

Lyneham Primary School

Annual Action Plan Report 2017

Context

This year's Action Plan enabled consolidation of the school's vision for teaching and learning, with a continued focus on Writing in Literacy and the commencement of using an inquiry approach in planning for learning and teaching. The school also completed School Review in Term 3.

Methodology

Throughout 2017 the leadership team in the school evaluated the progress of the 2017 AAP and the 2013-2016 Strategic Plan using the National School Improvement Tool. This involved discussions across the school with professional conversations and data collection within the teaching teams. In term 3 the school completed School Review. This process informed the development of the new Strategic Plan and further planning for consultation across the school. Data sources have included document development, survey results, student assessment results and minutes of meetings.

Evaluation of Performance

Priority 1

Improve literacy and numeracy outcomes for all students

Targets

By the end of 2017

- Achieve ETD targets in reading 465+/-24 for Year 3 and 535 +/-22 for Year 5.
- Achieve ETD targets in numeracy 434 +/- 18 for Year 3 and 518 +/-18 for Year 5.
- Achieve a 2% point improvement on the percentage of students achieving at the proficient standard in NAPLAN Reading and Maths from the 2016 four year average (Reading: yr 3-65%, maths-55%, yr 5-50% reading and 40% in maths)
- Increase the percentage of students achieving expected or better growth in PIPS Reading and Maths by 1 percentage point based on the last four year average. (reading 79%; maths 66%)-Target is reading 80% and maths 67%.

In 2017 the school continued its focus on the key improvement strategy of developing a whole school best practice approach to the teaching of literacy and numeracy with teachers articulating consistent pedagogical practice.

This year we have continued to focus on reading across the school. The amount of time each day that children were actively engaged in reading activities and practice increased with a change in timetable and structure of the morning. To support this program, 'shoulder to shoulder' support and modelling from experienced teachers was provided to all classroom teachers. Learning Walks with structured reflections were implemented across the school this year, with a team goal for focussing on. This continued open conversations about practice. Resources were also distributed by off lining one staff member to be a coach to three staff in addition to the Literacy coordinator coaching staff, assisting with the development of their teaching strategies. Notable improvements to practice and classroom organisation were made.

Students at all year levels were involved in a cohesive reading programme for 45-60 minutes on a daily basis. The effectiveness of this approach was that all students were engaged in reading either in groups, peer tutoring or at an individual level. Morning reading groups continued for years K-6; for 15-20 minutes each day based on ability groups. These were fluid, depending on student need and also expanded across year levels, catering for different abilities.

A focus on literacy for professional learning in staff meetings has provided teachers with ways to organise their classrooms for optimum literacy teaching and learning.

Professional learning in literacy provided a platform for professional pathways both as a whole school goal and specific team goals. The school was engaged with the PALLs (Principals as Literacy Leaders) comprehensive program for 2 years. This has influenced the consistency in literacy practices across the school. The school continued its focus on reviewing beliefs, changing practice and positively affecting student outcomes. Students' reading strategies were expanded and teachers anecdotally recorded improvements in reading behaviours. Teaching practices were self-evaluated at the beginning of the year and then revisited in term 3. Notable comments were made about improvements in confidence, classroom environment and understandings about strategies.

From trend data in NAPLAN writing results there had been indications of lower than expected outcomes. The school continued focusing on writing as part of the North/Gungahlin network. The leadership team analysed data and began professional learning discussions about the data in writing and how the school could address this. The whole staff attended professional learning on Developing an Effective Writing Program by Louise Dempsey. The professional learning discussed the skills and knowledge writers need to develop - writing for a range of purposes and audiences and in a variety of writing forms. A balanced writing program was outlined; modelled writing, shared writing, guided writing and independent writing. Workshops were facilitated in follow up staff professional learning sessions, as well as one-on-one coaching sessions. Teachers revisited our jointly constructed beliefs on how to best teach writing from K - 6. As a starting point, the staff aligned 'our beliefs' with the content of the writing workshops.

As mentioned previously learning walks have been continued. This process began informally where teachers peer assess their classrooms. The initial focus has been on ensuring a print rich classroom is evident from K - 6. In 2017 Learning Walks was a more formal process where teachers observed and provided feedback to each other during a lessons.

Resources were maintained with two English as an additional language and dialect teachers working with students K-6. This increased the profile of strategies and was successful in addressing student needs in comprehension.

Continued changes to resources and practices have been made in numeracy. A need was identified for increased differentiation and expansion of best practice strategies including program delivery. This was evident in some programs and delivery but not all. Classroom teachers have access to online resources and "enrich-e-matics" which are linked to the Australian Curriculum. The 'N'rich' and 'Enrich-e-matics' resources have been aligned with the Australian Curriculum so that teachers are supported in providing differentiation of the mathematics curriculum. Professional learning was also provided to all teachers to support these resources. Mathletics continues to be used successfully throughout the school in class and as part of home learning.

The Maths Committee developed rich task assessment examples to share with their teams as part of term planning. These tasks were trialled and results discussed as part of planning day. Other teachers developed additional rich tasks as part of their Maths programs. A Numeracy booklet was implemented to assist teachers understand Numeracy at Lyneham.

Rob Vingerhoets, a national and international consultant, delivered comprehensive professional learning for two hours to teachers about differentiating, planning and teaching numeracy without a text. This was followed up by teachers team teaching with Rob for two days. The numeracy team continued to develop planning documents linked to this professional learning and a comprehensive scope and sequence document aligned with the Australian Curriculum was implemented. All teachers tried the ideas from the professional learning sessions, and teachers have embraced the different ways of planning without having to use a text. Assessment documents were also developed with anecdotal data suggesting improved practice and use of data to plan and teach. Teachers proficient in planning based on the work of Rob Vingerhoets shared their planning for Numeracy as part of the work of the Numeracy committee and team planning focussed on developing relevant assessment strategies to assist with moderation.

Other Literacy and Numeracy opportunities continued with 'extension maths withdrawal' groups facilitated by a teacher for years 3- 6. The Literacy festival continued with a three-week focus and celebration across the school; this year's theme was "Escape to Everywhere". This enabled parents and the community to be involved with our whole school focus on enrichment in literacy. Participation in 'Rostrum' and 'ICAS Competitions' and the

'Australian Mathematics Trust Challenges' supported the school's Gifted and Talented programming policy in the areas of literacy and numeracy.

In relation to our strategy of implementing consistent practices in planning and assessment of/for learning the assessment and data collection schedule was reviewed. Data continues to be an area of development with inconsistencies of its collection, use and analysis. The case conferencing approach enabled data to be used more meaningfully for teaching and learning. Grade Xpert, a software tool, was implemented in 2014. This allowed for some consistency and comprehensive data to be collected and analysed. In relation to our indicator we can report that the percentage of teachers collecting and analysing student data using a consistent approach decreased from 75% at the beginning of the year to 55% by December 2017. With the School Administrative system for the whole of the ACT being renewed in 2018 the aim is to improve this aspect of our practice. An assessment team was formed to address this issue with an assessment guide about agreed tools and practices developed, to be used from the beginning of 2018.

Through data analysis and use of the diagnostic teaching method, some students in participated in an intensive Literacy intervention project. This involved explicit teaching and practising through an in-class team-teaching model by a Literacy and Numeracy coach. The school also continued to action its strategy of developing links for meaningful home-school partnerships in 2017. Families were involved in promoting reading through holding workshops on home reading and reading groups. In 2017 the school targeted groups; Year 1 and 2 parents in Term 1; then Kindergarten parents in Term 2. This enabled more specific strategies to be discussed. In 2016 60 parents attended workshops and in 2017 20 attended. Although there was a decline in numbers, participants were enthusiastic. There were also one-on-one sessions with the Literacy coordinator. With the continuation of morning reading groups each day parental engagement has remained steady with 7-10 on average in 2017 in all K-2 classrooms. Peer tutoring has proven to be an excellent program with years 5 and 6 students working with years 1, 2 and 3 students. Peer tutors also visited from Lyneham High school and worked with years 3 and 4 students. We observed a general increase in the number of parent participation in some classrooms, namely kindergarten and year 1. This was for guided reading and individual reading. In relation to parent satisfaction in community partnerships being valued, in 2017, 82% of parents indicated that they feel community partnerships are valued and maintained. This was a decrease from the 2016 result of 84%.

The school also continued to action its strategy of developing a process to deliver, analyse, reflect and act on constructive feedback on teaching practice at all levels incorporating standards, a new Teacher Performance Development Plan and professional discussions/learning. In 2017 executive staff have provided comprehensive written and verbal feedback to staff with the Teacher Performance and Development and mentoring cycle. With a number of new educators this year there have been regular induction workshops designed to meet the specific needs of new teachers. These have been very well received. All staff met with team leaders in term 1 and term 4. In term 2 staff met

with the Principal and aligned their goals with the National Professional Standards, as well as future planning. This involved interviews and observations of teachers in mentoring sessions. Comprehensive professional learning and feedback has been delivered to all staff using the Professional Standards. This has resulted in improved practice and provided an area of improvement for teachers to focus on. It has also provided a consistent language for staff to use when discussing practice. In the 2017 staff satisfaction survey 75% of staff said they get constructive feedback about their practice. This was a decrease from the 2016 result (77%) for this survey question.

These actions under our four strategies in 2017 have assisted in the school's progress to meet its identified targets.

- Reading and Numeracy targets were met or exceeded in most areas in year 3 and year 5 when taking the confidence intervals into account. See the table below.

Table: Lyneham Primary School 2017 NAPLAN Targets

Year	Reading Target	Reading Actual Result	Numeracy Target	Numeracy Actual Result
3	465+/-24	440.5	434+/-18	417.2
5	535+/-22	510.5	518±18	500.4

Source: Performance and Planning December 2017

- In 2017, there was 59% Kindergarten students who reached at or above expected growth in PIPS reading and 77% at or above expected growth in PIPS Maths. We continue to do individual analysis of our data and have put interventions in place, looking at trend data to assist us in looking at average growth over time.
- In 2017 we achieved our targets in year 5 in Maths across a four-year average with an increase of 2 percentage points.

Priority 2

Provide diverse curriculum to meet the learning needs of all students

Targets

By the end of 2017:

- 80% of surveyed parents believe the school is delivering relevant and consistent practice of high quality curriculum from 75% in 2016
- 93% of students state they have access to technology as a learning tool from 91% in 2016
- 74% of parents state they believe learning technology is integral to teaching and learning at the school, from 72% in 2016
- 74% of parents state they believe the learning needs of their child are met from 72% in 2016

In 2017 we continued to make significant progress in developing our curriculum. In 2017 in relation to our improvement strategy of developing capacity of staff to implement the Australian Curriculum, including assessment against achievement standards we continued

to redesign our scope and sequence for our Inquiry units, linking all these specifically to the achievement standards.

Teams had planning days each term to match assessment against the achievement standards. The staff have completed professional learning in reporting and assessment and comprehensively designed, implemented and reviewed documents in 2017. Records indicate reflection has taken place and the curriculum is amended accordingly on teaching programs, with specific annotations recorded.

Proformas for planning in literacy, numeracy and Inquiry have been reviewed and refined. These documents are discussed at performance and development meetings and annual professional discussions.

Progress is being made in evaluating the school's curriculum to ensure it is relevant. There is still work to be done on student voice in negotiating the curriculum but links to the high school curriculum are in place. Students' involvement in curriculum negotiations continues to be reviewed and improved, as students were involved in inquiry questions and developing their own areas of interest.

In the second half of 2017 time was spent preparing for the new strategic plan, including a large body of work on whole school change about using an inquiry approach. This differed to inquiry units, or integrated units. The school looks forward to progressing this work more in 2018 and beyond.

As part of our extension Maths groups students were involved in intensive problem-solving tasks and this was also linked to the rich tasks introduced in the 3/4 classes. These groups became more fluid in 2017, enabling more students to have access to opportunities for enrichment, as well as students being able to work independently and in groups.

Planning with the ICT coordinator and the Principal occurred during a set time each fortnight. Lyneham Primary School has made significant investments in ICT infrastructure in past years. The school continued to have its wireless infrastructure expanded and updated. All classrooms are equipped with an interactive whiteboard and each classroom has several desktop PCs with a number of ethernet ports available. Professional learning workshops have been presented by staff with anecdotal evidence suggesting positive feedback.

Our students have access to both Windows and Apple interfaces. The school's netbooks and laptops are available for all classes to use via a booking system.

Additional Chromebooks were purchased in 2017. Google classrooms and Google Apps for Education were implemented widely from years 3-6 with a significant amount of change in developing documents, using Google Apps and the Google Drive.

The success of this strategy is evident in:

- participation in Athletics has seen 5000 'sign ins', that is the number of students signing in (420 students at the school) with improvement of concepts at 40% overall. A positive indication for the fifth year of participation.
- 86% of students stating they have access to laptops/tablets as a learning tool; a decrease of 5 percentage points from 2016; 73% of parents state they believe learning technology is integral to teaching and learning at the school; an increase of 1 percentage points. Consistent communication to our parent community is assisting us in engaging them in

the work we are doing. We established a school Facebook page in Term 4; this has assisted us in celebrating the school's achievements.

As part of our journey in developing a connected learning environment involving indoor and outdoor spaces and providing diverse curriculum for all students, there has been a lot of work in enhancing our outdoor space. There have been working bees to enhance the garden, with classes using the garden to connect with curriculum, by making links to Maths, Science and Health. Volunteers have made a huge impact on our space. The connections to sustainability continue to be improved with the work of a student environment team led by staff members.

Our successful Disability Education Grant in 2013 enabled us to consult on plans for a sensory garden and outdoor learning space. Students, staff and the community were consulted through workshops on ideas for a concept plan. We then employed a landscape architect to draw up a concept plan. The first stage of this, a sandpit, was established in January 2014 and was officially opened in term 1. Students have enjoyed being creative in this space. School funds were used for equipment and were used to complete Stage 2-the sensory path. The School Board allocated funds and the fairy garden and additional plants were completed. In 2017 equipment for the sandpit was purchased with development of the sensory garden planned for the budget in 2018.

Teaching programs indicate increased use of connected learning spaces with some classes having dedicated times of 45 minutes in the environment centre. These learning spaces have been incorporated in inquiry units and connect time, including structured social play.

These combined actions in 2017 realised the following outcomes against our targets:

- There were 82% of surveyed parents believe the school is delivering relevant and consistent practice of high quality curriculum. This is above our target of 80%. This data comes from specific school designed questions.
- There were 86% of students state they have access to laptops/tablets as a learning tool. This is 7% below our target of 93%.
- There were 73% of parents state they believe learning technology is integral to teaching and learning at the school. This was below our target by 1 percentage points.
- In the parent satisfaction survey 83% of parents stated they believe the learning needs of their child are met. This is an increase of 11 percentage points from 2016.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement.

The combined preschool team utilise reflective practice and observational feedback as well as feedback from community surveys to shape the priority areas of the Quality Improvement Plan. The plan is reviewed at least three times per term with actions mapped to demonstrate evidence of improvement against the priorities.

Education program and practice

Lyneham and Downer Preschool

- Teachers have reviewed and updated preschool reports to align with aspects of teaching and learning program
- Assessment options have been discussed and implemented to capture developmental aspects of children's growth in both the indoor and outdoor play areas
- Teachers have attended professional learning at cluster preschools to share in best practice related to assessment
- Assessment philosophy and approach has been shared with educators to engage them actively in the practice
- Simultaneous indoor/outdoor learning options have been accommodated into the teaching and learning program
- Teachers have reviewed and updated statement of intent planning proforma and additionally designed a weekly planning proforma

Children's health and safety

Lyneham and Downer Preschool

- Teachers have aligned Fresh Tastes health program to educate children on the importance of healthy food choices
- Rest time occurs at both sites and children have choice as to when they choose to access this provision. Teachers have additionally incorporated dictated story, yoga and music to support this activity.
- Each preschool site has purchased soft furnishings that can be accessed to support indoor and outdoor play and two lounges were donated to Lyneham Preschool to enable parents the opportunity to comfortably share quiet time with their child through shared story.
- Fundamental motor skills have been taught at both sites to support gross motor development.

Physical environment

Lyneham Preschool

- Parents were engaged in working bee and tree planting day
- Children have planted flower seedlings in pots and water seedlings daily
- Children have planted vegetables in the community garden and engage in sustainable practices to compost and water the garden
- Children engage in recycling to manage food and paper scraps

- Children have been connected to the natural environment through the provision of the 'Discovery Table' which enables them to interact with and manipulate features of the natural environment
- Children visited National Arboretum and participated in a local environmental walk

Relationships with children

Lyneham and Downer Preschool

- Educators and teachers prioritise end of day communication to complete observations and hand-over information as required to parents/carers and other staff members
- Implementation of Friendly Schools Plus Program to manage behaviour effectively
- Facilitation of "Talk Time Topic" with the School psychologist to support parents in their role
- Establish and maintain "What's Been Happening at Preschool?" book to communicate aspects of the program to the community
- Engage community in commencement and mid-year interviews to share student information between school and families
- Invite grandparents/special friends to celebrate Book Week at preschool
- Acknowledge parents through Mothers/Fathers pamper days

Staffing arrangements

Lyneham and Downer Preschool

- Staff ratios are constantly maintained at preschool
- Additional staff were placed in both sites to accommodate individual needs of students with challenging behaviours

Leadership and management

Lyneham and Downer Preschool

- Educators and teachers have engaged in school based PL related to QIP priorities
- Leader has connected teachers to network PL to develop capacity of each teacher in areas of quality practice
- Leader has distributed information to families regarding philosophy review and family survey to gather feedback for next QIP

Collaborative partnerships with families and communities

Lyneham and Downer Preschool

- Preschool parents have accessed school psychologist to support family unit
- Preschool team have referred and engaged students to the preschool SAP team
- ED Aboriginal and Torres Strait Islander contact person has been engaged
- Play afternoons at preschool to welcome families to the site
- Information afternoon for prospective families modified and facilitated