Fadden Primary School

Annual Action Plan Report 2017

# Context

Fadden Primary community encourages every student to aim for excellence in an environment which promotes a love of learning and prepares each student for the challenges of the future. Our school values are confidence, respect and responsibility.

The three priorities of the 2017 Annual Action Plan (AAP) have been:

* improvement in student writing;
* improvement in student outcomes in Mathematics; and
* improvement in student wellbeing .

These priorities originated from the School’s 2017 – 2021 Strategic Plan which reflected analysis of student achievement data, satisfaction data and a review of the school using the National School Improvement Tool in 2016. These priorities have informed school professional learning, budget commitments and the development of procedures and processes.

Mathematics has seen the most significant focus in regards to professional learning. This was enabled through the Education Directorate’s Principal’s as Numeracy Leaders (PANL) project. A team of four teaching and leadership team members attended four days of workshops in May and June. This resulted in a term long professional development plan being developed and implemented with all teachers within the school.

Work on improving writing commenced in semester two and will be a major focus for 2018. Teachers engaged with The Writing Book by Sheena Cameron and Louise Dempsey as a model for developing an effective writing program. A small team of teachers and school leaders attended professional learning with Louise Dempsey in September and two teachers have been trialling approaches from the Writing Book. All teachers will attend professional learning with Louise Dempsey and Sheena Cameron in January 2018 and this will be followed up with coaching and school based workshops.

Student wellbeing has remained a key focus at Fadden PS. During 2017 student voice has been enhanced through implementation of an effective Student Parliament and Student Representative Council (SRC) program. Procedures for establishing positive and productive learning environments and responding to inappropriate behaviours have been refined and updated through a review of the schools’ Student Wellbeing Procedures. A new Student Support Officer role has been established to support student wellbeing and build the capacity of staff to respond to the various needs of children within our school.

# Methodology

A range of self-assessment strategies have been implemented throughout 2017 to enable all staff to be part of the annual action plan. These have included self-assessment on the National School Improvement Tool and National Safe Schools Framework Audit Tool, reviews of the action plan progress, staff check-ins, confidence surveys and through the formal process of reviewing targets.

Each term staff were asked to review the Annual Action Plan and comment on progress and next steps. Staff were given the opportunity to review one of the priorities each term. Some staff chose to reflect on progress in one priority for the whole year whilst others chose a different priority each term. These sessions were most useful in identifying next steps and areas of need for communication, discussion, professional learning and review.

Staff feedback as also obtained through surveys including those focused on Maths professional learning, Maths resources, MAPPEN, the draft Student Wellbeing procedures and the year in general. Feedback was also obtained through annual professional discussion, performance planning meetings and in staff meetings. Staff regularly share feedback and ideas with school leaders through the clear and open communication systems established within the school.

Student feedback has been collected through KidsMatter, School Satisfaction and a specialist programs survey. Students also place ideas in an ideas box in the foyer and have opportunity to raise ideas, questions and feedback through SRC, student parliament and circle time sessions.

Parents are involved in providing feedback through P&C, School Board and teams such as KidsMatter and Fresh Tastes. Parent consultation has occurred on the new Student Wellbeing Procedures. Parent feedback is invited through email, phone call or face to face in communication from the school principal in the school newsletter.

# Evaluation of Performance

## Priority

*Improvement in student writing*

Targets

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| * An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in writing.
* Year 3 : Band 5 and Band 6 – *67.5 % in 2016* with a 20% increase in 2021 = *81% or greater*
* Year 5 : Band 7 and Band 8 – *10.8 % in 2016* with a 20% increase in 2021 = *12.96% or greater*
* A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in writing.
* Year 3 : Band 1 and Band 2 – *5 % in 2016* with a 20% decrease in 2021 = *4% or less*
* Year 5 : Band 3 and Band 4 – *8.1 % in 2016* with a 20% decrease in 2021 = *6.48% or less*
* Student growth in year 5 (within school match) is at or above the ACT scaled growth score and 85% of students have greater than or expected growth compared to 65.7% in 2016 for NAPLAN reading
* Year 5 2016 average scaled growth score = 67.4 compared to the ACT average scaled growth score of 74.1.
* 90% of 2017 kindergarten and year one students show improvement of at least five points on the Fadden PS Criterion Referenced Assessment Tool for writing by the time they are in years four and five in 2021.
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## Progress

During 2017 a writing team was developed including; two classroom teachers and three members of the leadership team as part of the Writing Project (2017-2018). This has been and will continue to be integral in building staff capacity to improve student writing outcomes at Fadden Primary School. Team members surveyed staff on their teaching of writing and found the following:

* How is student achievement in writing at Fadden Primary measured?
* What teacher knowledge can we currently draw upon at Fadden? What is currently happening at Fadden in writing?
* How does your classroom environment promote a culture of student learning at Fadden Primary?

This information formed an integral basis to support teacher’s knowledge of teaching writing in their classrooms. As a result, a whole school curriculum scope and sequence was developed utilising the Australian Curriculum and including direct links to Inquiry Learning. From this whole school staff development sessions on moderation were held, with a specific focus on using the Australian Curriculum Achievement Standards to further develop staff knowledge and understanding. This resulted in rich professional discussions amongst staff and a deeper understanding of the writing expectations of students in their grade levels.

All staff plan using a balanced literacy approach, which involves teachers planning explicitly using the Australian Curriculum Achievement Standards, from which success criteria and learning intentions are developed for each lesson. These are explicitly taught to the students, and revisited regularly throughout the lesson, ensuring students understand the learning expectations and what is required to achieve. Varying classes have implemented jointly constructed ‘Bump It Up’ walls. This form of formative assessment has enabled students to self-assess their learning and independently improve their writing.

At Fadden Primary School we provide targeted support to students who require it through the MiniLit program. Students who have been identified as requiring support and after assessment by the leadership team are entered into the program. Through running this program children from years 1 through to year 4 have actively being a part of the intensive program. Below is a graph of student progress between February 2017 and September 20170



As part of the Early Years Extension Program which is held in conjunction with eleven other schools throughout the Tuggeranong Network, we have provided students with the opportunity to participate enrichment days. This has resulted in three children in each year level from preschool to year 2 being selected to participate in carefully planned writing programs aligned to the Australian Curriculum. Children had the opportunity to participate in a full day workshop with like-minded individuals to improve their writing skills. Fadden Primary School hosted the year 1 extension day.

Two year 5 students also had the opportunity to attend the Middle Years Extension Day at Gordon Primary School, hosted by author Catherine Whittle. These workshops taught students explicitly about the writing process and provided students with authentic opportunities to build on their skills and knowledge.

Student achievement continues to be strong in the area of writing with increases in the top bands of writing and decreases in the bottom bands in year five and a decrease in the number of students in the bottom bands in year three.

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| Year five writing | 2021 Target | 2016 | 2017 |
| Bands 7 and 8 | 12.96 % or more  | 10.8 % | 24 % |
| Bands 3 and 4 | 4.7 % or less  | 8.1 % | 4.7 % |

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| Year three writing | 2021 Target | 2016 | 2017 |
| Bands 5 and 6 | 81 % or more | 67.5 % | 53.5 % |
| Bands 1 and 2 | 4 % or less | 5 % | 4 % |

Student growth in year five reading was slightly below the ACT mean with 68.2 percent of students from Fadden achieving average growth compared to 75.6 percent across the system. This average is expected to grow as our staff team engage in professional learning and develop more effective writing programs in 2018 and beyond.

The Fadden PS criterion referenced assessment tool mentioned in the targets was not employed in 2017. This target will be re-assessed following professional learning in 2018 to determine if it is the best target to indicate growth over time in writing.

Writing will continue to be a focus for Fadden Primary School in 2018. All teaching staff will complete a whole day professional learning session with Louise Dempsey and Sheena Cameron in January 2018. In 2018 Fadden Primary School will be implementing:

* consistent planning templates, with opportunities for children to write at least 4 times a week,
* literacy walls that include: writing bump it up wall, Australian Curriculum achievement standards, learning intentions and success criteria, jointly co-constructed texts to support student understanding of text types,
* free choice writing books,
* professional learning sessions for all staff, included sharing opportunities between staff,
* refinement of moderation and assessment of writing throughout the school.

## Priority

***Improvement in student outcomes in Mathematics***

## Targets

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| * An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in numeracy.
* Year 3 : Band 5 and Band 6 – *48.8 % in 2016* with a 20% increase in 2021 = *58.56% or greater*
* Year 5 : Band 7 and Band 8 – *23.7 % in 2016* with a 20% increase in 2021 = *28.44% or greater*
* A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in numeracy.
* Year 3 : Band 1 and Band 2 – *4.9 % in 2016* with a 20% decrease in 2021 = *3.92% or less*
* Year 5 : Band 3 and Band 4 – *7.9 % in 2016* with a 20% decrease in 2021 = *6.32% or less*
* Student growth in year 5 (within school match) *continues to be at or above* the ACT scaled growth score and 85% of students have greater than or expected growth compared to 62.9% in 2016 for NAPLAN numeracy.
* Year 5 2016 average scaled growth score = 95.0 compared to the ACT average scaled growth score of 82.8.
* PAT maths data will demonstrate an increase in the number of students performing at or above the normed range for their year level.
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## Progress

Using a capacity matrix to engage staff in self-reflection, it was established early on in 2017 that as a staff we needed to unpack whole school beliefs and practices for the teaching, learning and assessment of . The staff at Fadden Primary School have relied on a Mathematics textbook to guide teaching for many years. Students were often seen working through modules of photocopied activities. Through the self-reflection tool used at the beginning of the year, staff were able to identify personal beliefs about effective teaching and learning of Mathematics. It was clear from the responses that teaching and learning from a photocopied module was not considered to be an effective, engaging or intellectually rigorous. Staff worked collaboratively to write a set of belief statements about the teaching and learning of Mathematics. This process will continue and be built upon in 2018.

Initial team meetings in 2017 saw teaching teams working together to develop scope and sequences of the teaching of Mathematics. Teaching teams used the scope and sequence template that was devised by the QLD department of education using the Australian Curriculum. These documents have been put together to form a whole school scope and sequence document.

The necessity for effective, engaging and intellectually rigorous Mathematics teaching and learning led to the participation of a working party in Principals as Numeracy Leaders (PANL). Participation in the PANL program aimed to develop knowledge and skills to positively alter teaching and learning in Mathematics at Fadden Primary School. Three members of the leadership team as well as one classroom teacher participated in four days of training. Whilst at training we developed a plan for future action at Fadden Primary School. The Fadden team decided on three priorities:

* Enhance learning environments and use of resources
* Enhance lesson structure to be more balanced
* Differentiating instruction and learning opportunities more effectively

The Fadden PANL team ran three whole school professional learning sessions.

These were:

* **Mathematics at Fadden Primary School** **-** this outlined to teaching staff where we currently were in relation to the teaching and learning of Mathematics. It outlined our current practices and areas for improvement, and it also identified the three Fadden PANL priorities. Teaching staff were also introduced to the importance of vocabulary and questioning in Mathematics teaching and learning.
* **Mathematics Proficiencies -** this professional learning session aimed to introduce teaching staff to the Australian Curriculum Mathematics proficiencies. Staff were encouraged to evaluate work samples and identify the Mathematics proficiencies. Teaching staff also set themselves a goal related to the proficiencies.
* **Lesson Structure -** this professional learning session unpacked the balanced numeracy lesson in particular the necessity for a warm-up, whole class instruction/activity, modelled, guided and independent learning and reflection.

A number of staff completed Middle Years Mental Computation (MYMC) training and Count Me In Too (CMIT) training. These staff then delivered professional learning to teaching staff at staff meetings.

Appropriately resourcing teachers and classrooms was identified as one of the Fadden PANL priorities. All maths resources were collected and a whole school audit was performed. Resource tubs were purchased for every classroom and number kits were created. During the year we have continued to purchase resources and add these to the number kits.

The library now houses a number of Mathematics resource tubs. These include time, measurement, shape - 2D and 3D, fractions and decimals, mass, volume and calculators.

Fadden Primary School believes in open communication and upskilling our parent community. This year we have offered two parent workshops, one aimed at the junior school parents and the other aimed at the senior school parents. The junior school parent information session centered around strategy based teaching of Mathematics and CMIT. This session was very well received with a total of 25 parents attending. Feedback was extremely positive. Unfortunately the senior school parent session did not go ahead as there was very limited interest. We will continue to promote and offer these information sessions to parents in 2018.

In October a professional learning session with Mathematics consultant Anita Chin was organised at Fadden Primary School. Twelve Fadden staff members attended the ChinUp session titled, Differentiating Multiplication and Division. The sessions focused on ‘big ideas’ for multiplication and division and how these link to the Australian Curriculum, experiencing differentiated and developmentally sequenced tasks from K-6, as well as examining rich mathematical language.

Teaching staff were again asked to reflect on their professional development in the area of Mathematics in term four. Staff completed a Google Form which aimed to assist the PANL team in tailoring future Mathematics professional learning at Fadden Primary School. We gathered information about changes in practice, the implementation of the balanced numeracy structure, the use of the resource boxes in classrooms, the development of the learning environment, reflection and incorporation of the Mathematics proficiencies in planning and overall feelings of capacity building amongst staff. Feedback resulted in 93% of staff using the number kits regularly, 100% of staff feeling confident in moving away from the program based Mathematics program, 93% of staff beginning each lesson with a warm-up activity and 100% of staff feeling that the professional learning has supported their professional growth and practice this year.

Student achievement in Mathematics continued to be strong. NAPLAN data indicated an increase in the number of year five students in the top bands and a decrease in students in the bottom bands. Year three data indicates more work is needed in early years Mathematics as we work towards these targets.

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| Year five numeracy | 2021 Target | 2016 | 2017 |
| Bands 7 and 8 | 28.44% or more | 23.7% | 34%  |
| Bands 3 and 4 | 6.32% or less | 7.9% | 6.4% |

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| Year three numeracy | 2021 Target | 2016 | 2017 |
| Bands 5 and 6 | 58.56% or more | 48.8% | 46.6% |
| Bands 1 and 2 | 3.92% or less | 4.9% | 6.7% |

Student growth in year five numeracy was above the ACT mean with 94.1 percent of students from Fadden achieving average growth compared to 85.7 percent across the system.

PAT maths was not used as a standard assessment tool across the school in 2017.

## Priority

### ***improvement in student wellbeing***

## Targets

* 95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey. This would be a 22% increase from 2016 results.
* 95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework.
* 95 percent of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.
* 95 percent of year four, five and six students agree that their teacher listens to them and values their opinion in the KidsMatter survey.

## Progress

During 2017 the school's Student Wellbeing Procedures were updated to reflect the new Education Directorate’s Safe School’s Policy. In order to develop a procedural document which reflected school values, best practices and community needs the Deputy Principal collaborated with other schools, teachers and parents to develop a draft. Staff were provided with professional learning on the draft procedures to enable a trial processes to commence. This trial lasted three terms and included regular evaluations, reflections and improvements. Community consultation involved a parent workshop in August, consultation team feedback throughout the year and student consultation through our Student Parliament. In term four the draft procedures were updated to reflect input from all stakeholders.

The Student Wellbeing Procedures inform the work teachers and students do in building positive and productive learning environments as well as the steps followed when inappropriate behaviours occur. The procedures are designed to provide all school community members with a clear understanding of expectations and processes in place to support student wellbeing. The procedures document includes information on rationale, school values, creating and maintaining supportive environments, problem solving, restoring harm, responding to ongoing inappropriate behaviours and anti-bullying procedures.

One component of providing a safe and supportive school is the implementation of a school wide social and emotional learning program. To support this whole school implementation a scope and sequence document was implemented to inform the teaching of Friendly Schools Plus as well as Health content such as Fresh Tastes, Protective Behaviours, cyber safety and personal development. The scope and sequence has direct links to Australian Curriculum content and achievement standards and embeds the schools three core values of respect, responsibility and confidence.

Social and emotional learning is taught from preschool to year six. Content is taught through a variety of strategies including use of rich texts, circle time and role play. Topics are reinforced through assemblies, class meetings and day to day interactions between staff and students. The topics covered in a school year are school values, self-awareness, self-management, social awareness, relationship skills, social decision making and anti-bullying.

School values are a core component of each day at Fadden Primary School. Students from preschool to year six are able to explain what our school values are and how they look in action. To support this understanding and celebrate our school values in action a number of strategies are put in place. These include values wristbands, Principal Morning Teas and special awards.

 A new initiative implemented in 2017 was a playground tickets system which acknowledge our values in action. A child receives a ticket from the duty teacher when they are observed showing a Fadden value, the ticket is placed in the house mailbox and each Friday the house with the largest number of tickets has a name drawn out for a lucky dip prize. This process is managed by our year six Student Parliament.

In 2017 significant work has occurred to strengthen student voice across the school and enable students to be part of decision making and future planning for the school. A great deal of this work has occurred through the year six Student Parliament and the Student Representative Council (SRC) they lead. Year six students self nominated for leadership roles with the Parliament. Key roles include Prime Minister, Treasurer, Secretary and Ministers for Education, Sport, Social Services, Information and Research, Communication and Technology and Environment, Health and Safety. Year six students work in these ministry teams to raise ideas, develop initiatives and support decision making within the school. Some of the work they have carried out fundraising days, organised lunchtime sports equipment borrowing, organised pothole repairs in the carpark, set up and implemented an SRC, hosted school assemblies and organised and hosted Fadden’s Got Talent.

KidsMatter data collected in term one and four indicated that of 104 children surveyed in term one, 96 percent of students believed that their teachers listen to and value their opinions. In term four, 116 children were surveyed and 94 percent believed their teachers listen to and value their opinions.

School and system data indicated a significant growth in referrals for students with mental health needs, predominantly trauma and anxiety. At the end of 2017 the school had 12 students receiving support or having adaptations in learning made for mental health related issues. In 2016 this number was four. To support the needs of students with mental health needs the school implemented a new role, a Student Support Officer (SSO). The SSO works closely with school leaders and teachers to support individual and small group needs. This support is proactive as well as in response to situations and individual needs. The implementation of this role has received positive feedback from staff, families and students and will continue in 2018 and beyond. The team member in this role is being supported to complete a Certificate IV in Youth Work.

In order to support student wellbeing it is important that we also support staff wellbeing. To commence the year a staff wellbeing plan was devised and reviewed by all staff. Throughout the year various strategies are implemented to support staff in achieving balance between work and the rest of their lives. The staff wellbeing plan consists of 24 strategies including gym membership discounts, family friendly weeks each term (no after school meetings), special lunches and appreciation opportunities. Staff report feeling very supported at Fadden PS with 93 percent of staff responding positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool. The other seven percent responded neither agree or disagree.

Schools Satisfaction data in 2017 indicated improvement in the question about children feeling safe at the school.

* 86 percent of parents indicated that their children feel safe at school, with 6 percent neither agreed nor disagreed. This was one percent higher in 2016. This result is 13 percent higher than 2015 data which demonstrates pleasing maintenance of growth throughout 2016 and 2017.
* 84 percent of students in years five and six feel safe at school, an increase of 13 percent from 2016 and 24 percent from 2015.
* 100 percent of staff indicated that children feel safe at this school, an increase of 25 percent from 2016.

In reflecting on the school's philosophies, policies and practices in relation to the National Safe Schools Framework staff rated the school as achieving highly in all nine of the domains. This is an improvement from 2016 when school data indicated a need for improvement in domain 3: policies and procedures, domain 6: engagement, skill development and safe school curriculum and domain 8: early intervention and targeted support. Areas for future work which will be actioned in 2018 include implementation of a responsible technology use agreement and enhancement of early intervention referrals for children experiencing social and emotional difficulties.

This improvement in satisfaction and other related data is a reflection of the focus placed on student and staff wellbeing and as a school we will continue to improve in these areas through embedding school wide practices, procedures and programs in 2018 and beyond.