Caroline Chisholm School
Annual Action Plan Report 2017

Context

Caroline Chisholm School provides a continuous learning program for students from preschool to year 10. The school aims to develop the whole child and offers a variety of programs to support student's academic, physical, social and emotional wellbeing. Caroline Chisholm School (CCS) is in the first year of their 5 year strategic cycle following the School Validation the previous year. The Strategic Plan is available on the school website: http://www.chisholm.act.edu.au/.

The preschool play-based learning program and a strong transition program to kindergarten ensure that the preschool is connected to the Junior Campus (JC). Children from kindergarten to year 5 attend the JC. Specialist programs implemented include First Steps Reading, Writing, Speaking and Listening, BEE spelling, GO Maths, Count Me in Too, Numicon and Middle Years Mental Computation Programs. These programs have provided a consistent and cohesive approach to teaching across all year levels.

The Middle Years and Senior Years are situated on the Senior Campus (SC), years 6-10. Students who are extending their learning are given the opportunity to be in *Ignite* classes in English and Mathematics. This program has grown across key learning areas and age groups extending to *Ignite Our Thinking – philosophy for kids program* beginning in year 2015, *Primary Ignite Mathematics and Engineering* (PRIME) and to the *Ignite* Science, Football and Elite Sport Programs in years 7 - 10.

Students with identified learning difficulties are supported through the two Learning Support Units on the JC, the Learning Support Unit Autism on the SC and a fully integrated Learning Support Centre that crosses both campuses. Children in main-stream classes identified with learning needs are provided with Individual Learning Plans in consultation with families, teachers and other agencies.

The School Culture Opportunities for Positive Engagement (SCOPE) objective is to build a school culture that recognises students for participation, citizenship and academic achievement. K-10 chess has a well-established presence within the school and has built students confidence to engage with learning. Creative and performing arts are an important part of the school culture, music, musicals, and performances provide students with the opportunity to explore their creative interests.

Methodology

The Caroline Chisholm School 2016 School Action Plan supports the school's vision to inspire our students to think as global citizens: creative, confident and capable. Caroline Chisholm School believes in challenging our students, we believe in thinking differently to ensure quality learning for all students.

The 2016 review of progress against the School Action Plan is actioned by the Executive Leadership Team lead by the Principal and change teams. Formative and summative data samples are used to determine progress against the targets. Disaggregated and aggregated classroom observations data were used to make decisions about school improvement and professional development needs of staff. Parent and student perception samples are also used to determine the degree of progress. This review of the School Action Plan marks the first year of the new 5 year improvement School Strategic Plan 2015-2020. The evaluation of performance using trajectory targets follow.

Priority 1
All students will achieve high quality learning outcomes.

Targets
By the end of 2017
- 75% of students in years 1-10 achieve a C or above on the A-E report
- Years 3-5 student NAPLAN growth, within school match, will increase to 68.6% reading and 62.5% numeracy
- Years 7-9 student NAPLAN growth, within school match, will increase to 63% reading and 64% numeracy
- The percentage of year 3, 5, 7 and 9 students meeting the proficient level in all aspects of NAPLAN domains will increase by 10% [2020 target]
- By the end of 2020, achieve a 5% improvement in the percentage of year 3, 5, 7 and 9 students meeting the proficient level in all aspects of NAPLAN domains based on the 2015 four year average.

Progress
The school's explicit P-10 improvement agenda aims for all students to achieve high quality learning outcomes. We believe that students engaged with their learning are placed to achieve national standards or above. With improved reading and numeracy skills, students are able to achieve greater access to all curriculum areas, leading to improved school satisfaction. Through the school's agenda, we aim for students to demonstrate higher levels of proficiency in their learning, engage in deeper understandings and comprehensive enrichment activities, leading to greater post-schooling employment choices.

The strategy to **develop staff as experts in using data to inform teaching:** "embed a culture of analysis, discussion and use of data" (NSIT), is employed by Caroline Chisholm School to improve the quality of teaching and learning throughout the school, based on data analysis and research. The data action team continued to research widely and fostered teacher cultural change in the sharing of student data for the purposes of collaboration and informed decision making about targeted teaching and learning. Within the school's Professional Learning Community (PLC) ethos and meeting structures of Professional Learning Teams (PLT), student data was discussed and the implications for meeting student's point-of-need were examined. Teachers and leaders put data central in professional conversations and applied the Collaborative Learning Cycle (Lipton and Wellman, 2012) to maximised learning through evidenced based target teaching. The scrutiny of trend data that informs whole school systematic curriculum delivery, testing timelines and evidence of improvement or regression over time were also used to evaluate programs. Literacy and numeracy term by term data are analysed to monitor student progress and evaluate the in- and across- class differentiation.

In order to develop the capacity of staff to use data to inform teaching, the following were actioned:
- Data team linked and supported the implementation of RTI and PBL
- Built capacity of ITO to manage, correlate and provide relevant data to school teams
- Embed practice of PLTs analysing and applying interventions based on robust data (RTI).

In evaluating our strategy the following were noted:
- Three data team members joined the RTI team and one joined the PBL team respectively, resulting in an a interconnected approach to using data to inform teaching.
- ITO continued to build capacity in managing data for school teams, providing templates and assisting with data correlation.

- PLTs increased their focus in data collection, tracking, analysis and applying interventions based on robust data.
- All PLTs having data based decision making in line with RTI principles once a term
- Proportion of staff who agree they receive useful feedback about their practice is trending lower than last year. The new teacher observation and feedback cycles being implemented in 2018 are focussed on addressing this need.
- Proportion of students who agree teachers provide them with useful feedback about their work is trending above the four year average when compared to other P-10 schools in the ACT. This is indicated through the School Satisfaction Survey.

Our second strategy in this priority was to **implement appropriate and diverse learning opportunities as well as targeted support for all students:** "differentiated learning to meet the needs of all" (NSIT). A significant action applied to meet this strategy was to investigate and plan for implementing the Response to Intervention model (RTI). Additional actions included:
- Begin implementation of an RTI model with core focus on Tier 1 (universal strategies)
- Develop STEM opportunities within the school and cluster to initiate a clearly defined STEM pathway
- Link alternative educational support/pathways to RTI/PBL model to support students, including disengaged.

In evaluating our strategy the following indicators of success were noted:
- Confirmed imbedded practice, coaching and mentoring relating to observations of differentiation in classroom practice from years P-10 as evinced in walk-throughs, K4L and PLT student work moderation.
- Observations of differentiation in classroom practice were collected through regular walkthrough observations. These demonstrated, over the year, an increased proportion in the application of differentiation pedagogies such as A4L.
- Multiple student pathways data demonstrates student engaging in diverse curriculum options and evidenced by a total of 106 participants. Table 1 shows data breakdown and an increase in participation over time.
- Student retention demonstrates students engaging in diverse curriculum options and is measured at the following transition points: from Preschool to Kindergarten has increased by 6.8 percentage points to 93.1 percent and retention from years 5-6 is maintained 100 percent.

Table 1: Pathways data showing increased in participation

	Cert 3	Cert 2	Cert 1	Statement of Attainment	Certificate	Total
2017		12	39	45	10	106
2016		8	37	13	24	82
2015	3	19	21			43
2014		3	14			17

Source: Performance and Planning

The third strategy in this priority was to **implement an explicit and coherent curriculum delivery plan across the school:** "embed systematic curriculum across the school" (NSIT). This strategy was actioned by the following:
- Implement a Visible Learning and A4L focused teaching approach
- Focus all PLT meetings to a data driven intervention based approach to guide curriculum amendments and improvements
- Identify power outcomes for each learning area and each grade level.

In evaluating our strategy the following were noted:
- Evidence of whole school coherence curriculum documents to Australian curriculum use audit info, school based audit (arts/Tech & rest of humanities priority)
- Two teachers successfully completed Lead Teacher certification and one teacher completed Highly Accomplished certification
- Writing moderation took place across the school and the Senior Campus moderated Science student work samples
- Evidence of formative assessment techniques used in the classroom collected during regular walkthroughs.

The final strategy was to continue **the school's strong mentoring and coaching programs operating with a systemic approach to developing staff skills:** "develop an expert teaching team" (NSIT). A key action was to refine PP/APD/TQI process to align with strategic priorities. Video for Professional Development (VPD), based on the work of Jim Knight, incorporates self-reflection using video (Swivl) and the coaching and mentoring process continued across the school. Building collegiality and deprivatising teaching practice continues as a priority and a key process employed across the school is the walkthrough. This tool collects de identified data over a range of classes in a given time block. The data focus is on the use of Assessment for Learning strategies in use in the observed classrooms and the data is then presented to staff for reflection, consideration and identify areas of development.

Key actions included:
- Embed improvement culture using PP/APD/TQI process aligned with strategic priorities/ATSIL Standards and action research projects
- Implementation of P-10 self-reflection and coaching cycle using VPD
- Develop Walkthroughs to gather data on classroom strategies to support implementation of RTI/A4L/Visible Learning and drive Professional Development.

In evaluating the strategy, the following indicators of success were noted:
- Collaboration and teamwork is evident across the school through the action research change projects such as RTI, Data, PBL and VPD
- Level of staff satisfaction related to professional development (ASCMIT) (SSS) has increased in the number of "Excellent" responses stating that the extent to which staff believe that there is a focus on staff development, ongoing job learning and improvement. Caroline Chisholm School is also 2 percentage points above ACT averages in this area
- Walkthrough data shows an increased uptake of A4L and Visible Learning strategies.

Overall, the school actions within our strategies supported us in meeting our targets.
1. The 2017 A-E data from years 1-10 exceeded the target by .8 percentage points (see table 2 below).
2. The 2017 NAPLAN reading and numeracy Directorate targets for years 3, 5, 7 and 9 are within threshold, (see table 3 and 4 below).
1. The 2017 NAPLAN reading and numeracy from year 7 to year 9 trajectory targets exceeded showing an Increase in reading by 2.15 and numeracy by 5.25 percentage points, (see table 5 below).
2. The 2017 target of year 3, 5, 7 and 9 students meeting the proficient level in all aspects of NAPLAN domains based on the 2015 four year achieved 50 percent of our strategic 2020 target.

Table 2: 2017 A-E data from years 1-10

A-E data	Target	2017	Achievement
Students achieving a C or above	75%	75.8%	Exceeded target

Source: School data

Table 3: Directorate 2017 NAPLAN numeracy targets, school mean and achievement

2017 Numeracy	ETD Numeracy Targets	School Mean	Numeracy Achievement
Year 3	398 ± 20	385	Within threshold
Year 5	484 ± 22	467	Within threshold
Year 7	511 ± 14	498	Within threshold
Year 9	551 ± 14	549	Within threshold

Source: Performance and Planning

Table 4: Directorate 2017 NAPLAN reading targets, school mean and achievement

2017 Reading	ETD Reading Targets	School Mean	Reading Achievement
Year 3	418 ± 28	407	Within threshold
Year 5	497 ± 24	487	Within threshold
Year 7	530 ± 16	516	Within threshold
Year 9	566 ± 14	558	Within threshold

Source: Performance and Planning

Table 5: 2017 NAPLAN reading and numeracy from year 7 to year 9

Years 7 to Year 9 Increase	Result	2017 Achievement
School Reading Trajectory Target 63	66.15	Exceeded the target
School Numeracy Trajectory Target 64	69.25	Exceeded the target

Source: Performance and Planning

Priority 2
Grow a community with strong learning partnership and a culture that is inclusive of all.

Targets
By the end of 2017 targets
- Students in full time school meet the attendance trajectory target of 91%
- Increase of student satisfaction from a 5 year average (2010-2014) of 64.6% to 70% by 2020, 2017 trajectory 67.2%
- Achieve and maintain above system results in the ASCSIMT School and family connections.

Progress
The school actively pursues ways to grow a community with strong learning partnerships and a culture that is inclusive of all. Our first strategies in this agenda were to **embed high expectations that all students will learn successfully:** "develop a culture that promotes learning for all" (NSIT). This strategy was actioned by the following:
- Implement A4L strategies into all classrooms, P-10
- Construction of Positive Behaviour for Learning (PBL)change team and investigate implementation strategies and quick wins

- Embed BYOD into years 6, 7 and 8 with inquiry learning activities on JC years 4 and 5 targeting complex problem solving, collaboration and creative thinking.

Through whole school professional learning in Visible Learning and A4L strategies, strong shared school pedagogies have begun to emerge. The Positive Behaviour for Learning (PBL) change team is well established with a clear strategic plan and a number of achievements including consensus in the new playground behaviour matrix. Processes and practices using BYOD into years 6, 7 and 8 are well embedded throughout these classes. Additional Chrome books were purchased for years 4 and 5 on the JC and these have supported coding and creative thinking which have resulted in increased levels of engagement and levels of satisfaction.

In evaluating these strategies the following results were noted:
- My teachers motivate me to learn is at 75% satisfaction, 7 percentage points about the school 4 year trend
- 100%, 100% and 97% (staff, parents and students) results from the satisfaction survey (ASCIMT) show responds reporting adequate or *excellent satisfaction* related to academic emphasis (ASCIMT)
- 70% of parents surveyed reported that Chromebooks and Google Apps have improved their son/ daughter's engagement with school work
- Executive team evaluated the end of year summative awards to ensure alignment with the school priorities.

Our second strategy to **work with the community to achieve the best outcomes for students, ensuring all members are included and valued**: "Develop and extend authentic links in external communities" (NSIT), was actioned by the following:
- Further develop partnerships with the community to promote student learning including STEM
- Refine ILP/PLP process and effectiveness of data to inform targets and support ATSI students
- Build TSLTTC links for CCS that utilise network schools, CIT and other RTOs to formalise learning pathways
- Continue the MindMatters/KidsMatter professional development to support students towards highly resilient learning behaviours.

In evaluating our strategies the following results were noted:
- The majority of projects have been evaluated by the Executive team resulting in the effective partnerships being evaluated
- Student attendance records remain stable, in line with the school's trajectory target and one point five percentage points below the Education Directorate target
- The ASCSIMT School and Family Connections survey is currently achieving at 92.5% which is 3.4 percentage points above average our target.

The school actions within our strategies supported us in meeting our 2017 trajectory targets. Improvement in student attendance by a 2 percent growth points from 88 to 90 percent may have been achieved. The school's full time student attendance target aimed to measure engagement and to meet the Education Directory target of 91.5 percent in 2020 appears to be progressing. The student satisfaction survey results have progressed beyond the target by three percentage points to 76 percent. The survey results growth of 64.6 percent to 70 percent by 2020 measures the students who feel that they are achieving and growing due to the supports and interventions of the school.

Overall, the school actions within our strategies supported us in meeting our targets.
1. Students in full time school meet the attendance trajectory target of 90 percent

2. Increase of student satisfaction from a 5 year average (2010-2014) of 64.6 percent to 70 percent by 2020, 2017 trajectory 76 percent
3. Achieve and maintain above system results in the ASCSIMT School and family connections.

Priority 3
Grow a preschool that is 'play with intent' based, driven by the children, their interests and inquires, embedding reflective practice and meet all Quality Areas to a minimum of exceeding.

Targets

By the end of 2017:
- An increase of 1% of students retained through to Kindergarten (from 86.3% in 2017)
- In school PIPs data trend to meeting the ACT average at the initial benchmark
- Preschool parents continue P&C involvement in whole school representation.

Progress
The National Quality Framework has put in place the National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement are identified as priority 3.

In order to develop the preschool's educational programs and practice the first strategy in this priority was to **build strong links and pathways between the preschool and the rest of the school**. Key improvement strategies applied were:
- Build strong links and pathways between the preschool and the rest of the school
- Ensure that the Preschool Quality Improvement Plan (QIP) is a priority on the Strategic Plan
- Promote preschool in school Newsletters and ensure drills all are P-10 actions.

In developing strong links and pathways between preschool and the rest of the school, it was noted that the Preschool Quality Improvement Plan (QIP) 2017-2018 QIP document was completed and made available to all staff outlining key priorities and areas for improvement. Fortnightly targeted professional learning with the Early Years Learning Team and School Executive staff strengthened existing practices and continued to building strong links and pathways between the preschool, the rest of the school. Community members and the rest of the school were also engaged in the review of Preschool Philosophy. Preschool parents participated in the P-10 P&C Fundraising Sub Committee. Preschool to Kindergarten transition and information sessions were extended in frequency in order to build a holistic and seamless connection between preschool and the rest of the school. Whole school inclusive practices were extended to preschool including assembly participation, gross motor, library lessons, cross aged tutoring and Grand-Friends Day.

In evaluating our strategy the number of publications and communications reflected the P-10 partnerships between the school and the preschool.

Our second strategy in this priority was to **address Quality Area 1 *Educational program and practice*** and was actioned by the following:
- Review how connections between home and school are established by responding to information, interests and inquiry from children
- Review and implement the process of reporting to parents appropriate to preschool
- Formalise the process of documenting and using reflection on individual children's learning and development to regularly implement the program.

The Preschool, Executive staff and some parents reviewed and implemented a new the process of reporting to parents appropriate to preschool. This involved formalising the process of documenting and using reflection on individual children's learning and development to regularly implement the program. The preschool fortnightly program reflects the fine motor, gross motor, social development, and emerging literacy and numeracy concepts including catering for spontaneous interests and reflecting the Early Years Learning Framework (ELYF). A new summative reporting format was trialled in semester 2, with clear links to the ELYF, social and academic achievements and a student self-reflection page. This was well received by the community and will extend into semester 1 in the future.

In evaluating our strategy it was noted that written feedback from 42% of the families stated that they felt valued and included in the preschool program and the program positively reflects Quality Area 1.

The third strategy in this priority was **to address Quality Area 2 *Healthy eating and physical activity are embedded in the program for children.*** A key action was to ensure all emergency procedures are practiced and recorded. In evaluating our strategy it was noted that the required emergency drills occurred and were documented in 2017. Drills were conducted as a whole school P-5.

The forth strategy was to **address Quality Area 3 *Physical Environment*.** A key action applied included promoting sustainability within the community and exploring sustainable concepts with children in the preschool such as establishing an edible herb and vegetable garden.

The final strategy was to **address Quality Area 6 *Collaborative partnerships with families and communities*.** Our key improvement strategies were implemented by:
- Establishing links with support agencies so they can consistently utilise and contribute to the community and preschool
- Considering how to incorporate opportunities to share and celebrate children's home languages in the daily routine
- Embedding practices that grow understanding of Aboriginal and Torres Strait Islander peoples perspectives and encourage historical and contemporary culture understanding.

In evaluating our strategy the following were noted:
- All families were encouraged to participate in preschool family event once per term
- Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. This assessment provides evidence of early literacy and numeracy.

Overall, the school actions within our strategies supported us toward meeting our target.
1. An increase of 6.8 percent point increase of students retained through to Kindergarten (2017-2018 93.1%).
2. In school PIPs February data shows a steady projector towards the ACT mean. The results show an increase in mean scores by 8 in reading and 9 in Mathematics (see table 6 below).
3. Preschool parents joined the P&C in 2016 and continued involvement in whole school representation 2017.
4. Embed practices to attain a rating of Exceeding National Standard Quality Areas 1-4 and maintain rating of Exceeding National Standard in Quality Area 5.

Table 6: School PIPS mean raw scores comparing February 2016 with February 2017

| | School PIPS Mean Score | | Improvement |
	2016	2017	
Reading	40	48	8
Mathematics	37	46	9

Source: Planning and Analytics

The school average PIPS score for reading is 48 and for maths is 46 which show an improvement by 8 and 9 respectively.