Fraser Primary School

Annual Action Plan Report 2018

# Context

Fraser Primary School is a Preschool to Year 6 school.  To reflect this, references to teachers and school are inclusive of preschool educators and the preschool unit.  Particular references to preschool are included in this plan where appropriate.

The National School Improvement Tool (NSIT) is our primary source of self-assessment, with both executive and teaching staff analysing our performance and identifying supporting evidence against the 9 domains. In addition, we have used student data (NAPLAN, PIPS, Directorate and school targets), stakeholder perception data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to ascertain priorities.

Improvement in student literacy and numeracy will be an ongoing priority with deepening focus on developing teacher capacity, data collection and analysis, differentiation and curriculum delivery.  Strategic approaches to partnerships with community will also remain a major focus.  Continuing to strengthen existing and build new community partnerships that are focused on learning for all will bring richness to our growth.

In terms of the NSIT, we will be focusing on:

Domain 2: Analysis and Discussion on Data

Domain 6: Systematic Curriculum Delivery

Domain 7: Differentiated Teaching and Learning

Domain 8: Effective Pedagogical Practices

Domain 9: School-community partnerships

Preschool educators undertake self-reflection against the National Quality Standards.  Parent feedback is sought through surveys, both electronically and hard copies.  This feedback forms the basis of our Quality Improvement Plan in the preschool setting, which is incorporated into our Strategic Plan.  The Preschool Assessment completed by the Child Protection Regulatory Unit is also used to form our plan.

# Methodology

At Fraser Primary School self-evaluation is an ongoing process driven by the ACT Education Directorate and School Strategic Plan. The Fraser Primary Annual Action Plan is developed and owned by all staff. Staff reflect on progress against the plan once a term during curriculum meetings and from this, staff document progress against the relevant strategic priority and identify future areas of focus.

The National School Improvement Tool (NSIT) is our primary source of self-assessment, with both executive and teaching staff analysing our performance and identifying supporting evidence against the 9 domains. Staff have engaged with the National School Improvement Tool (NSIT) through our reflection meetings and all staff have participated in discussions to assess Fraser Primary against each domain of the NSIT. In addition, we have used student data (NAPLAN, PIPS, Directorate and school targets), stakeholder perception data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to ascertain priorities.

Weekly (PLT) meetings provide staff with the opportunity to discuss and analyse student assessment data. This data includes:

Performance Data: NAPLAN, PIPS, AGAT, PAT Maths, PM Benchmark data, Morrison McCall Spelling, Essential Skill Trackers.

Satisfaction Data: System Survey Data, Australian School Climate and School Identification and Measurement Tool, School Based Surveys.

# Evaluation of Performance

## Priority

### **Improve student outcomes in literacy and numeracy through building teacher capacity through using an evidence-based approach**

### Targets

**NAPLAN**

By the end of 2018 the school will:

* Achieve a 1% point improvement of the mean score average over the past four years

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **NAPLAN Mean Scores** | 2018 (Four Year Averages & Targets) | | | |  | Results | |
| Year 3 | | Year 5 | |  | Year 3 | Year 5 |
|  | Average | Target | Average | Target |  |  |  |
| Reading | 446.5 | 447.5 | 512.8 | 513.8 |  | 453.75 | 512.25 |
| Writing | 437.3 | 438.3 | 473.2 | 474.2 |  | 450 | 477.5 |
| Spelling | 419 | 420 | 490.1 | 491.1 |  | 421.25 | 491.5 |
| G & P | 450.4 | 451.4 | 505.1 | 506.1 |  | 456.5 | 508.25 |
| Numeracy | 417.6 | 418.6 | 489.3 | 490.3 |  | 425.75 | 490.3 |

* Achieve a 1% point improvement in the percentage of students in the top two bands, based on the 2018 four year average in year 3 and year 5 in reading, writing, spelling and numeracy.

**Table 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Top Two Bands** | 2018 (Four Year Averages & Targets) | | | |
| Year 3 | | Year 5 | |
|  | Average | Target | Average | Target |
| Reading | 27.6 % | 28.6 % | 17.4 % | 18.4 % |
| Writing | 37.7 % | 38.7 % | 7 % | 8 % |
| Spelling | 22.3 % | 23.3 % | 13.8 % | 14.8 % |
| Numeracy | 21.3 % | 22.3 % | 11.1 % | 12.1 % |

**Table 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Top Two Bands** | 2018 (Four Year Averages & Targets) | | | |  | Results | |
| Year 3 | | Year 5 | |  | Year 3 | Year 5 |
|  | Average | Target | Average | Target |  |  |  |
| Reading | 55.2 | 56.2 % | 38.7 | 39.7 % |  | 58.0 % | 41.1 % |
| Writing | 63.4 | 64.4 % | 13.9 | 14.9 % |  | 70.2 % | 18.0 % |
| Spelling | 44.7 | 45.7 % | 27.7 | 28.7 % |  | 44.7 % | 26.8 % |
| Numeracy | 42.6 | 43.6 % | 22.2 | 23.2 % |  | 48.3 % | 20.0 % |

* Achieve a 2% point improvement in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2018 four year average.

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| --- | --- | --- | --- | --- |
| **Within School Expected Growth NAPLAN** | 2018 (Four Year Averages & Targets) | |  | Results |
| Year 5 | |  |  |
|  | Average | Target |  |  |
| Reading | 56.6 % | 58.6 % |  | 59.2 % |
| Writing | 46.6 % | 48.6 % |  | 55.1 % |
| Spelling | 51.2 % | 53.2 % |  | 55.3 % |
| G & P | 56.2 % | 58 .2 % |  | 58.7 % |
| Numeracy | 42.1 % | 44.1 % |  | 44.4 % |

**PIPS targets**

* Maintain the % of students making expected or above expected growth in PIPS (maths) at 91% in 2018 and increase the % of students making expected or above expected growth in PIPS (reading) from 89% in 2017 to 93 %.

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| --- | --- | --- | --- | --- |
| **Expected Growth PIPS** |  | |  | Results |
|  | 2017 | Target |  | 2018 |
| Maths | 91% | 91% |  | 87% |
| Reading | 89% | 93% |  | 87% |

#### **Progress**

**NAPLAN Mean Score Targets**

Fraser Primary School had ten mean score targets, one for each NAPLAN testing domain across Year 3 and year 5. The school comfortably attained all five targets in year 3 and attained four out of five targets in year 5. The numeracy target of 513.8 was narrowly missed, by 0.45 points.

**NAPLAN Top Two Bands Targets**

Fraser Primary School had eight ‘top two band’ targets including four of the five testing domains across Year 3 and Year 5. Table 1 indicates data originally calculated. On review the data in table 1 is incorrect. Table 2 reflects up to date, accurate data. Fraser Primary School successfully met five of the eight targets, including Year 3 reading, writing and numeracy; and Year 5 reading and writing. Fraser Primary School missed:

* Year 3 spelling target by 1%
* Year 5 spelling by 1.9%
* Year 5 numeracy by 3.2%

**NAPLAN Growth targets**

Fraser Primary School had five growth targets, one for each of the testing domains. These targets measure growth from student scores in Year 3 and then again in Year 5, subtracting the difference. Fraser Primary School was able to attain all five targets.

**PIPS Targets**

Pips is a reading and mathematics assessment that occurs at the beginning and end of kindergarten. Fraser Primary School has 87% of student make expected growth in both reading and mathematics. We missed out target of 91% of students reaching expected growth in mathematics by 4%. We missed our target of 93% of students making expected growth in reading by 6%. Although the targets were not met, Fraser Primary School kindergarten tested below the ACT average to start the year and tested above the ACT average at the end of the year demonstrating significant growth and learning.

#### **Summary**

**English**

There has been a focus on differentiation for reading and writing from Preschool to year 6, including PreLit to MacqLit, three staff were trained in Macqlit program this year and resources purchased for Years 3 to 6. The intervention model now runs across the school from Preschool right through to year 6 to support our students. Across year grades there are flexible groupings for lessons such as spelling, word work and reading. Greater embedding of formative assessment in literacy has been achieved to improve student outcomes. All year levels have continued to develop their use of data trackers, which has been effective in creating groups according to student needs and to assist with reporting and moderation.

**Implications for 2019**

* All new staff from 2018-19 and any staff requiring a refresher to have the opportunity to attend PL on The Writing Book with Sheena Cameron and Louise Dempsey
* PL on ‘love of writing’ to bring back the fun with writing for students
* Refresher on Sheena Cameron/Louise Dempsey/ The Writing Book for new staff PL in May 2019
* Oral Language talks with families for Preschool
* Reading session for kindergarten families
* Pause, Prompt, Praise Reading Session for families in the rest of the school
* Collect perception data from term 1, mid-year and end of year
* Plan for where to next with student's moving beyond the Letters and Sounds program, need to implement a consistent approach for across the school

**Mathematics**

The Mathematics Curriculum Team conducted four Professional Learning opportunities for the whole staff to up skill teachers in place value (common areas of learning difficulties and a teaching sequence), number lines, common misconceptions, differentiated assessment and consistent language. During the beginning of the year professional learning week, the Maths Committee encouraged a whole school lesson plan structure. Staff identified that the plenary/reflection section of lesson plans was an area for improvement and have continued to make this an area of focus during all our professional learning opportunities with staff. Staff have continued with the problem-solving journey and this is becoming embedded within our everyday practise. Staff have continued to use a variety of formative assessment strategies to support the teaching cycle to inform groupings and instruction.

**Implications for 2019**

* Investigate how each team uses their tracker and reflect on how this correlates with reports. This could possibly be addressed in week 0 next year
* Vertical alignment of all curriculum areas (with a specific focus on writing and mathematics). This could possibly start to be addressed in week 0 next year
* Perception data routinely collected, analysed and correlated with performance data

## Priority

### **Develop a strategic approach to partnerships with community organisations to support student learning**

### Targets

By the end of 2018 the school will:

* maintain the percentage of student satisfaction, ‘Overall I am satisfied I am getting a good education at this school’ at 96% in 2018
* increase the percentage of parent satisfaction, ‘community partnerships are valued and maintained’ from 83% in 2017 to 85% in 2018
* maintain the percentage of parent satisfaction, ‘computer technology is an integral part of learning and teaching at my child’s school’ at 95% in 2018
* maintain the percentage of student satisfaction, ‘at this school I have access to equipment such as computers, Internet and digital cameras at 96% in 2018

maintain the percentage of parent satisfaction ‘My child likes being at this school  at 97% in 2018

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student and Parent/ Carer Satisfaction Survey targets** | | |  |  |
| **Statement** | **2017** | **2018 Target** |  | **Results** |
| Overall I am satisfied I am getting a good education at this school. | 96 % | 96 % |  | 96.4 % |
| Community partnerships are valued and maintained. | 83 % | 85 % |  | 91.4 % |
| Computer technology is an integral part of learning and teaching at my child’s school. | 95 % | 95 % |  | 90.57 % |
| At this school I have access to equipment such as computers, Internet and digital cameras. | 96 % | 96 % |  | n/a |
| My child likes being at this school. | 97 % | 97 % |  | 94.38 |

#### **Progress**

Fraser Primary School met two of the five set targets derived from student and parent satisfaction data. One of the five targets is unmeasurable because the targeted question was not asked in the 2018 parent and carers satisfaction survey. This means that effectively Fraser Primary School met two of the four relevant targets derived from student and parent satisfaction data.

* The statement, ‘overall I am satisfied I am getting a good education at this school’ was responded to as either agree or strongly agree by 96.4 % of the year 5/6 students. This target was achieved by 0.4 %.
* The statement, ‘community partnerships are valued and maintained’ was responded to as either agree or strongly agree by 91.4 % of parents and carers. This target was achieved by 6.4%.
* The statement, ‘computer technology is an integral part of learning and teaching at my child’s school’ was responded to as either agree or strongly agree by 90.57 %. Fraser Primary Schooled missed this target by 4.43 %.
* The statement, ‘my child likes being at this school’ was responded to as either agree or strongly agree by 94.38. Fraser Primary School missed this target by 2.62%.

**Summary**

Progress this year has included a greater focus on Protective Behaviours in the Junior school and transitions and anxiety in Year 5/6. Our school psychologists (Sheri) completed a session for each of the Year 5 and Year 6 classes about transitions to high school in term 4. A Social and Emotional Learning (SEL) committee member engaged with ‘Beyou’ (this is a combination of Headspace and Kidsmatter) to investigate the program and the possible benefits to Fraser Primary School students.

The Fresh Tastes three year action plan has been completed and a maintenance plan is now in place. A video of our canteen and its’ embracing of Fresh Tastes lunch packs was completed and published by ACT Directorate. The Food and Me Program continues to be embedded. A rubbish collection occurred during term 3 and Nude Food day for the first time.

We have continued to support students making healthier choices with the Food and Me program and Healthy Canteen Lunches. Students are also supported on the playground with the alternate play spaces, buddy benches and/ or the variety of clubs available for students to choose from.

Breakfast Club has continued to be a success. We continue to promote family led learning with short information sessions and newsletter articles, aiding families to support their child’s social and emotional learning at home.

**Implications for 2019**

* After professional learning in 2019 the Social and Emotional Learning team will meet to discuss how Positive Behaviours for Learning will link with “Beyou’ and our SCARF Values program.
* Kidsmatter and Food and Me units to be added to the School Scope and Sequence for Health in Curriculum Planning Documents.
* Conduct a Nude Food Day once a term.
* Initiate new staff and give a refresher to all about Breakfast Club protocols in staff meeting next year.