

Charles Weston School Coombs Annual Action Plan Report 2017

Context

Charles Weston School Coombs is the first school built in the Molonglo Valley. Our school caters for all students from preschool to year 6 who live in the Molonglo Valley. It has been designed to allow for contemporary teaching practices with flexible teaching spaces. It has also been designed to accommodate community user groups and provide a point of contact both socially and structurally for the growing Molonglo Valley community.

The students who joined Charles Weston School came from a wide range of schools across the ACT and beyond. There is a large range of cultural and socio-economic backgrounds as well as school experiences. We have approximately 65% of families speaking a language other than English and over 40 different languages spoken. Since the school's opening in 2016 enrolments have continued to climb at a steady rate, with our student population growing from 140 on our 2016 opening day through to 280 students at the end of 2017. The school operates as a fully inclusive P-6 setting, welcoming students of all ability into the mainstream setting. The diverse school community adds a richness to the evolving school culture.

Our school works with families and community members to ensure that we create a learning community that values innovation and creativity. It is a school that develops ethical and compassionate individuals who are prepared for the challenges and opportunities they will face as citizens in a globally connected and changing world. Our school values of; having a growth mindset, showing respect, being organised and practising wellbeing inform our daily practices and procedures through our positive behaviours for learning approach.

An implementation plan with the key components of: building, developing and connecting with the community, developing a robust and engaging curriculum and pedagogical framework, and developing systems to allow for continual improvement as a focus on all that we do at Charles Weston, was established in 2016. Following this in 2017 our goal for our new strategic plan and subsequent annual action plan is to have built a strong community that values our commitment to learning and wellbeing; enabling all members to feel connected, valued and that they are achieving.

Methodology

Since we commenced in 2016 we have used the National School Improvement Tool as a valuable form of self-assessment and will continue to monitor our progress annually through staff reflections using this tool. To assist in reviewing our efforts to achieve outcomes we have collected and analysed a range of data sets. These include:

- Student performance data
 - National Assessment Program for Literacy and Numeracy (NAPLAN)
 - Progressive Achievement Tests (PAT) for Reading Comprehension, Mathematics
 - Performance Indicators in Primary Schools (PIPS)
 - In school assessments as identified through our Whole School Assessment Schedule
- Stakeholder perception data
 - School Satisfaction Surveys – students, staff, families
 - National Safe Schools Framework

- Positive Behaviour for Learning (PBL) School Evaluation Tool (SET) and Self-Assessment Survey (SAS)
- Leadership team regularly working with teaching teams to review cohort data
- School improvement teams regularly working to review cohort and schoolwide internal data
- Teacher surveys to gauge current practices and beliefs
- Attendance and behaviour data also considered

Evaluation of Performance

Priority

1. **Develop and sustain a collaborative teaching and learning culture with high expectation of success for all students.**

Targets

- Achieve the ACT education directorate NAPLAN mean score in reading and numeracy.
- Percentage of students demonstrating at or above expected growth (years 3-5) in reading and numeracy.
- Increase the percentage of students making expected or greater than expected growth in PIPs reading from 40% in 2016 to 65% in 2019.
- 75% of students ILP (Individual learning plans) and TIPS (Targeted intervention plans) learning goals achieved. (which indicates a balance between aspiration and practicality in ILPs)
- 85% of parents agree/strongly agree that they are *satisfied with their child's education at this school* from the 2016 baseline of 84%.
- 90% of teachers agree/strongly agree that *Teachers at this school use results from system testing and system processes to inform planning* from the 2016 baseline of 88%.

Progress

In 2017 four key improvement strategies were identified and successfully actioned underneath our first priority area. These strategies included:

- Developing our school based inquiry curriculum
- Embedding effective pedagogical practices
- Developing a culture of analysis and discussion of data to inform teaching and learning
- Differentiating teaching and learning to meet the needs of all students

The progress achieved against our first strategy to ***Develop our school based inquiry curriculum*** included the establishment of weekly collaborative planning sessions for each teaching team (preschool, kindergarten, years 1/2, 3/4, and 5/6). These sessions were supported by members of the leadership team who provided targeted input into curriculum development, pedagogy, and differentiation with an inquiry lens.

All staff across P-6 participated in professional learning during terms three and four as well as members of the leadership and curriculum team attending professional learning led by Kath Murdoch on inquiry leadership in term two. The curriculum team have successfully completed a

whole year programme of inquiry for 2017 (POI for year A) and have almost completed a B year POI. All inquiry planning is conducted using the online tool Rubicon Atlas. This allows all staff collaborative access and a consistent, inquiry framework to plan units of work.

Our second identified strategy to ***Embed effective pedagogical practices***, had a specific literacy and numeracy focus in 2017. Our key actions for literacy included:

- Trial Daily Five literacy from K-6 and share and reflect on successes and concerns.
- Develop consistent practices in the language of instruction for teaching reading linking with Daily 5 and CAFE strategies. Scope and sequence reading skills and create a document. Focus on the three reading components from daily 5 from K-6.
- Develop a coaching program for reading.

Progress in 2017 included Daily Five being trialled and implemented K-6 with various modifications made to suit the differing learning needs within each cohort. All teaching teams shared their implementation and successes during literacy walks in our Wednesday staff meetings. Colleagues provided feedback to teams via google forms.

Additionally, an agreed scope and sequence for using CAFÉ (comprehension, accuracy, fluency and extending vocabulary) strategies from P-6 was collaboratively developed during a series of staff meetings. These were then linked to the Australian Curriculum and a visual representation created and displayed in our collaborative planning room. The visual shows when agreed strategies should be exposed, explicitly taught and consolidated at the different grade levels. Our coaching program was not rolled out in 2017 as it was not appropriate timing.

Our key actions for numeracy included:

- Implement the use of CMIT in Kindergarten classes and the use of MYMC across the senior school
- Participate in Principals as Numeracy Leaders program
- Whole school professional learning focussed on Maths by Inquiry and assessment
- Create a document of scope and sequenced numeracy skills
- Develop a coaching program for maths

Our kindergarten team attended PL for CMIT and have implemented the language, resources and assessment techniques. Via in-house MYMC facilitators we have successfully implement MYMC across the 3-6 cohorts. PL was delivered to relevant staff and student assessments resulted in differentiated flexible groupings in maths. Members of the leadership team and interested teachers participated in the PANLS program devising an action plan with agreed strategies to inform goals for 2018. All staff participated in professional learning through Resolve (Maths by Inquiry) completing three sessions in semester two. One staff member successfully applied to become a Resolve Champion and has led staff in PL and all teachers have access to the online Resolve resources which are being trialled and evaluated school wide. The actions to create a scope and sequence and commence coaching programs are being re-evaluated through our involvement in PANLS.

The progress of our third strategy to ***Develop a culture of analysis and discussion of data to inform teaching and learning*** has been successful with week one of every term dedicated to teaching teams using a disciplined data discussion approach to analyse cohort data. Data is also analysed during collaborative planning sessions but on an as needed basis as determined by the team. The intention for 2018 is to implement a systematic approach to data discussions.

With the intention to increase the data analysis skills of all teachers we regularly review behaviour data (via PBL tracking) in addition to academic data. Staff in the PBL team successfully collate and

analyse student data. This was shared for staff to reflect on during meetings once a term. To improve staff data literacy, we use the Disciplined Data Discussion questions. Further PL to improve teacher confidence is required.

As a new school we volunteered to participate in the trial of the School Administration System (SAS/Sentral). We successfully implemented release one and completed training for release two. This helped us to analyse attendance data in 2017 through heat mapping.

Our final strategy for this priority was to ***Differentiate teaching and learning to meet the needs of all students***. This has been achieved in 2017 through the development of a school wide data wall for reading which is accessed in collaborative planning sessions and online by teachers. During collaborative planning teachers use the three prompts of ‘core, enabling, extending’ to differentiate learning experiences. This is recorded on Rubicon Atlas. Targeted and specialist support for tier two and three students has been achieved via small group and individualised instruction within class and withdrawal sessions. The RTI team and inclusion support teacher work with class teachers to identify students who required support or enrichment. The RTI and Student achievement teams meet on alternating Wednesdays to analyse school wide trends and student/cohort needs. ILPs and Targeted Intervention Plans (TIPs) were created for students requiring additional levels of support during 2017. Access to ABELS was achieved with two student assessments completed. The therapy assistance program (TAP) was highly successful with speech therapy provided in semester one and occupational therapy provided in semester two. This program provided tailored PL to staff, coaching sessions to build staff capacity targeting specific cohorts/skills, small group and 1:1 sessions for identified students.

Due to our high EALD student population a school wide focus on all teachers as EALD teachers was achieved through a series of professional learnings delivered by Misty Adoniou, Mandy Scott and Samantha Thornton.

In relation to our NAPLAN targets in 2017 we were above the ACT mean in seven out of ten areas. Our year 3 cohort performed particularly well against the territory and year 5 significantly outperformed the ACT in three of the five areas as shown in the table below.

| Mean Scores | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy |
|-------------|---------|---------|----------|-----------------------|----------|
| Year 3 CWSC | 458.8 | 435.9 | 443.8 | 443.9 | 451.0 |
| Year 3 ACT | 446.1 | 415.9 | 414.4 | 445.7 | 419.4 |
| Year 5 CWSC | 515.6 | 498.9 | 517.8 | 535.4 | 481.4 |
| Year 5 ACT | 520.9 | 480.0 | 498.9 | 508.4 | 498.8 |

Our satisfaction survey results revealed an increase of parents selecting agree/strongly agree for the statement they are *satisfied with their child’s education at this school* from 84% in 2016 to 93% in 2017.

In 2017 there was a slight decrease from the previous year, 88% - 86%, in teachers selecting agree/strongly agree for the statement *Teachers at this school use results from system testing and system processes to inform planning*.

2. Create and foster a positive welcoming school culture

Targets

- All components of Kidsmatter have been completed and visibly actioned in all classes evidenced by staff survey and learning walks.
- 96% of students agree/strongly agree that *my school gives me opportunities to do interesting things* from the 2016 baseline of 96%.
- 95% of students agree/strongly agree that *I feel safe at my school*, from the 2016 baseline of 91%.
- 85% of parents agree/strongly agree that *community partnerships are valued and maintained* from the 2016 baseline of 80%.
- 90% of parents agree/strongly agree that *This school takes parents' opinions seriously*. from the 2016 baseline of 85%.

In 2017 four key improvement strategies were identified and successfully actioned underneath our second priority area. These strategies included:

- Implement Positive Behaviour for Learning (PBL)
- Embed KidsMatter
- Facilitate enrichment opportunities for students, staff and the in-school community and broader Coombs community
- Develop communication structures to connect parents and the community to the school and ensure effective reporting mechanisms.

The progress achieved against our first strategy to ***Implement Positive Behaviour for Learning (PBL)*** included a successful school community PBL launch at the end of term one. Additionally, staff and student created PBL videos were uploaded to our school website, internal staff portal and added to the ACT PBL google community. These videos are used as a teaching tool in classrooms and can be accessed by parents as a reference guide.

All staff participated in ongoing PBL professional learning delivered by our internal coach and supported by the external coaches. The PBL team are leading the ongoing induction and training of staff and also continue to present our PBL journey at system workshops and to other schools.

A PBL action plan has been developed and is continually monitored through regular PBL team meetings. The school received outstanding results in both the SET and SAS evaluations conducted by the directorate's PBL team. We achieved a 95.9% on our School Wide Evaluation Tool and 97% for our Non-Classroom Settings systems (SAS) being in place.

Our Kids Matter team supported our second strategy to ***Embed KidsMatter at CWSC*** by creating an action team consisting of staff and community members and then undertaking training so that they could support staff to complete component two of the KidsMatter Training. They presented this PL to staff throughout semester two.

The 2017 priority to ***Facilitate enrichment opportunities for students, staff and the in-school community and broader Coombs community*** was addressed through the development of a database of community expertise that is displayed in the collaborative planning room for teachers to access.

In semester one we created and developed a community engagement contact officer position which was then re-designed and advertised in term four with a Community Coordinator commencing at CWSC.

We continued to embed our student parliament with more teachers trained in how to implement and run a school based leadership program through a parliament approach.

Staff are encouraged to follow areas of interest and seek support for further research/training on an individual basis. We would like to explore a more systematic approach in future. The School Board has committed to financially supporting any teachers who would like to apply for Highly Accomplished or Lead Teacher accreditation.

Information was collected and communication protocols established to ensure that ongoing parent engagement is high. Areas of specific focus included use of Seesaw, newsletters, Friday Coffee & Chat sessions, P+C meetings, assemblies and the community noticeboard.

The final strategy to ***Develop communication structures to connect parents and the community to the school and ensure effective reporting mechanisms*** included further establishment of our School Board and P+C and involvement of teachers in these forums. Our Community Engagement officer collected 'one big idea' from our families and broader community. These ideas were acted on and a regular process of review and contact was established. The use of Seesaw by teachers to engage families in learning at CWSC has been a significant focus in 2017 with regular PL provided to staff to upskill them on the different features available to engage families, share students work and develop digital portfolios to aid assessment and reporting. Two of our staff members are Seesaw ambassadors who provided coaching throughout the school, delivered parent workshops and presented at the 2017 Google Summit. Our success with Seesaw has led to other schools visiting and working with our staff to help them implement it in their settings.

We achieved two of the four targets set against our satisfaction survey data.

- 87% of parents agree/strongly agree that *community partnerships are valued and maintained* which was a significant increase from the 2016 baseline of 80%.
- 91% of parents agree/strongly agree that *This school takes parents' opinions seriously*. This was an increase from the 2016 baseline of 85%.
- 83% of students agree/strongly agree that *my school gives me opportunities to do interesting things* which was a drop from the 2016 baseline of 96%.
- 85% of students agree/strongly agree that *I feel safe at my school*, a drop from the 2016 baseline of 91%.