

ARAWANG PRIMARY SCHOOL

Annual Action Plan Report 2017

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 1104. There are a high proportion of families at the school from linguistically diverse backgrounds. In 2017, 59 students were classified as EALD and 16 Indigenous or Torres Strait Islander children were enrolled in the school.

The school's total student enrolment for 2017 at census was 519 students. In 2017 there were 23 class groupings from preschool to year 6.

There were 52 staff at Arawang in 2017. This figure includes teachers on maternity and on other leave. All classrooms in the school are fully occupied by classroom teachers. The teacher of Japanese and EALD teacher use classrooms and other spaces in the school, such as the library. There is limited space in the school prohibiting further growth in student numbers. Students from the Weston and Stirling shared areas have been redirected to Duffy Primary School and Chapman Primary School.

Arawang Primary School is in its third year of the planning cycle. Throughout 2017 both qualitative and quantitative data was collected on student performance in external tests such as NAPLAN and PIPS, and from standardized tests such as the Progressive Assessment Tests (PAT). Deep 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 informed specific actions in the Annual Action Plan for 2017. The Directorate's 2017 Action Plan has also influenced improvement focus areas in the school's Annual Action Plan.

Methodology

In preparing the self-evaluation of the 2017 Annual Action Plan, key people across the school community were consulted. Staff, students and parents all contributed information that has been analysed and considered for this report. Specific data on improvements in literacy, numeracy and science and on enhancing the culture of learning has been examined. The Professional Learning Community (PLC) teams have prepared detailed analyses of data produced through various student assessments (NAPLAN, PIPS, PAT, PM benchmarks) and provided this progress information to the leadership team.

A range of data sets have been analysed including but not limited to:

- School Satisfaction Survey – parents, student and staff
- The Australian School Climate and School Identification Measurement Tool (ASCSIMT)
- National Assessment Program for Literacy and Numeracy (NAPLAN)
- Performance Indicators in Primary Schools (PIPS)
- National School Improvement Tool (NSIT)
- Progressive Assessment Test (PAT) for Reading, Mathematics, and Science
- Internal surveys – student, staff
- Forums – student, staff, parent
- Staff feedback on their actions to address the 2017 AOP priority areas, key actions and targets

Evaluation of Performance

Priority

Improve student learning outcomes in all year groups P to year 6 in literacy, numeracy and science.

Targets

- 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.
 - 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% in 2018
- 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

Progress

The school has made significant progress in priority one with an aim to improve student learning outcomes in all year groups P to year 6 in literacy, numeracy and science. This has been done predominantly by examining current practices and identifying changes and improvements needed to strengthen teaching practices. New pedagogical approaches and programs have been implemented to support teachers to improve their practice and subsequently improve student outcomes in literacy, numeracy and science. In all areas teacher capacity has been enhanced to deliver the Australian Curriculum and to increase engagement and achievement.

In 2017 the engagement of Theresa Shellshear as a critical friend in mathematics has been very strategic and successful, as has our continued association with Doctor Kaye Lowe working with teachers on improving practice around literacy. The relationship with critical friends will continue to be a major strategy to support improvement in literacy and numeracy.

After considerable work in 2015 investigating outcomes and performance in numeracy and mathematics at Arawang Primary School, consistency in delivery and pedagogy across the school continued as a priority in 2017. This year all staff attended a full day PL in January with Theresa Shellshear *Making Mathematics Meaningful* and attended CMIT sessions after school across term 3 with the aim of improving pedagogy in mathematics teaching and increasing hands-on and open ended practices in classrooms. The school also participated in the Principals as Numeracy Leaders (PANL) program in 2017. Professional learning in 2017 used mathematics as a focus area for implementation of *Visible Learning* across the school to increase student efficacy and engagement as learners.

In 2017 the percentage of students achieving expected or greater than expected growth in NAPLAN between years 3 and 5 improved in all areas tested by NAPLAN. In Writing this is compared to 2015 baseline data as no 2016 data was available due to changes in writing genre.

In reading 73% of students achieved expected or greater than expected growth in NAPLAN between years 3 to 5 up from 69% in 2016. In Spelling 52% achieved expected or greater than expected growth in NAPLAN between years 3 to 5 up from 50% in 2016. Both of these areas are on track to meet the 2018 targets. While spelling is on track to meet the 2018 target the school aspires to increase the percentage of students achieving

expected or greater than expected growth by providing all staff with professional learning in phonemic awareness in term 4 2017.

Writing, Grammar & Punctuation and Numeracy all achieved above the 2018 targets. Grammar & Punctuation rose from 71% in 2016 to 78% in 2017, well above the 2018 target of 59%. In Writing 82% of students achieved expected or greater than expected growth in NAPLAN between years 3 to 5 up from 55% in 2015.

In 2017 the percentage of students in year 5 achieving expected or better than expected growth in numeracy was 72% which was up from 60% in 2016, and surpassed the 2018 target of 60%.

These changes reflect a whole school focus on literacy and numeracy over the last two years.

Table: Percentage of year 5 students achieving expected or greater than expected growth in NAPLAN

Domain	2015	2016	2017	2018	2018 Target
Reading	74%	69%	73%		76%
Writing	55%	growth not calculated due to genre changes	82%		59%
Spelling	50%	50%	52%		54%
Grammar & Punctuation	55%	71%	78%		59%
Numeracy	56%	60%	72%		60%

- an increase in the percentage of kindergarten students making expected progress in reading and mathematics as shown through PIPS tests

There have also been positive gains in the percentage of kindergarten students making expected progress or better as measured through PIPS testing in reading. In 2016 81% of kindergarten students achieved average or above average growth in reading, in 2017 this rose to 88%. In mathematics the percentage has stabilised after a significant jump in 2016. The percentage dropped slightly from 63% in 2016 to 60% in 2017.

Table: Percentage of Kindergarten students making expected progress

Source: CEM centre

Domain	2015	2016	2017	2018	Target achieved
Reading	79%	81%	88%		
Mathematics	45%	63%	60%		

- an increase in the proportion of students in years 3 to 6 performing at or above expected year level in PAT science

In science the school is using PAT standardised tests to measure progress against the targets. In 2017 we have seen an increase in the percentage of students in year 5 performing at or above expected year level, which is a significant improvement for this particular cohort. Year 4 have maintained parity with 2016, while years 3 and 6 are down from 2016. Science will be a focus area in the school in 2018 as the third major curriculum area in priority one of the current strategic plan.

Source: ACER

Domain	2015	2016	2017	2018
Year 6	96%	94%	81%	
Year 5	80%	79%	85%	
Year 4	85%	67%	67%	
Year 3	67%	83%	74%	

Key Improvement strategy 1: Develop and implement a systematic approach to curriculum development, delivery, assessment and reporting across the school.

Indicators of success:

- All school curriculum documents show adherence to the Australian Curriculum
- Proportion of year groupings that use moderation of tasks on a regular basis

Staff have participated in a significant amount of professional learning on curriculum development, delivery, assessment and reporting in 2017 delivered by school, Directorate and external experts.

- Kaye Lowe and Theresa Shellshear have been engaged by the school in 2017 as critical friends in literacy and mathematics and have delivered whole school professional learning and have worked in classrooms demonstrating lessons, observing teaching and providing feedback to teachers and executive.
- Directorate Curriculum team have presented a series of workshops on the Australian Curriculum and how to understand and use the achievement standards.
- Principal and group of teachers involved in Principals as Numeracy Leaders (PANL)
- Whole school Visible Learning PL and focus on using learning intentions and success criteria in mathematics. Some teachers using 'I can' statements.
- Introduction of common lesson plan for mathematics using VL principles and focus on hands-on and use of concrete materials.
- Some peer observations in term 3. Focus on mental mathematics and lesson introductions including learning intentions and success criteria. These were planned as whole school but limited due to large number of teacher absences and lack of relief staff.
- Development of comment banks in Accelerus for use in report writing. Great source of discussion and moderation, particularly in relation to achievement standards and alignment to grades.
- Ongoing *Letters and Sounds* professional learning and sharing to support curriculum requirement for teaching of phonics
- Criterion reference tool for writing adopted for use across the school. Staff contributed to development led by Literacy PLC who also delivered workshops on how to use for moderation using real student writing samples brought by all teachers.

There is a whole school expectation that teachers use the Australian Curriculum to guide their planning to ensure that appropriate year level achievement standards are met. Release time is organised to provide time for teams to meet and plan collaboratively across year levels and a shared folder has been created on google drive for unit outlines, lesson plans and resources. A number of teachers have been using units from C2C either as a resource or with annotations as to any changes made prior to, or during, delivery.

Year level and subject level whole school curriculum plans are being developed that align with the Australian Curriculum referencing C2C, and school literacy and mathematic professional learning priorities.

A whole school assessment schedule has been developed and is being used. Common writing, number and spelling assessments occur every term. Teachers use the criterion reference tool for assessing writing.

Key Improvement strategy 2: Embed a culture of continuous improvement in the school with a focus on collection, analysis and discussion of data to inform teaching and learning.

Indicators of success:

- 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.

School and system data is regularly presented and discussed at staff and team meetings. NAPLAN and PIPS data has been used in executive and staff meetings in planning school priorities, resourcing, professional learning and informing ways to improve student outcomes and teaching practices. School based assessments occur in weeks 1-3 every term in reading, writing and number and these inform teachers planning and teaching.

In 2017 a teacher was assigned to a designated position with responsibility for:

- coordinating data collection across the school
- mentoring and coaching staff in data collection and use, and
- working with, and providing feedback and guidance to, the executive team.

A school assessment handbook was also developed that outlines school data collection requirements and provides information about the assessment tools and how to use them. Student profiles are developed using school and system data entered into Accelerus. These profiles are provided to class teachers at the start of the year and are updated regularly.

All teachers have access to online data including NAPLAN, PIPS and PAT, and a range of school level data is saved onto the shared G or google drives which all teachers can access. In the 2017 staff satisfaction survey 91% of staff agreed or strongly agreed with the statement 'teachers from this school use results from system testing and system processes to inform planning.'

In second semester 2017 teachers engaged in peer observations. Teachers were released to observe a peer teaching, and to provide feedback, based on either *Essential Skills for Classroom Teachers* or on an agreed mathematics lesson planning document that was adopted after extensive mathematics professional learning across the year. Although the scope was curtailed due to staff illness and unavailability of relief teachers anecdotal feedback has indicated that teachers appreciated this opportunity and are keen for it to continue and be extended.

The leadership team provide feedback to staff through a variety of avenues including informal one on one conversations, small group discussions, team meetings, and personal professional development discussions. The principal also provides feedback through the annual professional discussions. The deputy and principal also meet with every class teacher twice a year to discuss student achievement, their class programs and students needing additional support.

In the staff satisfaction survey 81% of teachers agreed or strongly agreed with the statement 'I receive useful feedback about my work at this school.' This is an area that we will continue to develop in 2018 through further implementation of peer observations and the provision of written feedback to all teachers on a regular basis.

Key Improvement strategy 3: Build staff capacity through professional learning which includes mentoring and coaching.

Indicators of success:

- Qualitative evidence by staff on how they have changed practice following, professional learning, coaching and mentoring

In 2017 teaching staff have participated in a range of professional learning including:

- Visible Learning
- You Can Do It (SEL program)
- Positive Behaviours for Learning (PBL)
- Letters and Sounds
- Soundwaves
- Count Me In Too (CMIT)
- literacy with critical friend Kaye Lowe
- mathematics with critical friend Theresa Shellshear from the Australian Catholic University
- C2C
- Australian Curriculum

Executive and key staff have also been involved with PANL and The Writing Project initial PL. All professional learning has been followed up in staff and team meetings, and in PLCs where appropriate. Experts on staff have acted as mentors and coaches running staff and team meetings on areas of professional learning.

Staff are mentored and coached to facilitate the development of skills and knowledge in a variety of ways including:

- new staff have had conversations and observations with their mentor teachers
- orientation and induction for new staff at the beginning of the year
- mathematics coaching position developed
- critical friends Kaye and Theresa in class support and coaching
- peer observations
- ongoing executive mentoring and coaching
- SAS peer coaches being trained
- HASS training and mentoring for front office staff
- teacher visits to other schools.

In 2017 the school continued to employ Dr. Kaye Lowe as a critical friend in literacy to further embed our 2016 learning. Kaye has once again worked in classrooms to demonstrate effective reading and writing practices particularly in conferencing with individual children, publishing student work and catering for individual needs in literacy. The pedagogy that Kaye used is based on studies in a large number of schools and her experience as a literacy teacher in preservice university courses and as a consultant in schools across systems for many years. Teachers have implemented Kaye's recommendations and this has been particularly powerful in the early year's classrooms where student progress in reading and writing has been significant.

The main focus area for the school in 2017 has been mathematics and following the impact of our critical friend in literacy the decision was made to extend this to mathematics. Theresa Shellshear from the Australian Catholic University has expertise with mathematics in schools over many years, and is currently lecturing on mathematics with pre-service teachers. After discussions with the school leadership team in 2016 Theresa conducted a survey of all teachers regarding their knowledge, skill and confidence in teaching mathematics. This information was used to inform planning for a whole day of mathematics professional learning in January 2017. To support the embedding of Visible Learning in the school this day and all subsequent mathematics PL across the year referenced Learning Intentions and Success Criteria and embedded them in classroom demonstrations and mathematics planning.

Three non-teaching staff have also participated in HAAS training and are currently enrolled at CIT studying for a Statement of Attainment in the HAAS Targeted Skill Set Training, which consists of three modules from the Aged Care and Disability Cert 111. The modules are Disability, Assisting Clients with Medicines and Meeting Personal Support Needs.

Priority

Embed a culture in the school that promotes learning.

Targets

By the end of 2018:

- 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
- a one percentage point increase in the proportion of students who agree teachers provide them with useful feedback
- an increase in parents and community members who are actively involved in the learning processes within the school

Progress

The school has implemented a number of initiatives this year to develop and embed a culture in the school that promotes learning. The focus on Visible Learning as a proven, research based way to improve student outcomes and increase student engagement is a major overarching strategy. The emphasis on students knowing where they are in their learning and taking responsibility for their progress supported by teacher

feedback will become increasingly important and evident as the school continues to implement and embed Visible Learning.

Domain	2015	2016	2017
Percentage of year 5 and 6 students who agree that they are actively involved in reflecting on their learning.	87%	78%	86%

The school performance against the targets indicates that the percentage of students who agree teachers provide them with useful feedback has increased to 86% this year. This indicates that the strategies and pedagogy of Visible Learning are having a positive effect in the year 5 and 6 classrooms.

Domain	2015	2016	2017
Percentage of year 5 and 6 students who agree teachers provide them with useful feedback.	73%	83%	80%

The school continues to look for innovative ways to offer opportunities for learning to students. The Café kitchen program has continued in 2017 and has become more integrated into classroom programs to enrich and enhance learning and provide students with opportunities to demonstrate transferability of skills. Teachers are providing a range of learning opportunities and educational challenges for their students in fields including sport, academics, the arts, linguistics and music.

To support the focus on learning the school has developed a comprehensive suite of beliefs around school culture. The school values clearly articulate what we believe to be important at Arawang for all members of the school community. The introduction of *You Can Do It* has provided a narrative and common language for supporting the development of a school culture of learning. *Positive Behaviours for Learning* will work to align all of the above and develop a comprehensive and coherent narrative about the values and culture of Arawang Primary School.

Domain	2015	2016	2017
Number of parents and community members who are actively involved in the learning process within the school.	100	105	110

Key Improvement strategy 1: Develop experiential learning opportunities in the school that facilitate learning.

Indicators of success:

- The proportion of students who indicate in the School Satisfaction Survey that ‘*my school gives me opportunities to do interesting things*’.

Three quarters of students (75%) indicated in the School Satisfaction Survey that the school gives them opportunities to do interesting things. Students at Arawang are provided with a large number and variety of opportunities.

In 2017 these included:

- Tournament of Minds
- CSIRO Scientists in Schools
- Questacon Science Show
- sport coaching clinics including tennis, basketball, touch, rugby and AFL
- camps for years 3 and 4, and years 5 and 6
- café program for years 3-6
- transition programs – preschool to kindergarten and year 6 to high school

- Redcap program
- 21st century Fluencies carnivals
- IMP band
- school musical performance *Superkids*
- bike riding
- incursions
- excursions
- learning journeys
- Learning Extension and Enrichment Program (LEEP)
- junior, senior and whole school assemblies
- Interschool sport
- School netball teams
- after school Karate, Tae Kwando and Zumba
- music tuition in guitar, piano and violin
- Japanese LOTE classes
- Science fair
- Year 2 water safety
- Year 6 students prepared an Asian parent dinner in term 4
- lunchtime clubs – gardening, anime/drawing, chess, science, dance, drumming, etc.
- swimming classes
- homework club
- ‘Books, bags and bikkies’ Kindergarten library program
- Year 5 buddy program with preschoolers
- Hanami – Japanese celebration
- sustainability club
- meccano and mentoring with ACT Volunteers
- Mirinjani *Giving Back* project

The school acknowledges that learning takes place both inside and outside of the classroom, and that children have multiple ways of learning, and so provides opportunities for children to engage in a wide range of experiences. The school provides students with opportunities to engage in real life, meaningful activities that are linked to their learning across a range of curriculum areas.

Key Improvement strategy 2: Provide students with a range of tools and strategies to enable them to assess and take greater responsibility for their own learning.

Indicators of success:

- 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’*.

In 2017 the school has been embedding Visible Learning as a strategy to enable students to assess and take greater responsibility for their own learning. Professional learning and staff meetings on Visible Learning have continued in 2017 and have been devoted to consolidating teacher capacity in implementing Visible Learning in their classrooms, particularly in mathematics.

The plan had a goal of improving student learning through using learning intentions and success criteria so that students would be able to articulate what, why and how they were learning. In 2017 the focus has been on collecting and analysing data to put faces on the data and ensure one year’s growth for one year’s schooling, or what interventions and support was needed for students not making one year’s progress. Teachers have developed, and shared how to use, learning intentions and success criteria, how to provide and use feedback to improve student engagement and ownership of learning, and rubrics they use with students in their classrooms.

In the student satisfaction survey that was conducted in August, 74% of students reported that they were satisfied that the school has high expectations in all that it does. This is a reflection of the work teachers have engaged in to ensure student voice and efficacy.

Key Improvement strategy 3: Develop and build school partnerships to improve learning opportunities and outcomes for students.

Indicators of success:

- The number of parents and community members who are actively involved in the learning processes within the school.

The development of partnerships with parent and community members is highly valued at Arawang Primary School as a way of enriching the curriculum and supporting students. In the School Satisfaction survey 80% of parents agree that “community partnerships are valued and maintained”.

In 2017 there were 110 parent and community members actively involved in the learning process within the school. Parents and community members contribute to learning processes within the school in a variety of ways. They listen to reading, help with small groups in literacy and numeracy, work in classrooms supporting students either in small groups or one on one, accompany classes on school excursions’ and are members of the P&C and School Board. In 2017 ACT Volunteers continued to provide a Meccano program and mentors/tutors for a number of children.

The school has engaged with a range of community organisations in 2017 including:

- Mirinjani Nursing home – *Giving Back* project
- Scientists in schools
- Parent experts
- External sports coaching groups – funded through community and sporting association grants
- CSIRO
- Critical friends
- Australian Catholic University – critical friend and discussions about reciprocal project with students and Arawang staff in 2018
- University of Canberra – preservice teacher placements
- Australian National University – Language acquisition research project in year 1
- Melrose High School *21st Century Fluencies* carnivals cooperatively planned with Arawang staff
- ACT Volunteers – meccano and mentoring/tutoring

Our Indigenous students have been further supported by:

- Indigenous contact officer appointed one day a week to support students and families and PLPs
- Staff attended *Smarter Stronger* training
- One staff member attended *Smarter Stronger* facilitator PL
- Principal attended *Cultural Integrity* workshop series
- Regular communication with families and outside agencies particularly for students at risk
- Indigenous hearing checks by Winnunga Indigenous Health Centre
- Cooking with Indigenous (bush) plants
- Planning for Indigenous garden – visit by staff member to Queanbeyan Primary School to see their garden and visit from Adam Shipp to plan garden and provide plants
- NAIDOC week activities and grants

Key Improvement strategy 4: Develop policies, plans and structures to support the safety and wellbeing of all students.

Indicators of success:

- 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.

The school values of respect, endeavour, creativity, curiosity and compassion have been reinforced this year through inclusion on Arawang Achiever Awards and the initiation of the Arawang Principal's Award. The Principal's Award can be earned by students demonstrating the school values and accumulating nominations against the school's values. We have also continued to embed and use the seven school rules in conversations in classrooms, at assemblies, and in Blue Room restorative discussions. Children know the rules and can tell teachers which rule has been broken and what the consequences are if they are not observed. For example no hat means play under the shade shelter and physical violence means time in Blue Room. The values are displayed on all school communications, on school letterhead and in the newsletter. The five values and seven rules provide a consistent message for everyone at Arawang Primary School.

In 2017 we have engaged with the Positive Behaviour for Learning (PBL) program supported by the Directorate PBL team. This will be an ongoing priority over the next three years. So far we have participated in several staff meetings on PBL delivered by the school PBL team and members of the PBL Directorate team. Posters have been developed and hung around the school serving as reminders and prompts to students about behaviours expected as they move around the school outside of the classrooms. Supporting videos are being developed. The existing school rules, values and processes, and *Safe and Supportive Schools* processes, have been incorporated. In-class behaviours will be a focus for 2018.

We continued with the social emotional learning program *You Can Do It* in 2017, and completed a full cycle at the end of term 3. This means that the whole program has been taught once and now classes will cycle through again to consolidate the learning.

Parents indicated in the School Satisfaction Survey that student behaviour was being better managed in 2017 with the percentage agreeing rising from 61% in 2016 to 77% in 2017. Student agreement fell slightly from 56% in 2016 to 50% in 2017. School data from Blue Room referrals indicates that only a small number of students were involved in incidents or bullying, physical or verbal violence, or inappropriate behaviour and that the majority were minor, low level incidents. Violence or behaviour leading to injury was minimal and isolated. Executive have been proactive in contacting parents to discuss any student behavioural issues as early as possible to provide positive outcomes and support for students to develop more appropriate behavioural choices.

The student climate survey showed that 75% of students rated general aggression as low, and victimisation was rated as low by 59% of students. Both of these have fallen over the last three years and are below ACT averages. Classroom disruption is also rated as low by 71% of year 5 and 6 students and has not changed significantly since last year. This is an area that will be explored by staff through PBL in 2018 under the three PBL expectations of *Be Safe, Be Respectful and Be a Learner*.

Similarly the proportion of students and parents who indicated an excellent level of shared values and approach at the school in the School Climate Survey increased from 43% and 53% respectively in 2016 to 59% and 78% in the 2017 survey.