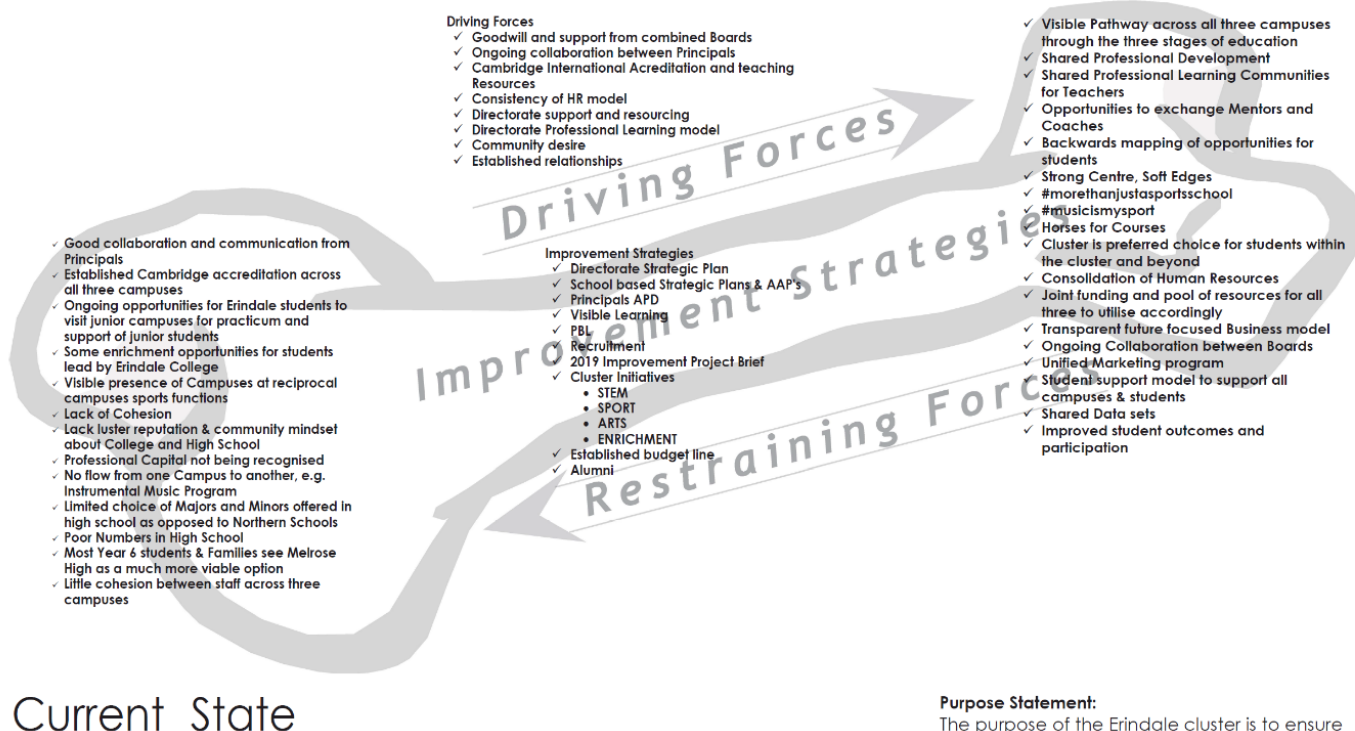
Fig G.2 Carpark and junior landscaping completion



Fig G.2 Result of Cluster board collaboration describing desired future state and driving forces

## Bone Diagram

## Desired Future State



### Purpose Statement:

The purpose of the Erindale cluster is to ensure that families and students have access to a consistent learning community which delivers quality educational outcomes. Through relevant, unified and reciprocal relationships, our cluster will provide enhanced pathway opportunities to enable our students to achieve their goals.



**Fig G.2 Examples of the three “working party” collaborations for 2019 detailing strategies, actions, milestones, priorities (both present and future), and achievements**

Wanniassa Hills Primary – Literacy Working Party

Critical Success Factor	Key Improvement strategy	Action Items	What are the major milestones timeline?	What are the benefits to students?	How are we achieving?	What are the priorities for Semester 1?
Robust and agile communication that ensures clarity and connectedness	Presentation of Writing Posters as exemplars of 'What Good Writers Do' in all classrooms supporting <ul style="list-style-type: none"> <li>Shared language</li> <li>What next?</li> <li>lesson planning</li> <li>long term programming</li> <li>explicit teaching and learning</li> </ul>	Data gathering Marketing plan Delivery to staff	Week 1 - Data gathering - how would you use/talk about it?  Week 3 - present to staff - suggestions/ideas of way to use posters in the classroom  End of term 1 - feedback How are they being used?  Term 2 - embedded into program	Exposure - students able to see where they are and where they need to be  Expectations to link success criteria and learning intentions  Consistent language - clearly articulated writing goals  Bigger picture - community expectations on writing skills	Outstanding	Posters up in the classroom/school (enough/editable/year 7 +)  Evidence of lesson delivery using these as a resource  Collaborate with pedagogy working party to align writing resources
					High	
					Medium	
					Low	
A safe and well-resourced learning environment	Provision of resources to support Writers Workshop Teachers have access to:- - personal copies of the Writing Book - appropriate range of writing posters for year level for Writing Wall - coloured pens and pencils - range of quality texts	Check if all teachers have a copy of The Writing Book and purchase as needed  Purchase and distribute posters and pens  Continue to build the library resource collection (relevant and varied resources)  Work on producing writing exemplars to cover all genres	Term 1:  Teachers have access to the posters/pens  Posters clearly displayed in the classroom  Term 2:  Other genre posters produced	Students have access to ACARA exemplars used for moderation  Students can edit writing using tool box colours  Students have access to quality texts as exemplars	Outstanding	Provide teachers with a set of the writing exemplars  Provide teachers with necessary quality resources  Receive feedback from teachers about the effectiveness of using writing exemplars in writing lessons
					High	
					Medium	
					Low	
High quality pedagogy linked to the delivery of a rigorous curriculum	Embedding the use of writing posters in Writers Workshop lesson planning and delivery  Differentiation - different levels and ranges of posters to support student needs	Time for team collaboration  Evidence of Writers Workshop model incorporating the use of the posters tool box colours	End of term 1 - Team discussions, how will the use of the posters be embedded in to the	Supports the modelling and teaching of writing  Minimum achievement level is demonstrated in student work	Outstanding	Evidence of writing posters and tool box editing embedded in teaching in Term 2 programs
					High	

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## Wanniassa Hills Primary – Pedagogy team

Semester 1, 2019

Critical Success Factor	Key Improvement strategy	Action Items	What are the major milestones timeline?	What are the benefits to students?	How are we achieving?	What are the priorities for Semester 1?	Key Successes	What are the priorities for Semester 2
Robust and agile communication that ensures clarity and connectedness	Shared language around mathematics. ELSA program implementation in preschool. Sports Academy - Links to external agencies and local schools.	Work with Cambridge working party. Sharing of STEM resources and practises from ELSA program across early year. Creating sporting enrichment links with local schools. Gifted and Talented Policy for WHPS.	STEM PL for Preschool team.	Early childhood engagement in STEM  Range of extracurricular opportunities provided for students.	Outstanding	ELSA program implementation in preschool. Sharing pedagogy with preschool team.  Taryn & Belinda to investigate sporting enrichment.	Preschool teacher engaged in STEM PL.  Sporting enrichment activities: •Burroinlin •Erindale College student coaching clinics	Continue to implement the ELSA program in preschool  • Oz tag gala day • Golf clinics • Soccer clinics • Tuggeranong Athletics carnival
					High			
					Medium			
					Low			
A safe and well-resourced learning environment	ELSA - training, attending teacher workshop and communicating to team.  Sports Academy - staff resourcing.	Sharing at working party of ELSA learning.  Taryn and Belinda off for sports enrichment activities.			Outstanding		Preschool teacher engaged in STEM PL.	
					High			
					Medium			
					Low			
High quality pedagogy linked to the delivery of a rigorous curriculum	A more comprehensive approach to addressing the needs of senior students in the top 25th percentile in mathematics and reading.  Effective classroom feedback strategies.	Class profile meetings  Programming meetings at the beginning of each term will prioritise this action  Gifted and Talented Policy  Present to staff - effective feedback	Class profile meetings  Programme development	Staff will engage with PAT online to determine how band descriptors can be utilised to challenge students along the continuum of Reading, and Mathematics	Outstanding		Presentation to staff - "Effective Feedback"  Staff survey about current feedback strategies.	Including 'effective feedback' into programming  Ensure all teachers have a 'feedback given' stamp.  Create a consistent feedback terminology and 'checklist' which will enable students to articulate the feedback given
					High			
					Medium			

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## Wanniassa Hills Primary – Cambridge team

Critical Success Factor from Action Plan	Key Improvement strategy	Action Items	What are the major milestones timeline?	What are the benefits to students?	How are we achieving?	What are the priorities for Semester 1 and 2?
Robust and agile communication that ensures clarity and connectedness	Share how to use Cambridge successfully in programming and teaching.	Familiarity with Cambridge systems - learning objectives - frameworks - planning - resources - SoW - logging in  Presentation to staff asking for ideas about short term plan from Cambridge  Creating short term lesson plans for teachers to use in programs and classrooms  <b>Presenting model of short term plan for teachers to use</b>	Collect data from staff - about what should be included in short term plan - using Cambridge page 80 of Teachers Guide Mathematics  <a href="https://primary.cambridgeinternational.org/imaget/Producing%20a%20Lesson%20plan%20template-1cm142-518973.docx">https://primary.cambridgeinternational.org/imaget/Producing%20a%20Lesson%20plan%20template-1cm142-518973.docx</a>  Staff asked to share short term plans that they may use already  Team to discuss data and formulate and identify criteria to be included in short term plans  Create sample short term plan templates for use as needed in classes  <b>Priorities for Semester 2:</b>  <b>Term 3:</b> Teachers to trial the model presented to them at a staff meeting (TBC) Cambridge Team to collect feedback	Teachers will amend the scheme of work and short term plans to best suit the diverse needs of learners  Increased mathematical knowledge and understanding  Improved outcomes for learners	Outstanding	To produce short term plan templates for staff to use during programming - for Maths focus during 2019  <b>Priorities for Semester 2:</b>  <b>Term 3:</b> Teachers to trial the model presented to them at a staff meeting (TBC)  <b>Term 4: Week 1</b> Cambridge Team to collect feedback
					High	
					Medium	
					Low	
A safe and well-resourced learning environment		Set up a google drive where all teachers can list activities that have been used from NRICH under appropriate headings	Set up google drive and encourage teachers to add activities and utilise this drive to assist when programming	Differentiation  Developing problem solving skills  Collaboration with peers  Develop mathematical language	Outstanding	Google drive established during term 1 and have teachers begin to add resources that have been found useful into each strand.  <a href="https://drive.google.com/drive/u/0/folders/DAHglxtp85ypuk9PYA">https://drive.google.com/drive/u/0/folders/DAHglxtp85ypuk9PYA</a>  <b>Priorities for Semester 2: Moving into 2020</b>  Check the availability of tools and resources for maths within the school e.g. MAB  Ask staff to look at Maths schemes of work for their year level and look at resources needed for each scheme of work - make a wish list  Check availability of funding for resources  Make SENA kits for each unit
					High	
					Medium	

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## Our achievements for this priority

**ACTION:** Teacher working parties will continue to focus on building pedagogy and School wide systems

- As a regular aspect of “team meetings” formal classroom walkthroughs were undertaken throughout the year with established checklists for teacher reflection. Teachers shared ideas and resources that were linked strongly to their literacy programs.
- Annual Professional Discussions between staff and Principal focused on individual targets and goals aligned to the Annual Action Plan and school priority of “Writing” and data dissemination. These goals were then supported by Executive staff during Team Meetings.
- Staff meetings and Team meetings were run as ‘Team based working parties’ and ‘Whole Staff working parties’. Schedule for delivery of ideas and priorities was planned for and advertised at the beginning of each term and administration was handled through electronic media and collegial discussions and responsibilities. This opportunity was successful in generating a greater level of collaboration for teachers, especially for designing learning programs, and reflecting on pedagogy

**ACTION:** External built environment –construction of car park and further refinement of our preschool refurbishment and achievement of “carbon neutral” status

- Extensive Engineer reports were carried out to establish the cost to achieve “carbon Neutral” status of our preschool. Unfortunately, this was found to be prohibitive and we have instead been scheduled for a replacement of our HVAC system and refurbishment of preschool for more small-scale achievements. This work was nominated in the 2019 – 2020 ACT budget papers and hopefully carried out within the next two years.
- The school has undertaken double glazing and LED panel replacement throughout the main building to maximise our energy efficiencies. Of special note is that the school initiated and in it’s own tender process for the double glazing and was able to negotiate
- Carpark and junior landscape have been completed – see attached pictures
- ICW’s support of the project has freed school resourcing to begin work on the senior playground this year. Redbox consultancy were contracted and completed the required specific works to enable us to move to a tender process for the “middle” stages.
- During 2019 the oval was top soiled and seeded and we addressed the inground irrigation. This has resulted in a much more pleasant oval for the students in term 4.
- A substantial amount of mature plants in line with the overarching landscaping plan have also been planted throughout the landscape
- In conjunction with the planting we have secured the services of a landscaper to begin work on the natural play/dry creek bed construction, hopefully completed before Christmas.
- As a by-product of this infrastructure work the school now has extensive planning documentation, survey plans and a high degree of engineer schematics to support future work.

**ACTION:** Value Add to the cluster model - Pathways of our students through Wanniasa School to Erindale College

- Extensive discussions occurred amongst the three boards throughout semester one. This resulted in the establishment of a pilot Music program between WHPS and Erindale College and the creation of a cluster purpose statement and desired future state – Fig. G.2
- Erindale college students supported WHPS athletic events and had a strong presence at our Colour Run and Fete
- Senior students have visited and participated in STEM and Global Perspective opportunities based on Cambridge International Curriculum
- Future planning has begun to embed Visible Learning amongst all three campuses.

#### Challenges we will address in our next Action Plan

- Continue to embed the Writing marking guide as a moderation tool across K – 6
- Continue to embed the 10 Essential Literacy practices through coaching and mentoring
- Linking systems of Feedback to success criteria and learning intentions
- Genuine use of Formative assessment as part of teaching learning and assessment cycle
- Establish clear systems to address the needs of our Gifted and Talented students
- Promote greater student agency in the senior grades