



2018 ANNUAL ACTION PLAN

SCHOOL: ARAWANG PRIMARY SCHOOL

NETWORK: SOUTH WESTON NETWORK

VISION:

To provide all students with an education that enables them to succeed in a complex and changing world.

Arawang graduates will exhibit the qualities of successful learners and citizens who are curious, confident, creative, diligent, compassionate and caring.

SCHOOL CONTEXT

Arawang Primary School is located in the suburb of Waramanga, in the Weston Creek area of Canberra. Students at the school are drawn from a wide range of cultural and socioeconomic backgrounds. The school has a current Index of Community Socio-Educational Advantage (ICSEA) of 1099. Seventeen per cent of families at the school are from linguistically diverse backgrounds. In 2018, 104 students were registered as EALD. Fifteen Indigenous children currently form part of the school community.

The school's total student enrolment for 2018 at census was 513 students. All students from the shared enrolment zone in the areas of Weston and Stirling have been enrolled in neighbouring schools due to the room capacity situation at Arawang Primary School. The teachers of Japanese, creative arts and EALD and the targeted support teachers utilize a variety of classrooms and other spaces in the school, such as the library as there are no additional classrooms or spaces available for specialist use. In 2018, there are 24 class grouping, from preschool to year 6. There are no composite classes. No preschool class is being conducted at Weston in 2018.

There are 52 staff currently on Arawang's staffing list. This figure includes teachers on maternity and on other leave.

In 2018, Arawang Primary School is in its fourth year of the planning cycle. Throughout 2015, 2016 and 2017 qualitative and quantitative data has been collected on student performance in external tests such as NAPLAN and from standardized tests such as the Progressive Assessment Tests (PAT) and the Performance Indicators for Primary Schools (PIPS) to assist in the development of School Action Plans. Depth analysis of student performance in English, science and mathematics and interrogation of in- class data gathered in the areas of literacy and numeracy have informed this Annual Action Plan. Findings from the School Satisfaction and School Climate surveys and the National School Improvement Tool, have also predicated specific actions in the Annual Action Plan for 2018.

Endorsed by School Principal:

Name: _____ Signature: _____ Date: _____

Endorsed by Board Chair:

Name: _____ Signature: _____ Date: _____

Endorsed by School Network Leader

Name: _____ Signature: _____ Date: _____

Priority 1	Strategic Priority 1: Improve student learning outcomes in all year groups P to year 6 in literacy, numeracy and science
Targets	<p>By the end of 2018 achieve the following:</p> <ul style="list-style-type: none"> • an increase in the percentage of students achieving expected or greater than expected growth in NAPLAN between years 3 and 5 in all test domains. <ul style="list-style-type: none"> ○ Reading from 74% in 2015 to 76% in 2018 ○ Writing from 55% in 2015 to 59% in 2018 ○ Spelling from 50% in 2015 to 54% in 2018 ○ Grammar & Punctuation from 55% in 2015 to 59% in 2018 ○ Numeracy from 56% in 2015 to 60% • an increase in the percentage of kindergarten students making expected progress in reading and mathematics as shown through PIPS tests • an increase in the proportion of students in years 3 to 6 performing at or above expected year level in PAT science
Outcomes to be achieved	<ul style="list-style-type: none"> • There is a consistent and focused school wide approach to the teaching of literacy, numeracy and science that addresses the needs of all learners • Students achieve at least age appropriate proficiency in literacy, numeracy and science • School wide assessment schedules are agreed upon for literacy, numeracy and science and the results of these assessment tools are used effectively in all classrooms and by the school to improve learning
Links to Directorate Strategic Priority Areas	Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community
Areas of National Quality Standards being addressed	QA1 Education Program and Practice

Key Improvement Strategy 1	Indicators of Success	Budget
<p>Develop and implement a systematic approach to curriculum development, delivery, assessment and reporting across the school.</p>	<ul style="list-style-type: none"> All school curriculum documents show adherence to the Australian Curriculum Proportion of year groupings who use moderation of tasks on a regular basis 	C2C – USB \$500 Critical Friends – mathematics - \$5,000 Writing and spelling \$14,000
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> Use the NSIT to identify areas of strength for the school and those requiring improvement with reference to curriculum 	Executive All teaching staff	Term 1/4
<ul style="list-style-type: none"> All teachers in year groups - collaborate in planning, developing units of work, programming and delivering the Australian Curriculum Provide all teachers with a USB containing their year level C2C curriculum resources All year groups - develop common assessment tasks and submit results to a central location by the due date (as indicated in the 2018 school assessment handbook) All year group teachers - moderate student work with a particular focus on English and science tasks in 2018 All teachers - use a consistent mathematics lesson structure (from PANL) and English lesson structure, incorporating learning intentions and success criteria. 	All teaching staff	Terms 1-4 Term 1 Week 4 terms 2-4 Terms 1-4 Terms 1-4 Terms 1-4

<ul style="list-style-type: none"> All teachers - assess Number using SENA (CMIT) and MYMC and identify the resources that address student needs All teachers - enter student data into the Student Administration System (Accelerus -in the interim) to facilitate the development of student data profiles All year groups - distribute term overviews with curriculum and other information to parents each term 		<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>
<ul style="list-style-type: none"> Enhance staff knowledge of the new centralised SAS administration system for reporting, administration and data purposes through professional learning activities 	<p>Senior executive team Administrator and trained SAS coaches Teachers</p>	<p>2018 – as required</p>
<p>Key Improvement Strategy 2</p>	<p>Indicators of Success</p>	<p>Budget</p>
<p>Embed a culture of continuous improvement in the school with a focus on collection, analysis and discussion of data to inform teaching and learning.</p>	<ul style="list-style-type: none"> Proportion of teachers who agree that they are using school and system data to inform teaching Proportion of staff who agree they have received useful feedback about their practice. 	<p>Professional learning - \$21,000 in addition to PL using critical friends Total \$40,000</p>
<p>Specific Actions</p>	<p>Responsibility</p>	<p>Commence date</p>
<ul style="list-style-type: none"> Identify areas of strength and those requiring improvement in the school using a variety of data sources and the NSIT tool 	<p>All staff</p>	
<ul style="list-style-type: none"> Mentor and coach staff and provide them with professional learning opportunities to enhance their knowledge of effective data collection, analysis and use and of pedagogy 	<p>School executive team Critical friend – data analysis</p>	
<ul style="list-style-type: none"> Explore the new literacy and numeracy progressions prepared by 	<p>School executive team</p>	<p>January -</p>

<p>ACARA/ACER and examined and their possible use in improving outcomes for students</p> <ul style="list-style-type: none"> • Provide extra support to students identified as underperforming in literacy and numeracy using the Mini-Lit program and other targeted strategies 	<p>School data manager /SAS administrator</p> <p>Targeted Support team</p>	<p>December 2018</p> <p>Terms 1-2, 3-4</p>
<ul style="list-style-type: none"> • Utilise the 2018 school assessment handbook and schedule to ensure that accurate data is collected in a timely manner for literacy and numeracy, throughout the year 	<p>School executive team</p>	<p>Term 1</p>
<ul style="list-style-type: none"> • Use moderation samples to discuss student progress and performance across a particular year group, on a regular basis. Use the ACARA developed work samples to facilitate the process 	<p>Principal and deputy principal</p> <p>Targeted support teachers</p> <p>PLC</p>	<p>January 2018</p>
<ul style="list-style-type: none"> • Encourage and support the ANU research project officers in collecting data from year 2 students to investigate factors enhancing language acquisition 	<p>Year 1 teachers</p> <p>EALD coordinator</p> <p>Executive</p>	<p>Continuing from 2017</p> <p>Term 1</p>
<p>Key Improvement Strategy 3</p>	<p>Indicators of Success</p>	<p>Budget</p>
<p>Build staff capacity through professional learning which includes mentoring and coaching.</p>	<ul style="list-style-type: none"> • Qualitative evidence by staff on how they have changed practice following, professional learning, coaching and mentoring 	

Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> • All teachers and executive staff - undertake extensive professional learning activities in: <ul style="list-style-type: none"> ○ Mathematics – critical friend, PANL, MYMC ○ English – writing project, critical friend, Sound Waves ○ Curriculum, assessment and reporting ○ Teaching children to take responsibility for their own learning through development of 21C competencies ○ Early childhood development 	<ul style="list-style-type: none"> • Principal • Deputy principals • Executive teacher • Business Manager • PLC and Focus Group leaders 	<p>Terms 1-4 27 January</p> <p>Terms 1-4</p>
<ul style="list-style-type: none"> • Mentor and coach staff using the GROWTH model, to enhance pedagogy across the school • Facilitate the development of new skills and knowledge in mathematics, writing and spelling using classroom observations by peers • Provide an ongoing induction and orientation program for all new staff • Organise for three support staff to undertake HAAS (Health Access at School) training and a Certificate 3 in Health to facilitate treatment of students with diabetes and other health issues • Provided a first-aid program for appropriate staff across the school 	<ul style="list-style-type: none"> • Executive and teachers • School executive • SAS peer coaches • Front office staff • Teachers and LSAs 	<p>Terms 1-4</p> <p>Term 1</p> <p>Terms 1-4</p> <p>Terms 1-4</p>

Priority 2	Strategic Priority 2: Embed a culture in the school that promotes learning.
Targets	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • A one percentage point increase in year 5 and 6 students who agree in a class survey that they are actively involved in reflecting on their learning. 2015 baseline data - 79.4% in year 3-4 and 86.9% in year 5-6. • A one percentage point increase in the proportion of students who agree teachers provide them with useful feedback. Baseline data -73% in 2015. • An increase in parents and community members who are actively involved in the learning processes within the school. Baseline data – 100 parents in 2015
Outcomes to be achieved	<ul style="list-style-type: none"> • Students are taking an active part in their learning. Students are demonstrating that they know precisely what they are seeking to learn, why they are learning it, how they will learn it and how they will demonstrate they have learned it. • All students are receiving timely and effective feedback from teachers, peers and others in the school community on their learning. • Parents and community members are actively involved in student learning. • Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and the necessary support. • The staff and the school community acknowledge the importance of positive and caring relationships for successful learning. • Teachers are able to identify and address the learning needs of individual students including high-achieving students.
Links to Directorate Strategic Priority Areas	Quality Learning, Inspirational teaching and leadership, High expectations, High performance, Connecting with Families and the Community
Areas of National Quality Standards being addressed	QA1 Education Program and Practice

Key Improvement Strategy 1	Indicators of Success	Budget
Develop experiential learning opportunities in the school that facilitate learning.	<ul style="list-style-type: none"> The proportion of students who indicate in the School Satisfaction Survey that <i>'this school gives me opportunities to do interesting things'</i>. 	Stephanie Alexander Kitchen Garden Program – and Sustainability \$3,000 Ngunnawal Curriculum Grant - \$1,000 Creative Arts - \$3,000 LEEP including G&T \$2,500
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> Engage students in using 21 century learning processes and competencies to complete a 'passion' project and achieve deep independent learning Conduct a Learning Extension and Enrichment Program (LEEP) each Friday afternoon to enable students to participate in interest areas. Encourage members of the school community to participate in the program. 	All teaching staff	
<ul style="list-style-type: none"> Utilise the Stephanie Alexander Kitchen Garden Program to enhance student knowledge of the general capabilities and other learning 	School executive team, café and garden staff,	Terms 1-4

skills		
<ul style="list-style-type: none"> • Facilitate a social gathering of all year 6 parents catered for by year 6 café students to showcase life skills learning through the café program. 	School executive team, chef, year 6 teachers and students	Term 4
<ul style="list-style-type: none"> • Enhance performance opportunities for students in the Arts through provision of: <ul style="list-style-type: none"> ○ Bands – year 5, year 6, jazz and guitar ○ Musical and dance opportunities ○ Arts clubs ○ Employment of a visual arts teacher and music specialists ○ Participation in <i>Step into the Limelight</i> 	School executive, music teacher, all teachers	Terms 1-4
<ul style="list-style-type: none"> • Further develop sustainability programs across the school through: <ul style="list-style-type: none"> ○ Waste free day ○ Sustainability club ○ Regular assembly awards and recognition ○ Earth hour program ○ Clean up Australia Day activities 	School executive team and teachers responsible for leading the sustainability program in the school	Terms 1-4
<ul style="list-style-type: none"> • Provide extensive student leadership development opportunities to year 5 and 6 students to honour student voice through participation in: <ul style="list-style-type: none"> ○ School Parliament/year group Ministers/Committees ○ Student Advisory Group ○ Sport and other curriculum areas 	School executive, senior team leader and year 6 teachers	Terms 1 - 4

<ul style="list-style-type: none"> ○ Morning assemblies – with the Speaker of the House as MC ○ Fund raising activities ○ Other student led initiatives 		
<ul style="list-style-type: none"> ● Establish with the assistance of Indigenous students and community members a garden of native plants to be used in the café 	Indigenous project team and other interested staff and community members	Term 1
Key Improvement Strategy 2	Indicators of Success	Budget
Provide students with a range of tools and strategies to enable them to assess and take greater responsibility for their own learning.	The proportion of students who report in the School Satisfaction Survey that ‘Overall I am satisfied that this school has high expectations in all that it does’.	
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> ● Familiarising teachers and students with the tools of Solutions Fluency (Define; Discover; Dream; Design; Deliver; Debrief) ● Enhance <i>Visible Learning</i> practices and principles through effective use of: <ul style="list-style-type: none"> ○ learning intentions and success criteria ○ feedback - student, staff, parents ● Familiarise students and teachers with the latest learning and brain research information ● Support students on how to research information from the web and elsewhere using Information Literacy strategies 	School executive team, teachers, external consultants	Term 3 Term 1

Key Improvement Strategy 3	Indicators of Success	Budget
Develop and build school partnerships to improve learning opportunities and outcomes for students.	The number of parents and community members who are actively involved in the learning processes within the school.	
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> • Enhance Indigenous perspectives throughout the school curriculum and through collaboration with community – curriculum links, forums, tutors, homework club • Engage subject/sporting/other experts to support the school to enhance learning e.g. Scientists in Schools, Royals Football Club, Commonwealth Sports in Schools initiatives and personnel; authors for Book Week • Continue to develop the partnerships with Mirinjani Retirement Village, ACT School Volunteers and APS to provide authentic learning and social emotional development opportunities for children P – 6. 	School executive team, teachers Science PLC Sports coordinators	Terms 1-4
<ul style="list-style-type: none"> • Encourage teachers, parents, community members and volunteers with particular expertise to become engaged in the development of curriculum, facilities and programs in the school. <ul style="list-style-type: none"> ○ Scientists in Schools ○ Parents as teachers ○ Authors and guest speakers ○ Salvation Army – breakfast club ○ Parent classroom representatives ○ P & C/Parents/Community - 	School executive team, teachers	Terms 1--4

<p>mother's and father's day, disco, music tutor program, school facilities, fete, canteen, uniform shop, banking, parent/class representatives</p> <ul style="list-style-type: none"> ○ Sporting fields in the school grounds ○ Landcare groups ○ Café ○ Rise and Grind coffee 		
Key Improvement Strategy 4	Indicators of Success	Budget
Develop policies, plans and structures to support the safety and wellbeing of all students.	<ul style="list-style-type: none"> ● Proportion of parents and students who agree within the system survey that student behaviour is well managed ● Proportion of students and parents who report an excellent level within the ASCSIMT there are shared values and approach at Arawang Primary. 	Values and other displays throughout the school - \$2,000
Specific Actions	Responsibility	Commence date
<ul style="list-style-type: none"> ● Embed school values through use of: <ul style="list-style-type: none"> ○ Principal's Award ○ School signage 	<ul style="list-style-type: none"> ● School Social/Emotional development committee, student welfare coordinators, school executive team, all staff 	Term 1
<ul style="list-style-type: none"> ● Consolidate the <i>You Can Do It</i> - personal, social and emotional wellbeing program in the school 	<ul style="list-style-type: none"> ● School executive, teachers 	Terms 1-4
<ul style="list-style-type: none"> ● Work with Directorate personnel to embed the <i>Positive Behaviours for Learning</i> program. 	<ul style="list-style-type: none"> ● Principal and PBL team 	Terms 1-4

<ul style="list-style-type: none"> Engage teachers, staff and parents and the AFP in cyber-safety awareness programs 	<ul style="list-style-type: none"> Executive and teachers 	Terms 1-4
<ul style="list-style-type: none"> Ensure that parents and staff are aware of the privacy policy as it relates to student photographs and for storing data in the cloud. 	<ul style="list-style-type: none"> Principal, executive and teachers 	Terms 1-4
<ul style="list-style-type: none"> Implement the Arawang anti-bullying policy and processes 	<ul style="list-style-type: none"> Principal, executive and teachers 	Terms 1-4
<ul style="list-style-type: none"> Communicate behaviour management processes and practices to students, teachers and the community. 	<ul style="list-style-type: none"> Principal, executive and teachers 	Terms 1-4