

Duffy Primary School

Annual Action Plan Report 2017

Context:

Duffy Primary School is a school with a diverse student population and that has active parent involvement. Enrolments have increased from 378 (August 2016) to 426 (August 2017). The school operated nineteen classes from preschool to Year 6 in 2017. Duffy Primary School is in the second year of the current strategic plan (2016-2020).

The school caters for learning across preschool through to Year 6 and includes two Learning Support Units for students with Autism. The open plan design of the school ensures each classroom has flexible learning spaces to cater for all students' learning needs. The school curriculum offers a strong academic focus as well as incorporating creative arts, physical education and Information and Communication Technologies (ICT). Other features of the school programs include French, environmental science and two school bands.

In 2017, there was a focus on the implementation of enrichment programs for students identified as having gifts and/or talents in particular for Science, Technology, Engineering and Mathematics. The school operates a coding club with assistance from parents and members of the community.

The school works closely with the Australian Defence College to support students from various multicultural backgrounds. There were no significant changes in the demographic of student population in 2017.

Methodology:

In 2017, Duffy Primary School continued to use the recommendations from the external review process to inform the directions of the current strategic plan. Staff have continued to work across the five areas of agreed practice identified in 2015 (reading, writing, word work (spelling), mathematics and social and emotional learning). An additional agreed practice has been developed for inquiry and in 2018 this will be extended to an agreed practice for preschool. Professional learning aligned with these areas of practice and working parties came together throughout the year to articulate what we know about the research, what this looks like in action at Duffy Primary School, and what assessment/response to intervention processes will be used to support implementation. These areas of agreed practice will inform future decisions and implementation at Duffy Primary School.

To further evaluate progress towards identified goals, professional learning teams reviewed their targets in relation to their assessment data (reading levels etc.), staff also commented throughout the year on our Annual Action Plan (AAP) via a google doc and the leadership team considered other data such as satisfaction surveys. Our staff used this data in our Professional Learning Communities model to reflect on our 2017 Annual Action Plan.

Evaluation of Performance:

Priority

Improve literacy and numeracy outcomes for all students.

Targets

By the end of 2017:

- 75 percent of students will achieve expected or better than expected growth in PIPS reading.
- 70 percent of students will achieve expected or better than expected growth in PIPS Mathematics.
- 90 percent of students are at or above national minimum standard in NAPLAN (reading and numeracy).
- 80 percent of students achieve or exceed recommended PM benchmark ranges for their year level.
- NAPLAN growth in reading: 75 percent of students will achieve expected or above growth and Duffy Primary School will remain better than the ACT average for growth.
- NAPLAN growth in writing: 70 percent of students will achieve expected or above growth and Duffy Primary School will remain better than the ACT average for growth.
- NAPLAN growth in numeracy: 70 percent of students will achieve expected or above growth and Duffy Primary School will remain better than the ACT average for growth.

Progress

Key improvement strategies for this priority included implementation of whole school numeracy teaching approach, continued improvement of a whole school literacy teaching approach and developing whole school assessment, tracking and data collection.

In 2017, the school implemented a consistent approach to the teaching of mathematics using the EnVision mathematics resources, with Mathletics used as a supporting resource, in planning, assessment, differentiation and alignment of home tasks. The school participated in the Principals as Numeracy Leaders (PANL) program. This involved school leaders and teachers participating in Professional Learning around building teacher capacity in teaching mathematics. The program will inform the mathematics Community of Practice (CoP) to build teacher capacity and will review assessment practice to support the teaching of mathematics in 2018. The statement of agreed practice for mathematics teaching at Duffy Primary

School is continuing to be refined. The school is reviewing current use of resources, with a direction toward even greater use of the EnVision mathematics teaching and learning program.

The development of whole school literacy teaching was strengthened in 2017 with the school developing a statement of agreed practice in reading, writing and word work (spelling) and the implementation of an evidence (research) based coaching approach to literacy and literacy development.

The school implemented gifted and talented guidelines with a case management approach, which included individual learning plans for identified students. The Response to Intervention (RTI) structure was used to identify students requiring additional assistance and literacy intervention programs/strategies were implemented. This included intervention programs (MiniLit), guided reading groups and scaffolded literacy in small group targeted instruction. Teachers undertook professional learning, facilitated by Solution Tree, to enhance their understanding and implementation of a RTI approach for literacy and numeracy learning.

To support whole school data and tracking a focus on learning intentions, success criteria and descriptive feedback was used. This was implemented through Professional Learning Teams (PLTs) in 2017. Moderation was completed on all key learning areas throughout the school year; feedback from staff was they were effective in ensuring consistency of decision-making regarding assessment and reporting. A review of assessment practice and common assessment incorporated into the agreed practice statements will be further implemented in 2018.

The following shows progress against our identified targets for this priority:

- 41% of students achieved average or better than average growth in PIPS reading, this was below our 75% aspirational goal and lower than our result of 55% in 2016. In 2018 we will analyse the data and implement a RTI plan for students in Year 1. We will continue to monitor this result using PM benchmarks to track continued growth in reading.
- 53% of students achieved average or better than average growth in PIPS mathematics, this was below our 70% aspirational goal and lower than our 2016 result of 55%. In 2018 we will analyse the data and implement a RTI plan for individual students in Year 1. We will continue to monitor this result in light of the implementation of the Principals' as Numeracy Leaders and Envision programs for mathematics.
- In Year 5, 98% of the students are at or above national minimum standard in NAPLAN numeracy (this is higher than the state average of 96%) and 96% in reading (this is higher than the state average of 95%). In Year 3, 96% of the students are at or above national minimum standard in NAPLAN numeracy (this is the same as the state average) and 94% in reading (this is the same as the state average). The results were above our goal of 90%.
- 82% of students achieved or exceeded recommended PM benchmark ranges for their year level. This was above our goal of 80%; and this will

continue to grow with the implementation of our agreed practice in reading, RTI approach and the authentic assessment of reading.

- 73.8% of students achieved expected or above NAPLAN growth in reading. This was above the 2016 result of 72%. The averaged scaled score for growth was 84.9 which was higher than the ACT average of 74.6. This will continue to grow with the implementation of our agreed practice statements for reading.
- 61.9% of students achieved expected or above NAPLAN growth in writing. There was no growth data available for writing in 2016 against which to compare 2017 growth data. The averaged scaled score for growth was 69.0 which was higher than the ACT average of 58.7. This will continue to grow with the implementation of our agreed practice statements for writing and word work.
- 61.9% of students achieved expected or above NAPLAN growth in numeracy, this was just above the 2016 result of 60%. The averaged scaled score for growth was 87.3 which was higher than the ACT average of 84.4. This will continue to grow with the continued implementation of our agreed practice statement.

Priority

Strengthen whole school student wellbeing program.

Targets

By the end of 2017:

- The proportion of students responding adequate or excellent within measures of school climate (shared values and approach; academic emphasis; staff and student relations; student relations; and school identification) is better than the ACT average.

Progress

Key improvement strategies for this priority included building a positive student learning culture through a tiered structure (universal (all students), selected (small groups) and targeted (individual students)). In addition, building teacher capacity to support, respond and build positive relationships. The school did this through the implementation of the Friendly Schools Plus social and emotional learning program, lunchtime clubs and support for students at need, improved communication with families, the Response to Intervention (RTI) model to identify needs and the implementation of the Positive Behaviour for Learning (PBL) framework.

The Positive Behaviour for Learning (PBL) framework uses a series of evaluation tools to ensure systems are embedded effectively across the school. In 2017, Duffy Primary School achieved above 80% on the school wide evaluation tool which measured non-classroom settings for effective systems. All staff undertook professional learning within the PBL framework to support building a positive student learning culture. We have staff members working with external PBL coaches to assist with establishing a positive school culture and behaviour expectations. The social and emotional learning

Community of Practice (CoP) team will continue to support staff to further embed the framework across the school in 2018. The results in 2017 have enabled the school to progress to classroom systems within PBL which will be given priority in 2018.

Lunchtime clubs have been coordinated throughout 2017 with students reporting strong interest in them. The focus has been teacher driven and in 2017 student voice assisted with the selection of clubs. Other programs implemented in 2017 included a peer mentoring, special project class and multi-age enrichment classes to foster partnerships and friendships across year levels. The leadership team have also been providing structured programs (with small groups of students) for targeted students to increase their social and emotional learning and to provide opportunities for one-on-one focus regarding social development.

With a focus on student wellbeing, Duffy Primary School partnered with Woden Community Services to establish two youth support small group sessions for students ranging in age from 6 to 13. The program, Wrap Around, aims are to assist young people to improve their emotional wellbeing; manage anxiety; build resilience and increase confidence and self-esteem. The program ran for eight weeks during semester one. The students built a rapport quickly with the youth workers and feedback was that the activities and progression was effective in the primary school context.

The following shows progress against our identified target for this priority:

- The proportion of students responding adequate or excellent within measures of school climate:
 - 98% for shared values and approach, this was greater than the ACT average of 97%
 - 100% academic emphasis, this was greater than the ACT average of 99%
 - 96% staff and student relations, this was lower than the ACT average of 97%
 - 89% student relations, this was lower the ACT average of 91%
 - 98% school identification, this was greater than the ACT average of 96%

Priority

Embed learning technologies.

Targets

By the end of 2017:

- A teacher observation checklist designed to evaluate student ICT capability is designed.
- Baseline data is gathered regarding student ICT confidence.

Progress

Key improvement strategies for this priority included access for staff and students to use digital technologies for learning, building staff capacity to embed ICT into teaching and learning programs and incorporating ICT into teaching and learning programs. The school utilised the Google Apps for Education platform, implemented one-to-one devices (Chromebooks) for Year 5 and Year 6 students, and the capacity of the Wi-Fi network across the school was upgraded. In addition, the school will also continue to use iPads and associated applications where relevant across the school. The school also employed an Information Technology Officer for one day per week to assist with the maintenance of all ICT resources.

In 2017 professional learning for staff included a focus on using the Google Apps for Education platform facilitated by the EduTech team. This supported staff to increase their knowledge of the platform and engage them in rich conversations about the use of Google Apps for Education within Duffy Primary School.

The following shows progress against our identified targets for this priority:

- Development of a teacher observation checklist designed to evaluate student ICT capability was implemented and the results will be reviewed in 2018. Teachers will continue to work with the Australian Curriculum, research and other schools in the design and implementation of this whole school document. Overall teacher confidence was 67.9% in 2017.
- Baseline data was gathered regarding student ICT confidence; matched students indicated 59.1% of students were confident in Term 1 and this increased to 85.1% of students in Term 4.

Priority

To provide preschool education that meets the National Quality Standard.

Targets

By the end of 2017:

- Our Preschool program will be meeting all seven quality areas of the National Quality Standard

Progress

Key improvement strategies for this priority included ensuring a curriculum linked to the approved learning framework implemented across the preschool. This was a consistent focus throughout 2017 and included a review of current practice; strategic resource allocation to the preschool; communication and engagement with parents and families; and professional engagement with external professional learning opportunities and embedding practice within the Professional Learning Communities model of the school.

The school prioritised professional learning in Quality Area 1: Educational program and practice. All preschool staff attended workshops provided by the Directorate and other outside agencies (Seaman & Slattery) focused on project-based learning and the programming cycle. Strategic policies were reviewed in alignment with the National Quality Standard.

The Preschool had a compliance audit in 2016 of which we were 100% compliant with all policies and procedures against the Laws and Regulations.

The following shows progress against our identified targets for this priority:

- Standard 1.2: educators and coordinators are focused, active and reflective in designing and delivering the program for each child was rated as 'Working Towards National Quality Standard' in 2015. During 2017 the educators have reviewed planning and programming documentation. They have implemented an observation proforma for greater consistency in assessment and evaluation of learning and to improve the ongoing cycle of and evaluation within the educational program.

We are hoping to be re-evaluated against the National Quality Standards in 2018.