

HUGHES PRIMARY SCHOOL

Annual Action Plan Report 2018

Purpose:

Annual Action Plan Report -Schools evaluate performance based on robust data and evidence to inform decisions about increasing school effectiveness and student outcomes. Schools will evaluate the success of their Annual Action Plans, using identified targets and indicators of success. This evaluation will ensure there is an evidence-based approach to the development of the Annual Action Plan. The evaluation of performance will form part of the Annual School Board Report. The Annual School Board Report comprehensively conveys to the community information on the school's performance. The Annual School Board Report will be provided to the school board (in May of each year) as the representative body of the community. The report will be made available through the school's website.

Context

Hughes Primary School (HPS) is a dynamic and high energy learning environment that celebrates diversity, inclusion and wellbeing. At Hughes, the curriculum is rigorous and there are high expectations regarding meeting the needs of individual learners.

HPS has mainstream classes from Preschool to Year 6. The school hosts the Southside Primary Introductory English Centre (SPIEC), and a Learning Support Unit-Autism. We currently have 482 students with 45 different languages spoken across the entire student body.

In 2018, the Professional Development focus was on English, specifically writing including delivering an engaging, inspiring writing program with a focus on quality feedback and student learning goals, curriculum differentiation including refining our inquiry units and using the achievement standards to design quality assessment rubrics, and social and emotional learning including TEAM TEACH. 2018 was marked with the establishing of a substantive leadership team with the continuation of Ms. Nina McCabe as principal and the appointment of Ms. Sarah Harris as Deputy Principal, and Ms. Nicole Merchant and Ms. Kirsty Stewart as School Leader Cs. Ms Kylie Croke (previous DP), Ms Maryanne Hayes (previous SLC) and Mrs. Helen Cox (previous A/g DP and SLC) winning promotional positions in other ACT public schools. 2018 was an important first year in our *School Strategic Plan 2018-2022*, and we are proud as a staff of the key improvement strategies we have achieved. This is particularly noteworthy given unavoidable recruitment delays and the new school leadership team not being established until Semester 2 and is testament to the distributive leadership model flourishing in the school with Level 1 teachers contributing

significantly to the leading and embedding of whole school practices.

Methodology

With the commencement of the new strategic plan, 2018 provided a valuable opportunity to ensure that all key stakeholders (staff, students and parents) had shared ownership over our five-year plan. This was achieved through the establishment of the School Improvement Team, with teacher representatives from all areas of the school, the school board, P&C forums and communication and written communication to the community. Staff worked collaboratively through their formal roles on the SIT to examine the School Strategic Plan and Annual Action Plan and design key improvement strategies that would assist us in achieving our three key priorities and meeting our school targets. The overwhelmingly positive feedback from the staff involved in the SIT, and feedback from colleagues external to the school through immersions visits, highlighted the importance of all staff, not just the School Leadership Team, being heavily involved in all aspects of school improvement.

Evaluation of Performance

Priority One: Increase growth in student performance in English across all year levels

Targets:

- In NAPLAN, to be achieving in the top 50% of similar schools in all areas of English
- In NAPLAN, to be achieving in the top 25% of similar schools in 5 years (aspirational goal)
- Using the criterion scale for writing, 75% of students will achieve at level or above
- Using the criterion scale for writing, 85% of students will achieve at level or above (aspirational goal)
- 75% of K-4 students will achieve PM reading benchmarks or above
- 85% of K-4 students will achieve PM reading benchmarks or above (aspirational goal)

| | % of Students who achieved greater than or equal to expected growth | % of statistically similar school group achieved at or above expected growth |
|-------------------------|---|--|
| Reading | 88.1 | 63.8 |
| Writing | 52.4 | 61.1 |
| Spelling | 51.2 | 56.2 |
| Grammar and Punctuation | 65.9 | 56.6 |

NAPLAN: Our target relates to the top 50% of similar schools. This data is yet to be released by ACARA and will be an important measure for us to continue to evaluate how we are tracking in Priority One. The data closest to this information which is currently available is comparing us to statistically similar school groups (see above). Our results in reading and grammar and punctuation are strong. Our results in writing and spelling continue to be areas for development.

Criterion Scale for Writing: The criterion scale for writing indicates that 50.9% of students achieved at level or above.

PM Reading Benchmarks:

Kindergarten: 89.74%

Year 1: 85.00%

Year 2: 82.69%

All students Kindergarten to Year 2 surpassed our target for reading with Kindergarten and Year 1 achieving our aspirational target. These results reflect positively on the reading practices adopted by our early childhood team.

Key Improvement Strategies and Specific Actions

Embed effective pedagogical practices

- All teaching staff participate in 'Developing an Effective Writing Program' - Louise Dempsey and Sheena Cameron & Big Write Professional learning
- Providing consistent feedback to students across the school based on the learning intentions and using purchased teacher stamps in Big Write books.
- Develop practice in all classes to use activities enhancing and developing the use of oral language; especially before independently writing.
- Writing Committee formed with members from each year level. Committee created to support, guide and share key components and resources from The Writing Book and VCOP to be implemented into classrooms.
- All classes will implement VCOP and Big Write sessions into their teaching programs. VCOP games, characters, displays and learning intentions will be used in all classrooms. Big Write sessions will be implemented weekly/fortnightly to incorporate VCOP aspects, oral language activities, independent writing time, student reflection, Breakdown Buddies and explicit teacher feedback with a star and wish in student Big Write books.

Differentiate teaching and learning to meet the needs of all students

- Coaching/mentor person to schedule assistance to all teaching staff during class times, meetings, release time and developing PL for all staff.
- Whole School Assessment of writing (Cold Write) was implemented after a whole staff induction to ensure consistency and valid data.

Develop and implement a whole school assessment framework for English

- Establishment of a Whole School assessment schedule including cold write, PM Benchmarks, PAT reading and spelling: Words Their Way for all classes

Develop a culture of analysis and discussion of data to inform teaching and learning

- The introduction of the writing assessment tool for Cold Write (Criterion Referenced Scale) is used by all teachers to consistently assess, moderate and collate data. The analysis of the data is then used to inform future teaching.
- Whole school baseline data tracker developed and implemented to assess progress of individual students, classes and whole school

Progress

2018 was a big year for the embedding of our whole school approach to writing, including the use of a common marking scale, guided writing groups, focused feedback and the implementing of learning intentions. The role of Lisa Slattery, Level 1 teacher working as a coach and mentor across the school, was powerful in building teacher capacity and shared language and understanding. All aspects of our key improvement strategies and specific actions were achieved, with some strategies more deeply embedded than others.

Highlights include: Hughes PS's participation in the ACT Education Directorate's Writing Project focusing on contemporary best practice approaches to the teaching of writing; writing being a universal focus across the school; a significant increase in the amount of oral language happening at the beginning, during and after writing; the use of games and writing stimulus to make writing more engaging; focused feedback given to all students; the establishment of a writing committee to ensure sustainability and increased leadership opportunities; and the adoption of a writing scale to mark, moderate and discuss students' writing progress.

Areas for further development include: further focusing on a differentiated approach to writing through the Gradual Release of Responsibility Model (modelled, shared, guided and independent writing); the continued strengthening of a visible learning agenda with focused feedback and learning intentions; and addressing the validity of the tracking of student progress through the adoption of the Australian Curriculum National Literacy Learning Progressions - Writing.

In 2019, we will work closely with external literacy consultant Christine Topfer on the implementation of the word conscious classroom and Professional Learning Communities focusing on the 'Ten Essential Literacy Practices' and 'visible learning' to lift our writing and spelling results.

Priority Two: Increase growth in student performance in Mathematics across all year levels

Targets:

- In NAPLAN, to be achieving in the top 50% of similar schools in all areas of Numeracy
- In NAPLAN, to be achieving in the top 25% of similar schools in 5 years (aspirational goal)
- Maintain the percentage of mainstream students making expected or above expected growth in PIPS Mathematics at 94%+
- 65% of students Years 3-6 achieve growth annually using PAT Maths scaled scores
- 75% of students Years 3-6 achieve growth annually using PAT Maths scaled scores (aspirational goal)

| | % of Students who achieved greater than or equal to expected growth | % of statistically similar school group achieved at or above expected growth |
|----------|---|--|
| Numeracy | 61.0 | 58.2 |

NAPLAN: Our target relates to the top 50% of similar schools. This data is yet to be released by ACARA and will be an important measure for us to continue to evaluate how we are tracking in Priority Two. The data closest to this information which is currently available us comparing us to statistically similar school groups (see above). Our results in numeracy are strong when compared to statistically similar school groups.

PIPS Mathematics: 97% of mainstream students made expected or above expected growth in Mathematics, ensuring we met our target of 94%+.

PAT Mathematics:

Year 3: 58.54%

Year 4: 75.0%

Year 5: 60.98%

Year 6: 76.60%

*Average student growth Years 3-6 = 68%

We met both our standard target and aspirational target for Year 4 and Year 6 but did not meet these targets for Year 3 and Year 5. This highlights the need to continue to strengthen our whole school practices in mathematics.

Key Improvement Strategies and Specific Actions

Define and document whole school beliefs and practices for teaching, learning and assessment in mathematics

- Determine staff current beliefs and practices for teaching, learning and assessment in mathematics
- Implement PLCs to discuss current research to create a vision for whole school mathematics

Develop a whole school assessment framework for mathematics

- Timetable for grade specific diagnostic assessment
- Develop and implement pre-post key concepts
- Implement PLCs to discuss data and inform planning

Develop and implement a whole school data tracking tool for Mathematics

- Introduce the numeracy progressions to teachers
- Create Numeracy Progression data books
- Plot students using numeracy progressions (End 2018)
- Develop a whole school database to track student progression levels

Develop a culture of analysis and discussion of data to inform teaching and learning

- Implement PLCs to discuss data and inform planning (see whole school assessment framework)
- Develop a whole school database to track student progression levels (see whole data tracking)

Provide targeted support to students in mathematics at the structured, core and extended levels as required

- Create year level appropriate mathematics resource tubs
- Use technology to support differentiation
- Implement PLCs to discuss and share knowledge and resources

Progress

Priority Two saw some significant key improvement strategies addressed but the School Improvement Team determined we were overly ambitious with what we could achieve within this priority as a result of both the changes in personnel within the leadership team, but also as a result of the significant work that was achieved in both Priorities One and Three.

Highlights include: Recruitment of substantive key personnel within the leadership team with expertise at both a school and system level in the area of mathematics; whole staff conversations focusing on the use of assessment data and how to address areas of strength and areas of need including the use of the ACER Teaching Resource Centre which was shared with parents during progress interviews; and the implementation of a range of resources including Mathletics to support differentiation.

Areas for further development include: We need to cycle back and determine staff current beliefs and practices for the teaching, learning and assessment in mathematics through our Professional Learning Communities model. This will be a goal for 2019 with deep embedding of this work in 2020. Through the PLC model, we will continue to discuss students' achievement against the Australian curriculum standards. We will access system professional learning in 2019 with a focus on our whole school approach to problem solving to assist us to systematically build capacity across our staff.

Priority Three: Develop and sustain a consistent whole school approach to social and emotional wellbeing

Targets and progress:

- All components of our Positive Behaviours for Learning (PBL) plan have been completed and visibly actioned in all classes evidenced by our staff survey and learning walks: achieved
- 75% of students agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey: 33.64% students did not respond favourably and disagreed or strongly disagreed.
- 90% of parents agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey: 82.12% of parents agreed or strongly agreed with this statement.
- 85% of staff agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey: 65.63% of staff agreed or strongly agreed.

Key Improvement Strategies and Specific Actions

Embed Positive Behaviours for Learning

- Implement Tier 1 of Positive Behaviours for Learning – non-class setting school wide

Implement whole school social and emotional wellbeing procedures

- Update whole school procedures to align with the ACT Education Directorate and Safe and Supportive Schools document

Progress:

Highlights include: A major undertaking was to update our Safe and Supportive Schools Procedures document which outlines our school values and mission statement, Positive Behaviours of Learning approach and wellbeing practise across the school, including our student management processes. We sought input from staff in regard to the identification of major and minor behaviours and merged this data with existing data from the previous year. We established signage across the school around our three expectations – be safe, be respectful, be a learner – with positive commentary from our community regarding how well scaffolded our behaviour expectations are. We also established a decision-making flowchart to respond to problem behaviours. Using Student Assessment System (SAS), all staff participated in professional learning regarding the recording and tracking of positive and negative behaviours. We adopted a Hughes PS Positive Behaviours for Learning mascot through our whole school ‘*Adopt a Mascot Competition*’. Hughie Bear and Bunji the Fairy Wren are now the faces of PBL at Hughes PS. We also linked our whole school awards system to our Positive Behaviours for Learning framework. Importantly, we participated in ACT Directorate professional learning in Team Teach – this professional learning in Term Four continued to develop our collective understanding of what constitutes major and minor behaviour issues – this collective understanding will ideally be reflected in our 2019 staff survey results.

Areas for further development include: In 2019, we will develop a bank of lessons to explicit teach and reinforce our PBL expectations and continue to meet regularly as a committee and seek the external support of our ACT Education Directorate PBL Partner. Our data reflects the importance of continuing to explicitly unpack our behaviour expectations and behaviour flow-chart so processes for addressing positive and negative behaviours are visible to students. 32.71% of students neither agreed or disagreed with the statement that student behaviour is well managed. This lack of commitment in response to this survey question indicates a need to further develop students’ understanding of our student management processes and procedures.