

Florey Primary School

Annual Action Plan Report 2017

Context

Florey Primary School is a multicultural school with 28 country's currently represented at the school. The school launched as a Positive Behaviours for Learning (PBL) school in November this year. As a Professional Learning Community, Florey Primary School works to improve the knowledge and understanding of students and staff alike.

Over the past five years the demographics of Florey Primary School have shown a gradual increase in total numbers of students, peaking in 2016 and dropping slightly in 2017 to 442 students from K-6, with 520 students from preschool to year 6. This year indicated a slight decrease in the percentage of language background other than English (LBOT) students. The number of students in the bottom quarter of the Index of Community Socio-Educational Advantage (ICSEA) has increased over the past five years, gaining Florey Primary School extra funding to support low socio economic students.

Throughout 2017 the key areas for improvement included literacy and numeracy, and whole school wellbeing. An emphasis has been placed on whole school wellbeing through the introduction of the Positive Behaviours for Learning and the permanent appointment of a Community Coordinator.

The upskilling of a core group of staff has occurred in the areas of writing, tier 3 reading strategies and numeracy. The intention is to develop programs to enable the successful use of this information across the school in 2018. Results of this will not appear in data until 2018/2019.

Changes in staffing with the substantive Deputy Principal taking leave which led to an opportunity for other staff to undertake acting roles has meant a loss of expertise in some areas and a slowing of the achievement of outcomes as staff have been upskilled to fulfil acting roles.

Methodology

The School Board is regularly updated with the progress of the school against the schools priorities and key improvement strategies. Data to inform this report has been collected from both external and internal sources and the data reflects the school's growth against the indicators of success as outlined in the annual action plan.

External data sources include: NAPLAN; Student, Staff and Parent Satisfaction Survey's; School Climate Survey

Internal data sources include: student pre/mid and post testing against essential parts of the curriculum; PBL data across the school; anecdotal evidence.

Team leaders have been consulted with regard to student outcomes and data presented to the executive team for consideration. A small team reviewed the National School Improvement Tool and further conversations with staff will occur in 2018.

Evaluation of Performance

Priority 1

Increase whole school wellbeing

Targets

- A two percentage point decrease (from six to four per cent) in the proportion of parent/carer responses reporting 'needs improvement' for 'School Identification' within the School Climate Survey.
- A 10 percentage point increase (from 37 to 47 per cent) in the proportion of students reporting 'excellent' for 'School Identification' within the School Climate Survey.
- A 10 percentage point increase (from 37 to 47 per cent) in the proportion of staff reporting 'excellent' for 'School Identification' within the School Climate Survey.

Progress

Progress against targets

Target 1:

Item: School identification Needs Improvement (parent /carer response)	2017	Target: Percentage point decrease from 6 per cent to 4 per cent
Percentage points	3.1	Achieved

Source: 2017 REPORT: School Climate and School Identification Measurement Tool

Target 2:

Item: School Identification Students reporting 'Excellent'	2017	Target: Percentage point increase to 47 per cent
Percentage points	33.6	This target has not been achieved indicating an area for further work.

Source: 2017 REPORT: School Climate and School Identification Measurement Tool

Target 3:

Item: School Identification Staff reporting 'Excellent'	2017	Target: Percentage point increase to 47 per cent
Percentage points	90.9	53.9 percentage points increase, target achieved.

Source: 2017 REPORT: School Climate and School Identification Measurement Tool

Progress against key improvement strategies as evidenced through the indicators of success

Key Improvement Strategy 1a:- Introduce improved practices and procedures to develop student and staff wellbeing.

Indicators of success	Results	Comment/future action
<ul style="list-style-type: none"> ▪ An increase in the proportion of students who agree or strongly agree in the student satisfaction survey that “I feel safe at my school” from 71 percent. 	<p>Decrease to 50%</p> <p>Source: Student Satisfaction Survey 2017</p>	<p>Further investigation required to see if feeling unsafe is a year 5/6 cohort concern or if it is across the whole school. The implementation of a SEL program and leadership program is planned to assist with this.</p>
<ul style="list-style-type: none"> ▪ An increase in the proportion of staff who agree or strongly agree in the staff satisfaction survey that “my professional achievements are celebrated at this school” from 59 percent. 	<p>Increase to 71%</p> <p>Source: Staff Satisfaction Survey 2017</p>	<p>While improvement is noted, further effort is still required to reach the state average.</p>
<ul style="list-style-type: none"> • The proportion of student responses in the School Climate Survey data increasing from 76 percent reporting ‘excellent’ to an average equal to or above the state average for Behavioural Engagement” 	<p>Increase to 80.7% (state average 84.4%)</p> <p>Source: Student Satisfaction Survey 2017</p>	<p>Improvement is noted, however the state average has not been achieved. Introduction of PBL into the classroom in 2018 may assist with this indicator.</p>

Key Improvement Strategy 1b - Establish strategic partnerships to provide students and families access to experiences, support and intellectual and/or physical resources not available within the school.

Indicators of success	Results	Comment/ future action
<ul style="list-style-type: none"> ▪ Proportion of strategic partnerships meeting set outcomes. 	<p>Partnership documentation are being drafted and outcomes are being set. Evidence: draft documents.</p>	<p>In 2018 these documents will be completed and outcomes measured.</p>

Priority 2

Improve whole school learning

Targets

- A 5 percentage point increase in the proportion of students gaining greater than or equal to expected growth for NAPLAN reading and numeracy years 3 to 5 up from 50.9 percent in reading to 55.9 percent and from 55.6 percent in numeracy to 60.6 percent.
- A 2 percentage point increase in the proportion of students in the top two bands for years 3,5 in all areas of NAPLAN from:

Area	Year 3 Band 5 & 6 2013-2015 average	Year 5 Band 7 & 8 2013-2015 average
Reading	22.3	16.7
Writing	17.8	8.6
Spelling	18.3	18.2
Grammar & Punctuation	19.9	17.8
Numeracy	14.8	11.6

Source: NAPLAN Smart Data 2015

Progress

Progress against targets

Target 1

Proportion of students gaining greater than or equal to expected growth for NAPLAN	Target percent	Actual Percent (within school match)
Reading	55.9	59.1 Achieved
Numeracy	60.6	62.2 Achieved

Source: NAPLAN Smart Data 2017

Target 2

Area	Yr 3 Band 5 & 6 2013-2015 average	Yr 3 Band 5 & 6 2016	Yr 3 Band 5 & 6 2017
Reading	22.3	50	35 (achieved NB drop from '16)
Writing	17.8	46.3	41 (achieved NB drop from '16)
Spelling	18.3	38.9	47.5 (achieved)
Grammar & Punctuation	19.9	42.6	55.8 (achieved)
Numeracy	14.8	37	31.7 (achieved NB drop from '16)

Source: NAPLAN Smart Data 2017

	Yr 5 Band 7 & 8 2013-2015 average	Yr 5 Band 7 & 8 2013-2015	Yr 5 Band 7 & 8 2013-2015
Reading	16.7	35.1	25.4 (achieved NB drop from '16)
Writing	8.6	11.5	7.1 Not achieved
Spelling	18.2	29.9	23.2 (achieved NB drop from '16)
Grammar & Punctuation	17.8	29.8	25 (achieved NB drop from '16)
Numeracy	11.6	21	25 (achieved)

Source: NAPLAN Smart Data 2017

Progress against key improvement strategies as evidenced through the indicators of success

Key Improvement Strategy 2a:- Continue the implementation of the Professional Learning Community, including three tiers of intervention and formalizing the coaching and mentoring processes.

Indicators of success	Results	Comment/ future action
<ul style="list-style-type: none"> Increase in the proportion of students achieving key learning as identified by power standards in the areas of literacy and numeracy. 	<p>See table below</p> <p>Source: In school data</p>	TBA – awaiting end of year data to review percentages. Results so far indicate the need to review IExCel processes and staff expectations.
<ul style="list-style-type: none"> A 5 percentage point increase in the proportion of staff who 'agree or strongly agree' that "I receive useful feedback about my work at this school" from 66 percent. 	<p>Increase to 82%</p> <p>Source: Staff Satisfaction Survey 2017</p>	Continue the coaching and mentoring program across the school.

Table: Power standards in literacy and numeracy K-6

Results as % at or above level	K '16	K '17	1 '16	1 '17	2 '16	2 '17	3 '16	3 '17	4 '16	4 '17	5 '16	5 '17	6 '16	6 '17
Literacy														
Reading	84	*	87.5	*	90	*	90	93	89	83	85	86**	89	84*
Writing	84	56*	60.5*	76	86*	86	79	72	76	77	74	88	80	87
Phonics	89	81	n/a	89	n/a	94	n/a	75	n/a	57	n/a	n/a	n/a	n/a
Mathematics														
Number/place value	88.5	81	76**		84**		84	73	85	80	82	70	85	95
Addition & Subtraction	88.5	86	88	75	91	88	81	73	77	68	n/a	82**	n/a	89**

Results as % at or above level	K '16	K '17	1 '16	1 '17	2 '16	2 '17	3 '16	3 '17	4 '16	4 '17	5 '16	5 '17	6 '16	6 '17
Multiplication and division	n/a	n/a	95	n/a	93*	89	72*	79	70	87	*	45**	*	68**
Fractions	n/a	n/a	87.9	98	85.3	93	87	73	79	63	100	77	*	84

* indicates end of year data is not available; ** indicates results for semester 1 that have not yet been updated.

Key Improvement Strategy 2b:- Extend and improve the existing approach to differentiation consistently across the school.

Indicators of success	Results	Comment/ future action
<ul style="list-style-type: none"> Proportion of teaching programs showing evidence of differentiated learning. 	81 per cent of curriculum documents are showing differentiation	Further work is required on the Kindy to year 2 documents. This includes a clearer reflection in English documents of the individual goals that students work towards in reading and writing.
<ul style="list-style-type: none"> An increase in the percentage of students who have achieved against their ILP and PLP goals. 	<p>This year there were a total of 175 short term goals on ILP's, 147 were achieved giving a total of 84 per cent achieved.</p> <p>Source: In school data (Student ILP's)</p>	Note: many parents and teachers requested to maintain some goals, mainly social skills goals even though the student had consolidated and achieved the goal. This included a further 50 short term goals. This means a count of the current data showing goals completed and no longer included would leave a total of 55 per cent of goals achieved.

Key Improvement Strategy 2c:- Embed ICT pedagogies across all learning areas.

Indicators of success	Results	Comment/ future action
<ul style="list-style-type: none"> Proportion of staff who 'agree or strongly agree' that computer technology is an integral part of learning and teaching at this school, increasing from 72 percent. 	<p>Increase to 93%</p> <p>Source: Staff Satisfaction Survey 2017</p>	Continue to increase levels of ICT infrastructure and maintain and embed current pedagogies
<ul style="list-style-type: none"> Proportion of students who 'agree or strongly agree' that 'at this school I have access to equipment such as computers, internet and digital cameras' from 81 percent. 	<p>Increase to 89%</p> <p>Source: Student Satisfaction Survey 2017</p>	Continue to increase levels of ICT infrastructure and maintain and embed current pedagogies

<ul style="list-style-type: none"> Proportion of parents/carers who 'agree or strongly agree' that computer technology is an integral part of learning and teaching at this school, increasing from 92%. 	<p>Increase to 93%</p> <p>Source: Parent/Carer Satisfaction Survey 2017</p>	<p>Continue to increase levels of ICT infrastructure and maintain and embed current pedagogies</p>
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Future Directions:-

Key Improvement Strategy	Future Directions
<p>1a - Introduce improved practices and procedures to develop student and staff wellbeing.</p>	<ul style="list-style-type: none"> Data collection K-6 for 'how safe students feel at the school' Bring the PBL program into the classroom and continue this program across outside settings Introduce the Social Emotional Learning program that has been written into all year groups Develop and implement a more consistent leadership program for years 5/6, (possibly through peer support) Continue to acknowledge staff achievements in a variety of ways
<p>1b - Establish strategic partnerships to provide students and families access to experiences, support and intellectual and/or physical resources not available within the school.</p>	<ul style="list-style-type: none"> Completion of partnership agreements and measurement of outcomes. Review student/community needs to see where the gaps are and find other supports that may fill these.
<p>2a:- Continue the implementation of the Professional Learning Community, including three tiers of intervention and formalizing the coaching and mentoring processes.</p>	<ul style="list-style-type: none"> Further professional learning required for staff with regard to writer's notebook and one on one conferencing and goal setting for staff using writer's workshop Continue with coaching and mentoring Continue the IExCel program, reviewing the implementation , staff expectations and how to support the extension groups
<p>2b:- Extend and improve the existing approach to differentiation consistently across the school.</p>	<ul style="list-style-type: none"> Further work is required on the Kindy to year 2 documents English documents need to reflect the one on one conferencing that is occurring and the individual goals that students work towards in reading and writing.

	<ul style="list-style-type: none"> • Review in classrooms to ensure that practice reflects documentation. • Review the ILP goal setting process to ensure the goals are realistic and achievable.
<p>2c:- Embed ICT pedagogies across all learning areas.</p>	<ul style="list-style-type: none"> • Continue to increase levels of ICT infrastructure and maintain and embed current pedagogies • Review ways of connecting community safely and effectively using ICT's