



# 2018 School Annual Action Plan Report

## Context:

Duffy Primary School is a school with a diverse student population and that has active parent involvement. Enrolments have increased from 378 (2016) to 426 (2017) to 448 (2018). The school operated twenty three classes from preschool to Year 6 in 2018. Duffy Primary School is in the third 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, the Arts and two school bands.

In 2018, 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 2018.

## Methodology:

In 2018, 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). In 2017, an additional agreed practice was developed for inquiry and in 2018 this was extended to incorporate the 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 2018 Annual Action Plan.

## Evaluation of Performance:

### Priority

Improve literacy and numeracy outcomes for all students.

### Targets

By the end of 2018:

- 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 2018, the school implemented a consistent approach to the teaching of mathematics using the EnVisionMATHS resources, with Mathletics used as a supporting resource, in planning, assessment, differentiation and alignment of home tasks. The school had Greg Thomas from Pearson Education deliver targeted professional learning around mathematics and how to use EnVisionMATHS resources to support this. 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 the school. 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 EnVisionMATHS teaching and learning program.

The development of whole school literacy teaching was strengthened in 2018 with the school consolidating 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, 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. The school also commenced participation in the Education Directorate's Early Years Literacy Initiative in Term 3 2018. Our participation in this initiative will continue into 2019.

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 2018. 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.

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

- 61% of students achieved average or better than average growth in PIPS reading, this was below our 75% aspirational goal but higher than our result of 41% in 2017. In 2019 we will analyse the data and implement an RTI plan for students in Year 1. We will continue to monitor this result using PM benchmarks to track continued growth in reading.
- 49% of students achieved average or better than average growth in PIPS mathematics, this was below our 70% aspirational goal and lower than our 2017 result of 53%. In 2019 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, 93% of the students are at or above national minimum standard in NAPLAN numeracy (state average is 97%) and 96% in reading (state average of 95%). In Year 3, 93% of the students are at or above national minimum standard in NAPLAN numeracy (state average is 98%) and 91% in reading (state average is 95%). The results were above our goal of 90%.
- 74% of students achieved or exceeded recommended PM benchmark ranges for their year level. This was below our goal of 80%; however

this figure will increase with the implementation of our agreed practice in reading, RTI approach and the authentic assessment of reading.

- 52.9% of students achieved expected or above NAPLAN growth in reading. This was below the 2017 result of 72.3%. The averaged scaled score for growth was 86.4 which was higher than the ACT average of 82.7. This will continue to grow with the implementation of our agreed practice statements for reading.
- 55.2% of students achieved expected or above NAPLAN growth in writing. This was slightly below the 2017 result of 59.6%. The averaged scaled score for growth was 59.3 which was higher than the ACT average of 47.6. This will continue to grow with the implementation of our agreed practice statements for writing and word work.
- 40% of students achieved expected or above NAPLAN growth in numeracy, this was below the 2017 result of 59.6%. The averaged scaled score for growth was 79.9 which was lower than the ACT average of 93.1. This will continue to grow with the continued implementation of our agreed practice statement and the implementation of EnVisionMATHS.

## Priority

Strengthen whole school student wellbeing program.

## Targets

By the end of 2018:

- The proportion of students responding adequate or excellent within measures of school climate 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 2018, 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 2019.

Lunchtime clubs have been coordinated throughout 2018 with students reporting strong interest in them. The focus has been teacher driven and in 2018 student voice assisted with the selection of clubs. Other programs implemented in 2018 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 programs aim to assist young people to improve their emotional wellbeing; manage anxiety; build resilience and increase confidence and self-esteem. 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 school also delivered cooking classes, a farm skills program, Woden Community Services and Mt Stromlo High School transition program and a range of Social and Emotional Learning (SEL) programs to support student wellbeing at Duffy Primary School.

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

- The proportion of students responding adequate or excellent within measures of school climate:
  - 92% for my teachers expect me to do my best which is similar to the ACT average of 96%
  - 81% for my school gives me opportunities to do interesting things which is similar to the ACT average of 83%
  - 83% for my school celebrates the achievements of students which is similar to the ACT average of 85%

## Priority

Embed learning technologies.

## Targets

By the end of 2018:

- Continue to refine a teacher observation checklist designed to evaluate student ICT capabilities
- Use teacher and student baseline and growth self-reflection data in regards to 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 and implemented one-to-one devices (Chromebooks) for Year 3-6 students. Students from Years 4-6 also collated digital portfolios throughout the year to highlight their learning.

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 2018 professional learning for identified staff included a focus on using the Google Apps for Education platform. 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 teacher confidence against our identified targets for this priority:

- 86% for the use of digital technologies is an integral part of learning and teaching at this school which is above the ACT average of 83%
- 96% for I am confident using digital technologies in my teaching space which is above the ACT average of 78%
- 93% for students at this school benefit from using digital technologies for school work which is above the ACT average of 85%
- 74% for students in this school understand how to be good digital citizens which is similar to the ACT average of 75%

## Priority

To provide preschool education that meets the National Quality Standard.

## Targets

By the end of 2018:

- 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 2018 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 (Kids at Play/Active Play) 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 2018 of which we were 100% compliant with all policies and procedures against the Laws and Regulations.

The Preschool received a \$1,000 Preschool Matters Grant that was used to construct an Indigenous Garden.

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. With professional learning from the Education Directorate's Early Years the teachers 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 will be re-evaluated against the National Quality Standards in 2019.