

Chapman Primary School

Annual Action Plan Report 2017

Context

The Chapman Primary school plan 2015-2018 has been informed by self-assessment, school satisfaction surveys, formative and summative data and the external validation review in 2014. The 2017 Annual Operating Plans has been developed to ensure that Chapman Primary School continues to provide the necessary support and educational programs to meet the needs of all our students whilst addressing the identified priorities. This plan articulates two key priorities for school improvement and improved student outcomes.

The school will continue to sustain an emphasis on supporting strong pedagogical practices and teacher development to improve student outcomes in literacy and numeracy. The school recognises the importance of developing the 'whole child', with high expectations of each student's achievement in all areas including specialist programs such as physical education, music and Indonesian. There is a renewed focus on developing teacher skills in the analysis of student data to monitor progress and student needs. Our priority is to embed new and emerging information communication technology to engage and prepare students for a digital world.

The school works with families to assist students to become responsible, caring and cooperative learners who actively participate in a broad curriculum that serves their present needs and provides a secure grounding for later learning and living. We propose to broaden the opportunities for parents to be more directly involved in the education of their children in order to enhance parent's knowledge of school programs and build community connections.

Methodology

To assist in reviewing and reflecting on the schools efforts to improve the outcomes in achievement and wellbeing for students at Chapman Primary, a variety of data and information has been utilised. These include:

- The National School Improvement Tool, to guide goal setting and monitor improvement.
- Progress against the targets is analysed.
- Regular analysis of student data- as prescribed in the Whole School Assessment schedule.

- Leadership team regularly work with teaching teams to review relevant data.
- Regular analysis of School Satisfaction and School Climate data.
- Focus groups- regular meetings to progress school priorities.
- Professional Learning Communities undertake Action Research and results are reviewed and shared.
- The Quality Teaching model and Learning Walks provide a focus for teachers to collaboratively reflect of their own pedagogy and to provide feedback to their peers.
- Performance, attendance, perception and behaviour data considered.
- Teacher and parent surveys to gauge current practices, beliefs, attitudes and to identify new directions.

Evaluation of Performance

Priority

Strategic Priority 1: Improved student outcomes from P-6

Targets

By the end of 2017:

- Increase the proportion of kindergarten students who achieve expected growth or better in PIPs Reading and Numeracy by three percentage points on the 2016 results.
- achieve a 2% points increase in the proportion of year 3 and 5 students achieving in the top two bands of NAPLAN tests based on the 2017 four year average.

Progress

Key Improvement strategy 1: Embed a systematic process for the measurement and analysis of learning data.

In 2017 time was allocated through Professional learning Communities (PLCs) for school leaders and teachers to analyse and review system and school growth data. Agreed data sets were entered by teachers as per Chapman Primary School assessment schedule in designated locations.

The priority task in Professional Learning Teams was to analyse data and work samples to identify learning needs, learning intentions and planned response for learning.

Teachers were supported to make effective adjustments to learning as a response to the analysis of student data to meet students' individual needs.

PIPS and NAPLAN data continued to be a reliable data source which enabled us to monitor the learning achievements of children in kindergarten, year 3 and year 5. NAPLAN reading data indicated that 1.3 percent of year 3 students were below National Mean Score (NMS) and 60 percent of all children scored in the top two bands in year 3. The mean reading score for students in year 5 was 14 scaled points above the ACT mean. NAPLAN reading data indicated that 3 percent of students were at or below NMS and 52 percent of students scored in the top two bands. 67 percent of year 5 students achieved greater than or equal to expected growth.

Year 3 writing results were significantly higher than previous years being 20 scaled points above the ACT mean. Year 5 results were 12 scaled points above the ACT mean. Whilst 23 percent of year 5 students scored in the top 2 bands, 26 percent of students did not meet expected growth from 2015-2017.

Spelling continued to be a whole school focus. NAPLAN data indicated that progress made in 2016 was not sustained. The school's focus on building teacher capacity to deliver consistency and sustained improvement in both spelling and spelling in writing will continue to be a key action in 2018.

Grammar and Punctuation was an area of improvement for the school with both year 3 and year 5 above the ACT mean scores and 65 percent of year 5 students making equal to or better than expected growth

Analysis of the 2017 NAPLAN results for year 3 and year 5 reading indicated results were within the confidence intervals of the school's reading targets and significantly above the ACT mean.

The school's 2017 numeracy target was within the confidence interval range for year 3 and equal to the ACT mean. Although Year 5 did not meet it's 2017 numeracy target the mean numeracy score was 6 scaled scores above the ACT mean with 69 percent of students showing equal or greater than expected growth.

Year Level	Domain	School Target	School Achievement
3	Reading	464±18	460.6
	Numeracy	432±14	419.4
5	Reading	547±16	534.2
	Numeracy	519±14	502.1

Table: School targets for 2017 are based on a five year (2012-16) school NAPLAN mean plus an aspirational loading.

The kindergarten teaching team analysed the initial PIPS data and implemented planned strategies to support individual and small groups of children as a result of this baseline data analysis. Teachers also used a range of other data including Running Records, the Bee Spelling inventory and SENA 1 to track student progress across 2017.

In 2017 the set target was to increase by three percent, the proportion of kindergarten students who achieved expected or better than expected growth on the 2016 results. In the reading element of the PIPS assessment, 58 percent of students achieved average progress or better in reading, a fourteen percent decrease from the previous year.

In the maths element of the PIPs assessment, 71 percent of students achieved average progress or better, a five percent increase from the previous year.

The school worked with the parent community to support increased attendance of some kindergarten students to ensure successful engagement in learning. During the course of the year ten children were identified with additional needs and individual learning plans were developed to support individual student learning.

Reading	Less than expected growth	Expected growth	Better than expected growth
2016	24%	58%%	18%
2017	41%	52%	6%
Maths	Less than expected growth	Expected growth	Better than expected growth
2016	35%	49%	17%
2017	29%	53%	18%

Table: Proportion of students achieving expected growth in PIPS

NAPLAN Growth data was analysed to track student progress as a means to increasing the proportion of within school matched students in the top two bands in each test domain. Data from 2016 and 2017 was analysed. Students demonstrated considerable growth in the top twenty fifth percentile range in writing and grammar and punctuation however, there was a decrease in the proportion of students achieving growth in Reading and Numeracy.

Test Domain	2016	2017
Reading	39.0	30.5
Writing	NA	36.7
Spelling	32.8	20
Grammar & Punctuation	29.3	35
Numeracy	22.0	18

Table: Proportion of within school matched students achieving in top 25th Percentile range of NAPLAN Growth

Key improvement strategy 2: Establish a community of inquirers through innovative and relevant curriculum development and delivery.

The Innovative Curriculum Focus Group (ICFG) was established in early 2016. In 2017, the ICFG continued to build on the developments made in 2016. The progress is outlined below:

- Teaching teams across K-6 have continued to utilise the newly created inquiry unit planning template in the form of a “live “ and ‘dynamic’ Google Doc. The inquiry unit planner includes hyperlinks to Australian Curriculum content and includes a section relating to the learning assets (thinker, communicator, researcher, self-manager and collaborator).
- Sub folders were created for each year level and now the majority of inquiry units for each year level from K-6 have been moved to the one whole school inquiry folder on Google drive. The inquiry unit scope and sequence for each year level is also included in each year level folder.

- Teachers evaluated, post teaching the effectiveness of their inquiry unit. The evaluation results in 2017 indicate continued progress from last year with the quality of inquiry units being planned and implemented. The evaluations also clearly show that the explicit teaching of skills and processes for inquiry learning are being prioritised, with teams stating that there is high or medium evidence. This improvement can be attributed to the leadership by the ICFG with ensuring the whole school is equipped with the knowledge, skills and resources to implement the skills and processes of inquiry learning.

In 2017, the learning assets have been regularly referred to in year level newsletter items, on principal awards, in term overviews and with assembly items. The leadership of the ICFG has helped to build greater awareness of the inquiry approach at Chapman Primary within the parent community.

There is clear evidence to show that the learning assets have been embedded across the school and across curriculum areas.

- Teachers have provided feedback that students are now speaking the language of the learning assets and this has been evidenced during the learning walk observations in Semester 1.
- Learning Walks were introduced to the whole school at the beginning of 2017. The purpose of the learning walks was to help achieve greater consistency of teaching teams in their instructional practice.
- Teaching teams created an inquiry goal that they agreed to work on to improve students' inquiry learning. Teams identified key strategies that would support improved practices and outcomes. The learning walk feedback documents provide visual and written evidence of improved student and teacher practices. By participating in the learning walk process, teachers within each team were able to engage in professional discussions around best practice approaches, observe and learn from their colleagues and make changes to their practice to improve consistency across their team.

Key improvement strategy 3: Further develop teacher expertise and effectiveness in improving student outcomes.

The current Numeracy practices at Chapman Primary School for target setting are through current system assessment tools such as PIPs (Performance Indicators in Primary Schools) for our Kindergarten students and NAPLAN (National Assessment Program for Literacy and Numeracy) for Years 3 and 5.

All staff worked collaboratively towards achieving the Mathematics key actions in the School Action plan

- to renew the school's scope and sequence
- to utilise a consistent proforma to sequence the teaching of the Australian Curriculum content for Mathematics.
- and the achievement of team SMART goals in Mathematics

2017 the Curriculum Focus group planned and facilitated a whole school Mathematics evening to support parent understanding and to improve communication about the way Mathematics is taught at Chapman. Big ideas covered included developing number sense, addition and subtraction strategies, multiplication and division strategies and fractions and decimals. Over one hundred families were represented at the evening. The feedback received following the session, both written and verbal, was overwhelmingly positive. 'A huge thank you to you and your colleagues for the maths info session last night. It was super helpful!'

In 2017 members of the leadership team participated in Principals as Numeracy Leaders (PANL) project to support the team to gain knowledge and understanding of both effective leadership for learning and the content knowledge required to focus such leadership on numeracy.

These key areas will provide a focus for professional learning in 2018 are:

- Leadership of teaching and learning in numeracy
- Numeracy content – the numeracy “big ideas”
- Developing whole school approaches to numeracy using quality evidence
- Designing interventions in numeracy .

The GROWTH coaching model continued with Literacy & Numeracy Coordinators working with teachers continuing to reflect on and improve their teaching of numeracy and spelling.

Quality Teaching Rounds continued to operate in 2017

- The QT Round facilitators, ensured that formal feedback sessions were conducted and feedback was provided to the teachers observed.

Priority

Strategic Priority 2: Enhance school and community connections

Targets

By the end of 2017

- Increase in student satisfaction data *I can talk to my teachers about my concerns* 76% in 2016 to 78% in 2017
- Increase in student satisfaction data *Teachers at my school treat students fairly* 76% in 2016 to 78% in 2017
- 100% of teachers utilise GAFE to create team planning documents

Key Improvement Strategy 1: Incorporate a framework to overarch student wellbeing and community engagement practices.

All staff participated in whole school KidsMatter component 3 training during January stand down. The key action focussed on how we could better engage parents and families in the school environment.

- Meet and Greet was initiated to enable all parents and carers to come into classrooms in the first week of school to meet their child’s teacher. Parent feedback was highly positive.
- Totem Poles-Building on Component 1: Every Face Has a Place the team planned and executed a new display containing every students, teachers and other staff self-portrait for a totem pole for display.
- Student Support Team Drive -Responding to staff questions about where to find information to support parents, the KidsMatter team collated resources into a Google Team Drive. Staff can search for information on a number of mental health and disability topics to support conversations they may have with parents.
- KidsMatter parent information brochures were made available to parents who were also provided with website links.
- FRIENDS Assembly focus statement - *Fun and Safe Play*. During each assembly students who were captured engaging in fun and safe play were publicly acknowledged.
- Social Emotional Learning (SEL) lessons continued to be taught in each year level across the school.
- KidsMatter Grant #2 was received and plans for its use will be included in the 2018 Action Plan

Although KidsMatter has been highly effective in focussing students in helping students to recognise and manage their emotions. establish positive relationships and handle challenging situations effectively, 2017 School Satisfaction Survey data indicates that 35% of students are articulating that they don’t feel that they *can talk to my teacher about my concerns* . The school did not meet the target and will be interrogating this data more deeply and will focus SEL lessons on strategies to assist students to seek teacher support. School Satisfaction data indicated that *77% of students believe that teachers at my school treat students fairly* an increase of 1% from the previous year.

Key improvement strategy 2: Engage parents as active participants in their child’s learning and the school environment

Chapman Primary continues to have an active and supportive school community. We have excellent support and involvement from our families and continue to explore new and improved ways to communicate with families and engage them in their child’s education.

Analysis of the 2017 *School Satisfaction Survey* (SSS) data is one measure of parent, teachers and students’ satisfaction with our current programs, processes and communication at CPS. We are pleased the data on a number of items related to our efforts in engaging our parent community remain strong.

2017 School Satisfaction Survey data that relates to key improvement strategy 2

Parent & carers	2017
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Community partnerships are valued and maintained	90%
Teachers at the school care about helping me understand what my child is learning.	98%
This school works with parents to support students learning?	86%
Parents/carers get information from this school on how to support their children improve their learning.	86%
My child's teacher gives me practical information that I can use at home to help my child to learn	87%
I attend parent/carer interviews	98%
I communicate with my child's teacher when necessary	99%
I attend school events	97%
I am happy to be a part of this school community	95%
I volunteer at my child's school	77%

Total % of respondents who agree or strongly agree with the statement.

In 2017 the priority areas to support parent engagement at CPS included:

- Continue to encourage increased parent involvement across the school in a range of curriculum areas
- Improve the use and effectiveness of existing communication avenues for our community
- Plan and facilitate targeted workshops for parents to support them with their child's learning

Parent Involvement

- The staff are committed to involving parents in their child's classes. Teachers across the school canvassed parent interests and skills at the beginning of the year via term overviews, google surveys, meetings etc to facilitate greater parent involvement as appropriate opportunities arose across the year. Teachers reported that they had increased parent participation and volunteer support in a range of curriculum areas. For example:- Mathematics year 3, Indonesian cooking and model houses and The Arts, tapestry, art and knitting. We continue to have many parents and carers volunteer their time each day to read with students, be a *mystery reader* or guest/expert speaker in their child's class.
- The school library provided another wonderful opportunity for parents to engage with their children when it opened before school 3 mornings a week. This new initiative encouraged parents to read with their children for pleasure, help select interest books for home reading and learn about current 'inquiry topics' being explored. The librarian will continue to open the library for families to enjoy before school in 2018 due to the parent feedback and positive response from the children.

Communication

- An important component of the focus groups work is to ensure that we are clearly communicating with our families and using our existing communication avenues

effectively. From feedback provided in 2016, we reviewed and refined the *CPS Communication Strategy* to ensure it included all the current forms of communication utilised to keep our community informed.

- The information was used to inform changes to the school newsletter and to create a summary document to complement the Communication Strategy. The *Parent Communication Summary* document provides an overview for teachers and parents of the purpose of each communication used by the school and outlines the protocols of when it is to be used. This document was shared with the school community via the newsletter in term 4 and is available on the School website.
- The CPS Facebook page has continued to highlight upcoming and current school events, showcase year level learning, camps and excursions, celebrate student, staff and school achievements and promote the many quality learning experiences and community events at Chapman Primary. The CPS Facebook page has many new followers!
- A new electronic notice board was installed at the front of the school to keep our community well informed about school events, learning programs and achievements. This notice board has facilitated improved timeliness in messages being advertised and increased quantity of information that can be shared with the school and wider Chapman community .

Supporting our parents

- Our regular parent/carer information sessions and learning celebrations were conducted to keep the community informed and connected to the teaching and learning programs at CPS. These included:-
- Year level Parent Curriculum Information Evenings
- Three way Conferences and Interviews
- Learning Journeys
- Alkira Art Show
- Preparing your child for Kindergarten
- Preschool Information Afternoon tea

In 2017 a range of parent/carer workshops and presentations were conducted to increase community awareness, knowledge and understanding about the teaching and learning programs at CPS and to support parents with helping their children at home.

- Reading and vocabulary – presented by kindergarten teachers
- The Joy of Reading – strategies to support young readers
- Active Kids at Play – preschool gross motor program
- ‘Mathletics’ - how to access and use effectively at home
- Awesome August Author visit Hazel Edwards
- Google read and write and touch typing- using technology to support learning

- Mathematics Parent Evening – explaining and demonstrating key maths strategies for parents K-2 and 3-6
- Childhood Anxiety – community forum to support parents
- Parenting Strategies - School Psychologist included articles of interest for parents through the school newsletter.

Community Partnerships

- Chapman Primary School has many informal and formal partnerships across the wider community. During 2017 we have had productive partnerships with a range of organisations and businesses. Their involvement in our school provides support to students with their academic participation and overall well-being. These partnerships include:
 - All Soul’s Church – breakfast club, Christian education and carols evening
 - ACT Volunteers – reading support for year 3/4 students
 - Worm Farmer – enriching our sustainability program
 - ACT Sports for Schools Grant –to support our Friday Sport program
 - Kidsmatter – health and wellbeing program
 - Chapman IGA – provides fruit to support our healthy eating habits
 - Fresh Taste – health and wellbeing
 - Woden Athletes Foot – shoe lace tying program
 - 2017 saw the commencement of a formal partnership with *Sekolah Kebangsaan Saujaun Impian* in Malaysia. Chapman Primary School joined the *Australia-ASEAN BRIDGE School Partnerships Program* to establish an international school partnership to improve student learning outcomes and greater ties between Australia and South East Asia through education.

In August a teacher from Malaysia visited the school and this visit was reciprocated on a visit to Malaysia by the schools Indonesian teacher. Collaboration between students included letters and photos. The partnership will continue in 2018.

The school was also recognised for its ten year partnership with the Peer Support Foundation. Peer support is a component of our Health and Well Being program , KidsMatter. This program is not only delivering important values and skills to the students but has developed a whole school sense of community and belonging amongst all students and teachers. The program provides students with the opportunity to foster relationships with students from other years as well as allowing teachers to interact with students across the school

Key Improvement Strategy 3: Authentically embed ICT opportunities across the school and community

The ICT Focus Group developed in consultation with staff, a draft ICT Policy Plan for Chapman. Every teacher provided input and contributed to the beliefs and vision of student achievement and understanding as well as aligning their understanding of ICT.

During Semester 1

- Teachers were surveyed using a Correlation Chart and sticky dots, about their IWB usage. They considered how often they used the IWB and their confidence levels in using this hardware.
- It was identified from this survey that there is still a place for the IWB Notebook software and that Professional Learning for most staff would be beneficial. Whilst a survey was conducted to identify the need for professional learning this was not facilitated in 2017.
- The ICT committee recommends that this goal should be carried out in 2018
- By consensus, staff agreed that students from preschool to year 2 learn how to use devices and students from year three to year 6 are using devices to support their learning.

During the year all staff were offered the opportunity to attend the Google Summit, differentiated professional learning relating to the Google platform and participated in the development of a Mathematics scope and sequence in Google Drive.

In meeting this target, *100% of teachers utilise GAFE to create team planning documents*, all teachers are now engaging with the platform and storing information in the team drive.