

GIRALANG PRIMARY SCHOOL

Annual Action Plan Report 2017

The Annual Action Plan Report is an essential part of the broader cycle of performance monitoring, review and school improvement. Reflection on progress towards priorities will guide the development of future Annual Action Plans.

This report will be the basis for the Principal's Annual Professional Discussion with the Director School Improvement and will also be included with the Annual School Board Report.

Context

Giralang Primary School caters for students in grades Preschool to Year 6. In 2017 Giralang Primary School's enrolments continued to grow. The Preschool Unit provided two sessions, with 22 students accessing each session. The Primary School grew to fourteen classes, its maximum capacity, with an average of 20.2 students per class. The school offers a 0.5 Learning Support Centre (LSC) that is fully mainstreamed. The LSC had 7 students enrolled during 2017. Of particular note in 2017, the school actively engaged with the External School Review process. Also in 2017, the school celebrated its 40th birthday.

Methodology

Throughout 2017 all members of the school leadership team methodically analysed the success of actions completed against the key strategies of the 2017 Annual Action Plan (AAP). The analysis included comparing targets with data sets collected throughout the year such as NAPLAN data, parent, student and staff perception data, and school based survey results. This analysis was then communicated to parents via the school newsletter. It is also important to note that the school leadership team kept the parent body informed of progress achieved against the key improvement strategies of the AAP throughout the year at School Board Meetings and P&C Meetings. Parents are invited to be active participants in the realisation of the goals of the AAP by giving feedback at these meetings or via other methods of communication.

Using the analysis of the results and identified progress achieved as well as feedback received from parents, the school leadership team then carefully drafted new actions for 2017 against the key improvement strategies set out in the School Plan 2014-2017.

Evaluation of Performance (up to two pages for each priority)

Evaluate the effectiveness of each priority and strategy as evidenced by progress against each target and supporting key performance indicators. This approach will allow for the evaluation of practices and overall performance. Clear direction for future action should be a direct result of this reflective process.

Complete the below for each priority within your Annual Action Plan.

Priority

To improve student outcomes in literacy and numeracy

Targets

By the end of 2017

- Achieve a 2% point improvement in the proportion of year 5 'within school' matched students achieving in the NAPLAN proficiency standard in reading and numeracy based on the previous four years average.

- Meet NAPLAN mean score targets in year 3 and 5 reading set by Directorate
 - Year 3: 426 ± 32 Year 5: 505 ± 30

- Meet NAPLAN mean score targets in year 3 and 5 numeracy set by Directorate
 - Year 3: 397 ± 24 Year 5: 485 ± 28

Progress

Key Improvement Strategy:

Develop a school wide strategy to facilitate tailored, early and sustained interventions for students identified as requiring additional support.

In 2017, Giralang Primary school continued to implement the Mini-Lit program as an early intervention strategy for identified students in years K-2. This program was delivered as a withdrawal model in group of 6 students of less depending on point of need. The school also continued to use Faye Bormann's adapted phonemic awareness program for identified students in Years K-2. This year, the school introduced the Pre-Lit program into the Preschool Unit. Both Preschool educators implemented the program for all students. This program is based on the use of quality literature with a strong emphasis on hearing sounds or phonemic awareness.

Giralang Primary School's intervention teachers in consultation with the Deputy Principal developed a systematic way of collecting and analysing longitudinal data for students accessing the intervention programs. This data was shared with classroom teachers to complement their already existing data collection structures. The data was reviewed weekly with the Deputy Principal to ensure continual

monitoring of the students accessing the programs.

In 2017, the school established a small group early intervention program for Numeracy. As this was established later in the school year, the school looks forward to continuing to build upon this program immediately in 2018. The program is based on foundational understandings of number.

Indicators of Success:

- Proportion of teachers using student progress data to inform their weekly programs
 - 100 percent of teachers as using student progress data to inform their weekly programs
- Proportion of students demonstrating improvement in reading and maths each term

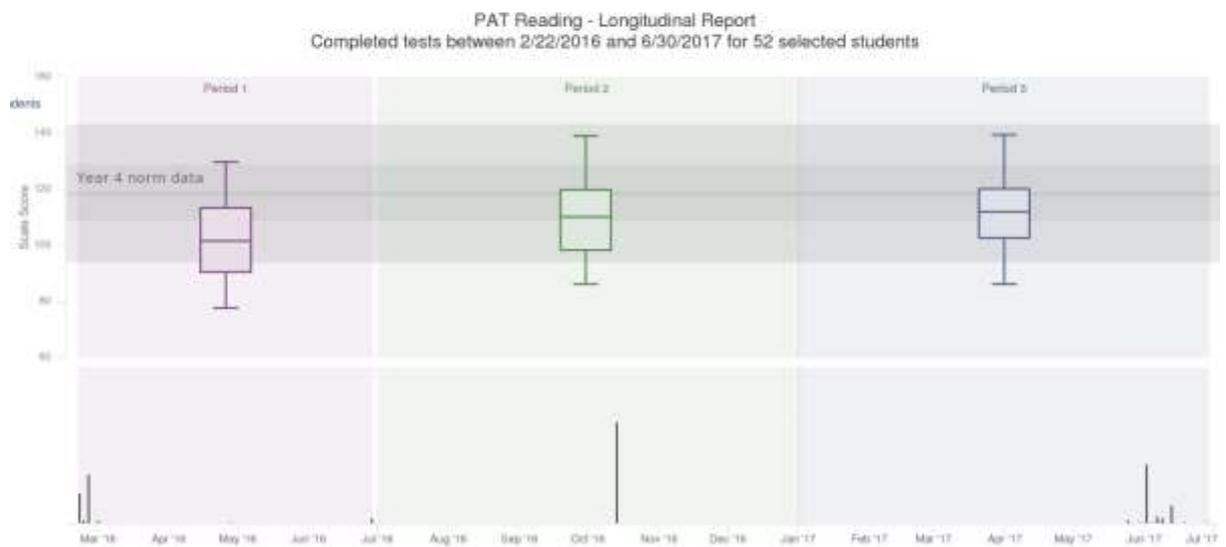
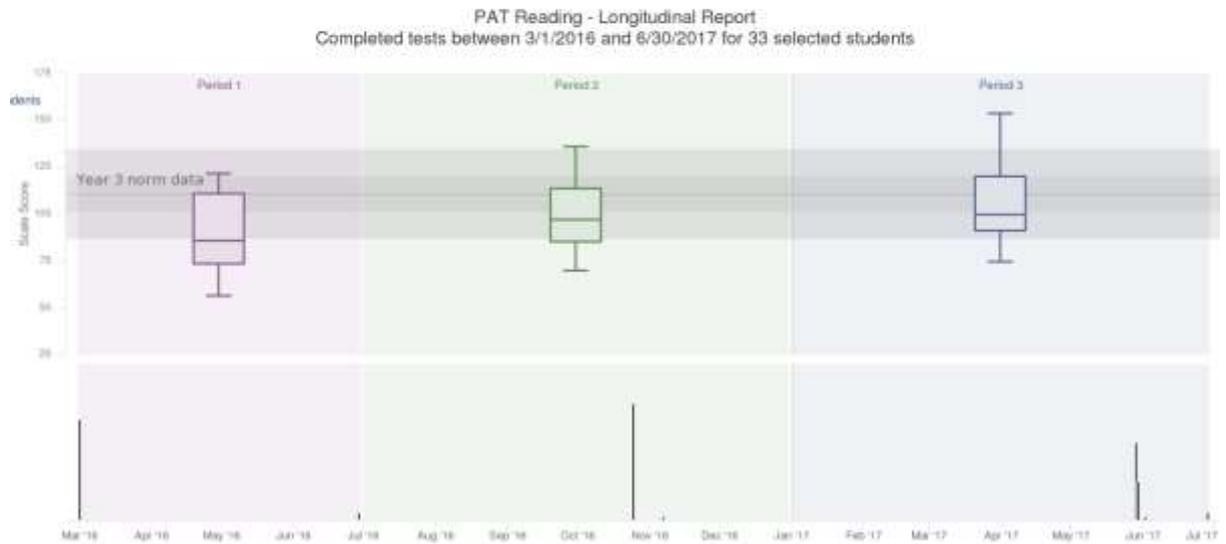
The following tables show growth in reading as per the PM Benchmark reading assessment and the Directorate’s reading level benchmarks for each year level. 78% of students were achieving at or above the Directorates benchmark mid-2017; 81% were achieving at or above by the end of 2017. Percentages for each year level are also show.

ETD 2017 Mid Year Benchmark Achievement							
Benchmarks	Year	Students	At or above	%	Below	%	Growth
1	K	41	35	85%	6	15%	n/a
10	1	50	35	70%	15	30%	-8%
16	2	37	27	73%	10	27%	19%
21	3	33	27	82%	6	18%	15%
26	4	52	41	79%	11	21%	-6%
30	5	29	20	69%	9	31%	6%
30	6	38	34	90%	4	11%	15%
	Total	280	219	78%	61	22%	4%

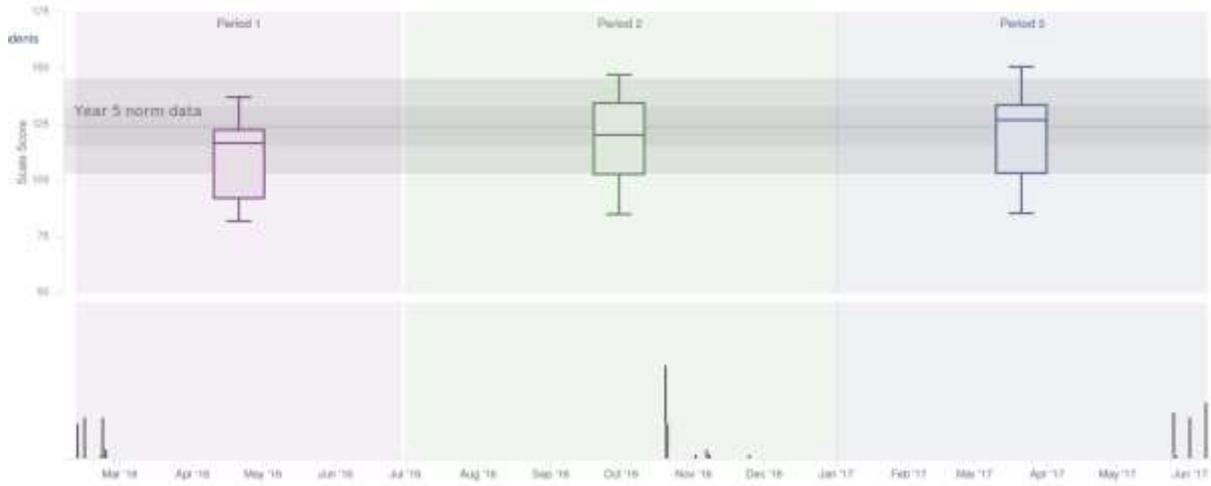
ETD 2017 End of Year Benchmark Achievement							
Benchmarks	Year	Students	At or above	%	Below	%	Growth
5	K	42	32	76%	10	24%	-9%
14	1	52	39	75%	13	25%	5%
20	2	39	30	77%	9	23%	4%
24	3	33	28	85%	5	15%	3%
28	4	51	43	84%	8	16%	6%
30	5	29	23	79%	6	21%	10%
30	6	39	37	95%	2	5%	5%
	Total	285	232	81%	53	19%	3%

The PAT Reading and PAT Maths online tests measure student growth over time. The following graphs show growth in reading and maths between February/March 2016 and June 2017. Please note that norm data for PAT Reading and PAT Maths is collected in September to November.

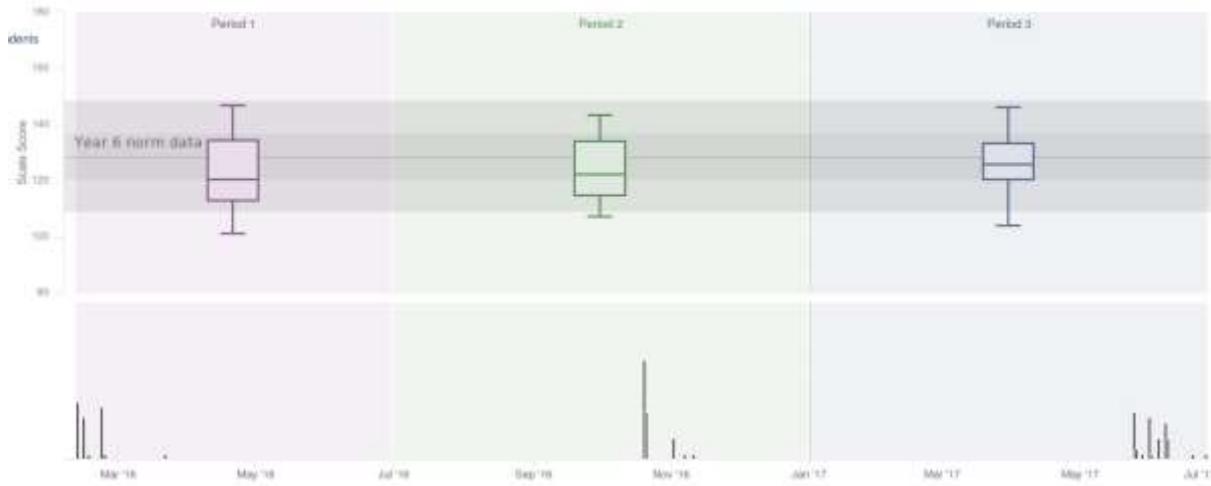
PAT Reading longitudinal data – Years 3-6



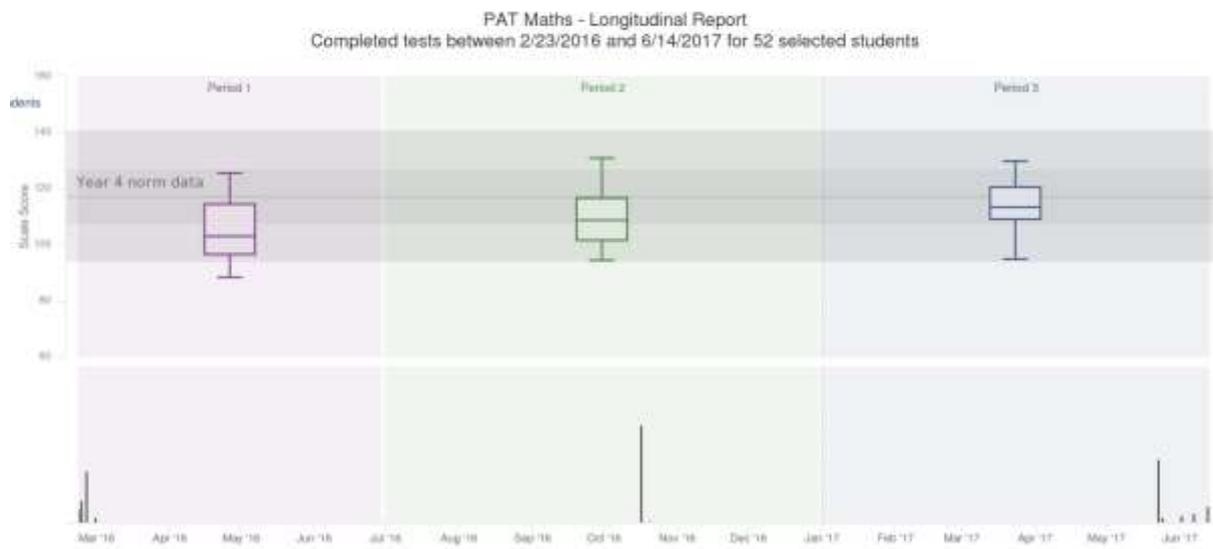
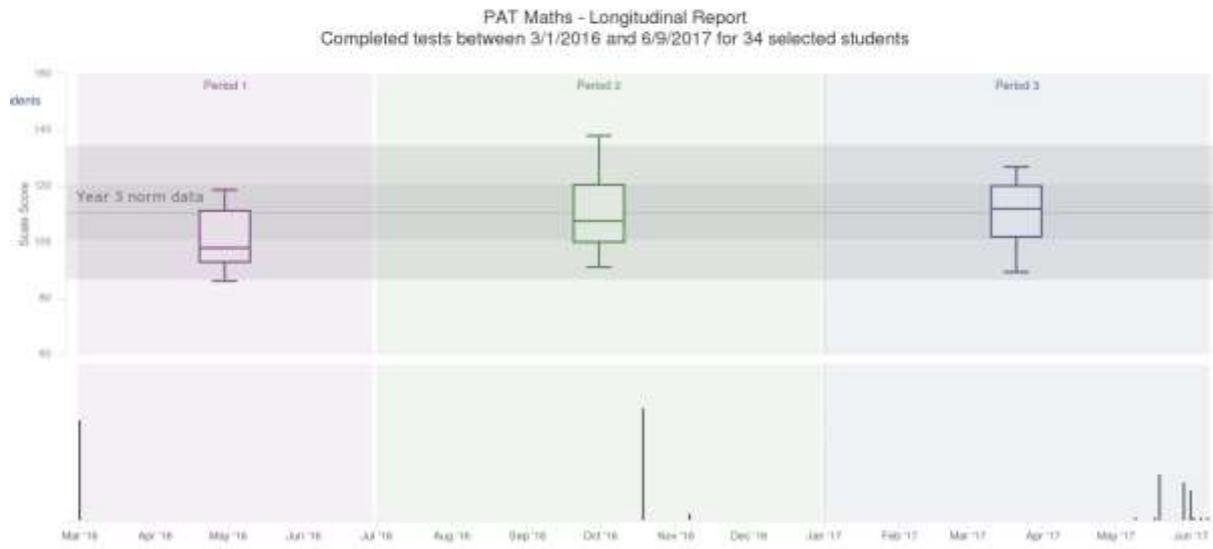
PAT Reading - Longitudinal Report
 Completed tests between 2/12/2016 and 6/9/2017 for 30 selected students



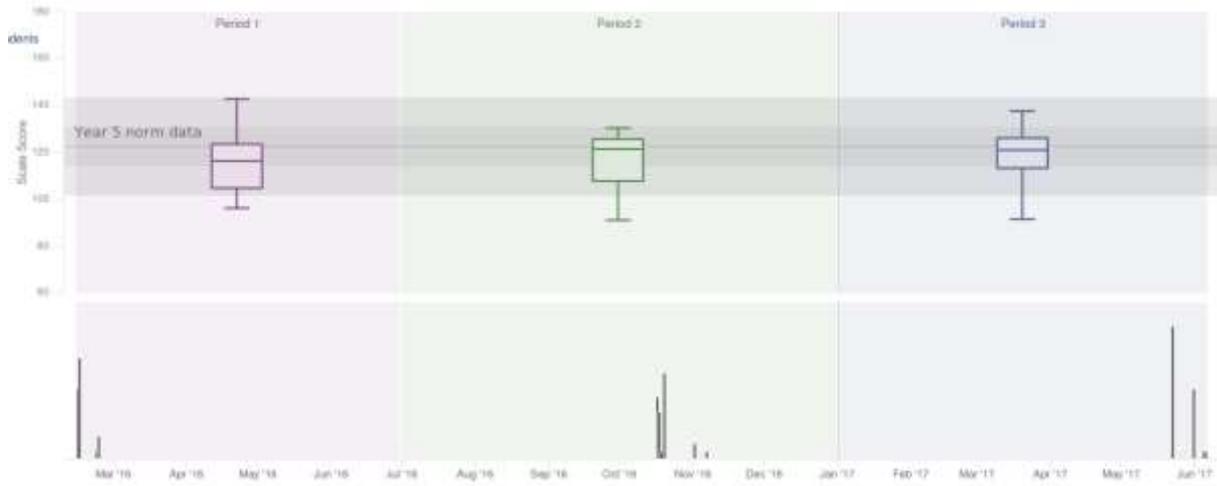
PAT Reading - Longitudinal Report
 Completed tests between 2/12/2016 and 6/27/2017 for 38 selected students



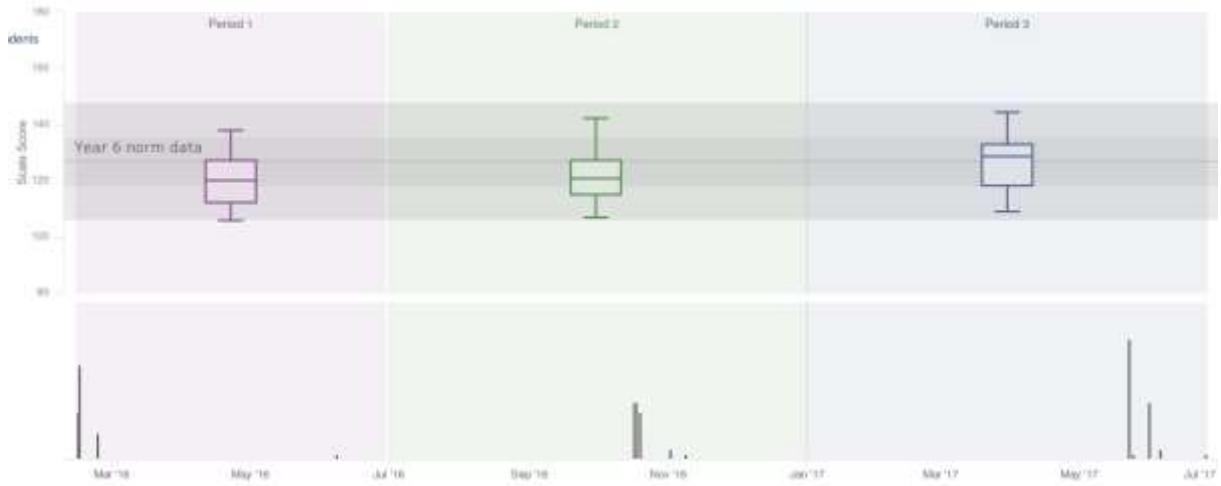
PAT Maths longitudinal data – Years 3-6



PAT Maths - Longitudinal Report
 Completed tests between 2/15/2016 and 6/7/2017 for 30 selected students



PAT Maths - Longitudinal Report
 Completed tests between 2/15/2016 and 6/27/2017 for 38 selected students



- Overall effect size for students in years 2-6 in reading are greater than 0.4

The following table shows the effect size for each year level regarding reading growth as measured by PAT Reading. Data was not available for Year 2 as there was no PAT testing for Year 1 available in 2016.

Year level	Effect size for reading growth
Year 2	Not available for 2017
Year 3	0.8
Year 4	0.6
Year 5	0.6
Year 6	0.3

Key Improvement Strategy:

Develop a personalised approach to learning for all students, including ATSIE students

Giralang Primary School continued its focus on making learning visible for all students in 2017. Learning Intentions were shared with students at the beginning of each lesson either on the whiteboard, on their page, on the interactive whiteboard or by other means. Teachers co-constructed the success criteria with students so that students knew what it would take to be successful. These were displayed within the classroom.

Teachers continued to embed consistent goal setting routines and procedures within their classrooms and invited parents to be an active participant in goal setting with their child. Goals were shared between school and home systematically. This embedded school wide.

At the beginning of the 2017 school year, the school’s senior School Leader C provided teaching staff with professional learning the redefined the expectations for student / teacher conferencing for writing. During this one on one conference, goals were discussed, and any progress made toward achieving them. New goals were then determined together.

Giralang Primary School was invited to participate in the Principals as Numeracy Leaders program in 2017. A team was identified to lead this initiative within the school. This team attended several valuable professional learning sessions throughout the year focussing on developing a consistent approach in numeracy across the school. The team then returned to discuss how this would look at Giralang Primary School and then delivered excellent professional learning for the whole teaching staff. Work will continue in 2018.

Strong community consultation occurred in 2017 regarding Homework at Giralang Primary School. The School Principal led stakeholders through current research and conducted a survey for students, teachers and parents. This culminated in a Homework Forum where it was decided that Giralang Primary School would not provide homework for students other than home reading and some assignment work in years 5 and 6. The Homework Policy has since been updated to reflect this

community decision.

Indicators of Success:

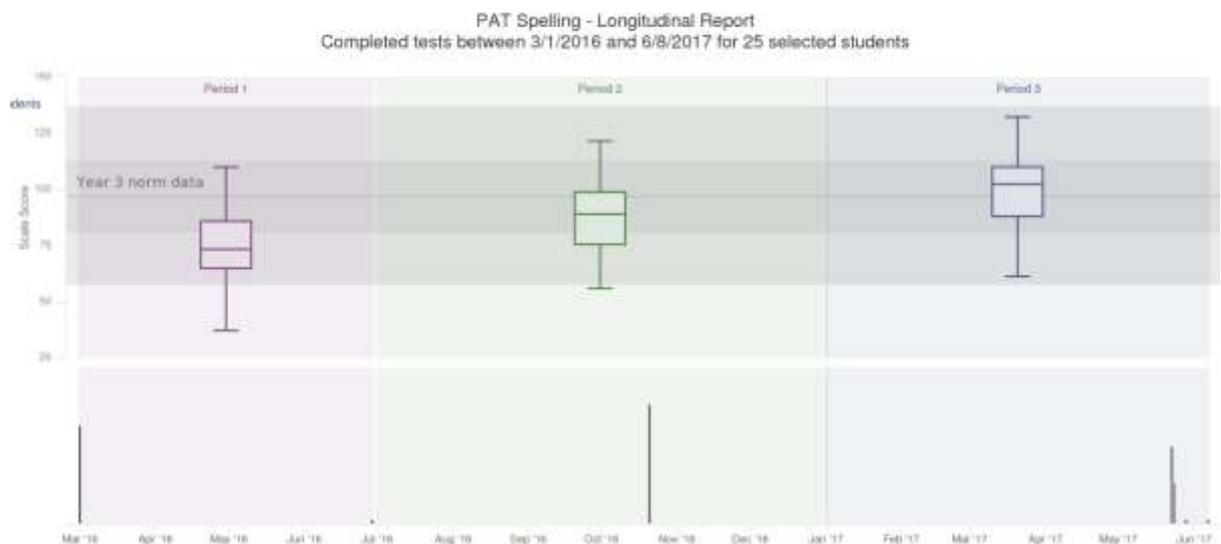
- Proportion of teachers' programs reflect systematic weekly writing conferences with students
 - One hundred per cent of teacher programs reflect systematic weekly writing conferences with students

- Proportion of teacher programs that reflect the use of student goal setting to assist in improved student outcomes
 - One hundred per cent of teacher programs reflect the use of student goal setting

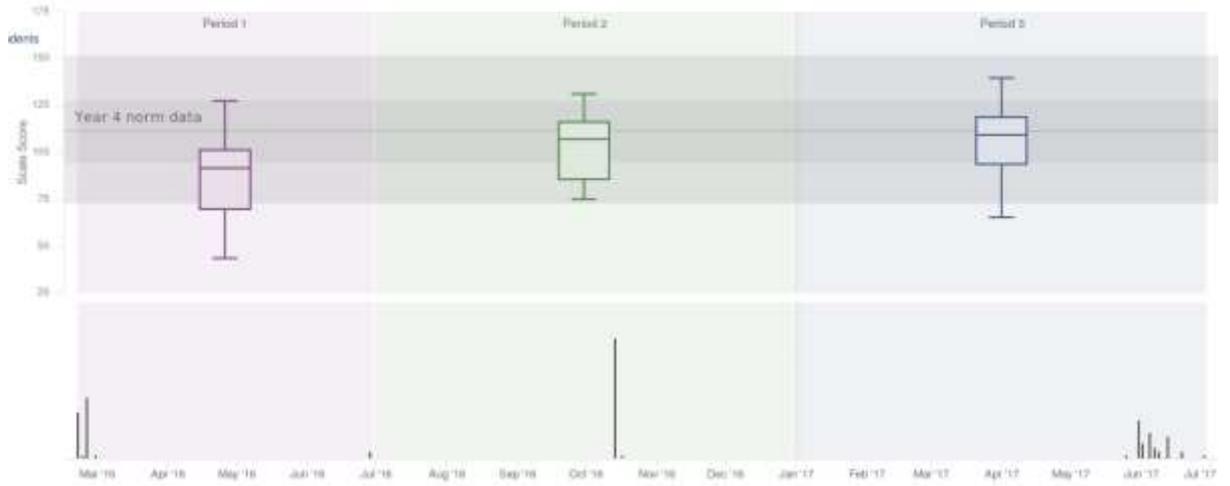
- Proportion of teachers using the print rich checklist to critically reflect on their classroom environment
 - Ninety five percent of teachers are using the print rich checklist to critically reflect on their classroom environment

- Proportion of students demonstrating growth in PAT testing

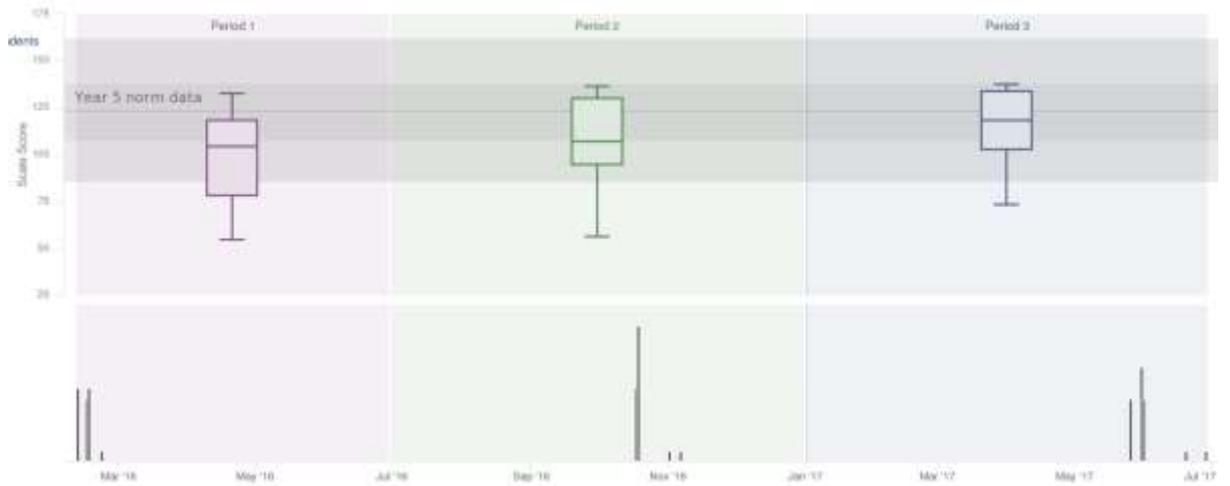
The following graphs show growth in spelling between January 2016 and June 2017 (norm data collected in September). The school only started using PAT Science and PAT Grammar and Punctuation in 2017 so growth data is not yet available for these tests. Please see section above for growth data for PAT Reading and PAT Maths.

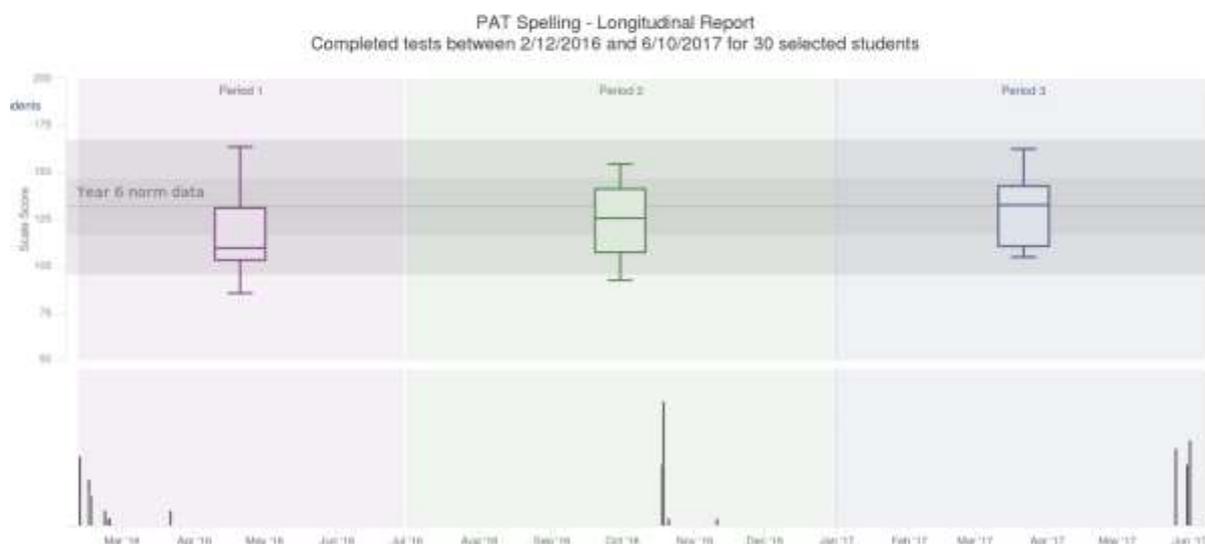


PAT Spelling - Longitudinal Report
 Completed tests between 2/22/2016 and 6/30/2017 for 36 selected students



PAT Spelling - Longitudinal Report
 Completed tests between 2/12/2016 and 6/30/2017 for 23 selected students





Key Improvement Strategy:

Develop and implement a culture and model of professional learning, feedback and support through coaching and mentoring.

The school’s excellent collaboration agenda continued in 2017. Teachers came together with their team and Team Leader once a week to review programs, student progress data and pedagogy. This year, intervention teachers also joined teams from time to time to update them on student progress data within the intervention program.

Within these collaboration sessions, teams in conjunction with their team leader devised collaboration goals that were aligned with the schools’ strategic plans. This ensured consistency across the school as well as guaranteeing all staff member were contributing to the success of the strategic priorities.

At the beginning of the year, teachers plotted themselves on the National Professional Standards for Teachers continuum. This formed the foundations of the first coaching conversation for the year between individual teachers and their assigned coach. Using this continuum data, teachers were then able to create yearlong goals forming the Professional Development Plans.

Learning Walks and Talks continued in 2017. Using the Quality Teaching model, the School Leadership team was able to work with teachers to identify focus areas for the Learning Walks and Talks. These focus areas also aligned with the schools’ strategic plans.

The two School Leader Cs developed a Professional Growth Tool in 2017. This tool allowed teachers to identify capacity building opportunities aligned with their Professional Development Plans and were they are plotted on the National Professional Standards for Teachers continuum. The data gleaned form tool also allowed the School Leadership team to identify common gaps and areas for targeted whole staff professional learning.

Indicators of Success:

- Proportion of staff who agree that the learning walks and talks improve their teaching and

reflective practice

- According to staff survey, ninety-two percent of teachers agree that learning walks and talks improve their teaching and reflective practice
- Proportion of staff who successfully implement feedback from learning walks and talks into their teacher programs
 - Ninety-five percent of staff have successfully implemented feedback from learning walks and talks into the teacher programs
- Proportion of staff that successfully incorporate the National Professional Standards for Teachers into the yearlong Professional Pathways plan
 - One hundred percent of staff have incorporated the National Professional Standards for Teachers into the yearlong Professional Pathways plan
- Proportion of staff who have demonstrated growth according to the PGT
 - Eighty five percent of staff have demonstrated growth according to the PGT

Priority

Achieve consistency in curriculum implementation and assessment throughout the school

Targets

By the end of 2017

The proportion of within school matched students achieving a 'C' grade or better in all Australian Curriculum subjects increases by 2-5% points per subject from 2016.

Progress

Key Improvement Strategy:

Develop a suite of Giralang Primary curriculum documents including documents to support assessment, planning and teacher reflection, which align with current curricula.

To compliment the extensive work completed in this area in the previous three Annual Action Plans, the school developed several Agreed Practices. Within these Agreed Practices were belief statements, links to policies, procedures and program templates. The Agreed practices were co-constructed with all staff members and were then presented to the School Board. The Agreed Practices completed in 2017 included; assessment, creative arts, curriculum, homework, library, literacy, LOTE, mathematics, teacher programming, reporting, spelling, and student leadership.

Indicators of Success:

- Proportion of staff who agree that the new planning templates are meaningful in their weekly planning
 - Ninety percent of staff agree that the new planning templates are meaningful in their weekly planning
- Planning templates will be consistent and the proportion of staff using the documentation for planning
 - Planning templates are consistent for English, Maths and Integrated Units. One hundred percent of staff are using the planning templates.
- Agreed Practices are completed
 - Agreed Practices were completed and are now in use by all classroom teachers and the School Leadership Team

Key Improvement Strategy:

Develop a systematic approach for the collection and analysis of diagnostic, formative and summative data whilst also maintaining a focus on rapid formative feedback

Giralang Primary School introduced further Australian Council for Education Research (ACER) standardized assessments in 2017. These assessments included PAT Early Years Reading, PAT Early Years Maths, PAT Grammar and Punctuation and PAT Science. These standardised assessments assisted in the triangulation of student progress data with already existing school based formative assessments as well as NAPLAN and PIPS data.

Indicators of Success:

- Assessment schedule evaluated, and amendments made if necessary
 - The senior school team leader led staff through an evaluation of the Assessment Schedule. Several amendments were made, specifically to the timing of administering the new ACER standardised assessments.
- Percentage of teacher programs reflecting assessment procedures, tools and evaluations
 - One hundred percent of teacher programs reflect the updated assessment schedule

Priority

To provide an Educational Service for Preschool Students of a National Quality Standard.

Targets

100% of all NQS areas achieving accreditation to an exceeding level when externally assessed.

Progress

Key Improvement Strategy:

Embed a culture of reflective practice in relation to program delivery

All Preschool Educators met with the Junior School Team Leader once a week throughout 2017 to reflect on their weekly program and discuss student needs and progress. This collaboration also aligned with the collaboration practices within the Primary School. During these collaboration sessions, Educators continued to explore ways of engaging families via the family room as an information sharing hub. Of note, the team applied for a Preschool Matters Grant to improve the family room by introducing a family literacy corner. The team were successful in gaining a \$1000 grant.

Indicators of Success:

- Proportion of staff weekly programming showing evidence of reflective program delivery
 - One hundred percent of staff weekly programming shows evidence of reflective program delivery.

Key Improvement Strategy:

Review the appropriateness of the design of the premises to provide appropriate services

With a continued focus on the Preschool Units' Family Room, new furniture was purchased to enhance the environment. After researching appropriate configurations and contemporary designs, comfortable family seating was purchased along with some coffee tables.

Indicators of Success:

- Proportion of planned spaces completed
 - The Family Room was completed with the purchase of new furniture

Key Improvement Strategy:

Strengthen home-school relationships

Throughout the year, the Preschool Team held various parent information evenings and events. These included 'How to Assist Your Child at Home', Fine Motor and Gross Motor evenings. All events

were well attended and highly valued by the school community.

Indicators of Success:

- Proportion of parents satisfied that the home-school relationship has strengthened
 - Ninety seven percent of parents indicated that they were satisfied that the home-school relationship has strengthened

Priority

Strengthen meaningful avenues of communication and partnerships with staff, parents and carers to nurture a connected school community

Targets

By the end of 2017

- To increase parent perception data
 - Community partnerships are valued and maintained* from 89% to 91%
 - Overall I am satisfied with my child's education at this school* from 93% to 95%
 - I am satisfied this school has high expectations in all that it does* from 89% to 91%
- To maintain staff perception data
 - There is effective communication amongst all staff* from 100% to 100%
- To increase student perception data
 - Overall I am satisfied I am getting a good education at this school* from 82% to 84%
 - Teachers at my school treat students fairly* from 73% to 75%
 - My school takes students' opinions seriously* from 65% to 67%

Progress

Key Improvement Strategy:

Review, enhance and embed the school's Values Program

Throughout 2017, the Values Programs continued with great success. Together with the KidsMatter Framework and the Friendly Schools Plus Social and Emotional Learning program (SEL), the schools' Values were front and centre in daily interactions, behaviour management strategies and home-school partnerships. The three school values banners that now hang in the front foyer anchor all the work the school has delivered over the past four years of the strategic plan.

Indicators of Success:

- Proportion of staff who agree that the enhanced Values program is being implemented consistently within the school
 - One hundred percent of staff agree that the enhanced Values program is being implemented consistently within the school

- Proportion of students who agree that the School Values are easily identified around the school
 - One hundred percent of students agree that the School Values are easily identified around the school
- Proportion of parents who agree that the enhanced school values are highly visible in physical spaces
 - Ninety eight percent of parents agree that the enhanced school values are highly visible in the physical spaces

Key Improvement Strategy:

Build a professional learning community that promotes a positive organisational culture

Giralang Primary School successfully completed component three of the KidsMatter Framework. The KidsMatter Committee continued to ensure that KidsMatter enjoyed a very high profile with staff, students and families through strong communication.

Mid-way through the year, the School Leadership Team worked with staff to evaluate the Friendly School's Plus SEL program. It was discovered that some classes were not using the SEL program for varying reasons. After the analysis was completed, it was decided to continue with the Friendly Schools Plus SEL program as it was based on solid and still contemporary research and it strongly aligned with our school values program.

Indicators of Success:

- Proportion of staff who agree that KidsMatter is assisting student's positive mental health
 - Ninety five percent of staff agree that KidsMatter is assisting student's positive mental health
- Friendly Schools plus is timetables into each teacher's weekly program
 - It is now timetabled into each teacher's weekly timetable after discovering in the evaluation mid-year that it wasn't
- Proportion of parents who agree that the social and emotional program is communicated to parents
 - Eighty nine percent of parents agree that the social and emotional program is communicated to parents.

Key Improvement Strategy:

Review and develop a contemporary communication policy

Due to competing priorities throughout 2017, a review of communication procedures was not formally completed. The school continued to embed all procedures outlined in the refreshed communication policy from 2015.

Indicators of Success:

- Proportion of parents who agree that the communication procedures are clear
 - Eighty five percent of parents agree that the communication procedures are clear
- Proportion of parents who agree that the communication procedures have improved communication between school and home
 - Eighty five percent of parents agree that the communication procedures have improved communication between school and home

Key Improvement Strategy:

Continue to improve transitions

A full evaluation of transition documentation and procedures was completed by the Junior School School Leader C in 2017. Several amendments were made to reflect subtle changes that had been made since early 2016. Giralang Primary School has made strong efforts to accommodate working parents regarding parent information sessions about transitioning to preschool, kindergarten and high school. Stronger links have also been made with the local high school reflecting higher volumes of Giralang Primary School students attending their pathway high school.

Indicators of Success:

- Proportion of students and parents agree that the Giralang Primary transition program is both helpful and worthwhile
 - One hundred percent of both students and parents agree that the Giralang Primary transition program is both helpful and worthwhile.

Key Improvement Strategy:

Identify and engage with potential community partners based on their capacity to contribute to improved student achievement or well-being

Throughout 2017, Giralang Primary School enjoyed many dedicated community partnerships. The school continued to engage with many sporting organisations to provide sporting clinics for our

students. These were paid for by accessing the Sporting Schools grants.

This year saw the introduction of a further partnership with the University of Canberra. The school hosted in excess of 60 pre-service students for Maths Teaching Clinics. These clinics assisted the pre-service teachers in their practical experiences and our student benefited from the small group learning.

Giralang Primary School established a partnership with the ANU ARC Centre of Excellence for Plant Photosynthesis. The ANU ARC Centre of Excellence for Plant Photosynthesis developed units of work and the school's STEM Specialist trialled them with students at the school. The STEM Specialist then provided feedback to the ANU. The ANU also provided the school with extensive resources to trial the units of work.

Indicators of Success:

- Proportion of planned partnerships in place
 - All planned partnerships were in place by the end of the school year. Some unplanned but highly valued partnerships were also in place.

Key Improvement Strategy:

Embed and communicate an explicit school improvement agenda with the Giralang community

The School Principal ensured that the Annual Action Plan was presented the School Board and the P&C. The Principal also wrote regular updates in the school newsletter, including a highly detailed report on the achievements the school had made against the strategic priorities over the past four years in readiness for the External School Review. The strategic plans were always on the agenda at staff meetings and professional learning sessions throughout the year.

Indicators of Success:

- Proportion of staff who agree that they know what the goals are of the Annual Action Plan and the School Plan
 - One hundred percent of staff agree that they know what the goals of the Annual Action Plan are
- Proportion of parents who agree that the school improvement plans have been communicated successfully with the parent community
 - Eighty four percent of parents agree that the school improvement plans have been communicated successfully with the parent community
- Proportion of parents who agree that they play an active role in realising the goals of the School Plan and Annual Operating Plan
 - Eighty two percent of parents agree that they play an active role in realising the goals of the School Plan and Annual Operating Plan