

HUGHES PRIMARY SCHOOL

Annual Action Plan Report 2018

Context

Hughes Primary School (HPS) is a dynamic and high energy learning environment that celebrates diversity, inclusion and wellbeing. At Hughes, the curriculum is rigorous and there are high expectations regarding meeting the needs of individual learners.

HPS has mainstream classes from Preschool to Year 6. The school hosts the Southside Primary Introductory English Centre (SPIEC), and a Learning Support Unit-Autism. We currently have 456 students with 45 different languages spoken across the entire student body. Given we have a transient student population, the school continues to target this broad audience of learners.

In 2017, the Professional Development focus was on English, specifically writing and spelling, Mathematics Pedagogy including mental computation, and curriculum differentiation including refining our inquiry units. 2017 was marked with the commencement of a new substantive school principal Ms Nina McCabe. The substantive deputy principal, Ms Kylie Croke won a temporary higher duties position for six months, as did one of our two substantive School Leader Cs, Ms Maryanne Hayes. We are committed to cementing a more stable leadership team early into the 2018 school year. The External Review process we underwent in August of 2017, and subsequent development of our new *School Strategic Plan 2018-2022*, has been a significant body of work for the Leadership Team and staff. There has been an absolute focus on the strengthening of priorities to ensure the quality practices happening in different areas of the school became whole school practice with greater uniformity in respect to programming, teaching, learning and assessment.

Methodology

With the commencement of a new principal, 2017 provided a valuable opportunity to reflect upon current practices, and discuss with staff through Teacher Talks the success of practices and areas for further enhancement and development. The School Review Process involved seeking community feedback on both the priorities within the current plan, and areas they would like to see in the next five year plan. The *Future of Education* community conversation, as initiative by the ACT Education Minister, also provided a timely opportunity to gather community feedback through forums, postcards and noticeboards, regarding what families would like to see Hughes Primary School provide for their children, both now and into the future. In preparing the Summative Report for External review, staff were taken through a detailed unpacking of student performance data over the last four years, and looked at School Satisfaction Survey data. Staff worked collaboratively to examine the School Strategic Plan and Annual Action Plan against the nine domains. Both priorities in the Strategic Plan 2014 – 2017 became strands that were worked across all domains of the NSIT. This gave staff a clear set of boundaries and enabled them to fully interrogate each priority. Information was collated and presented in our Summative Report as part of the School Review Process.

Evaluation of Performance

Priority 1: Improve student outcomes as an issue of equity

Targets:

- Proportion of within school matched students who achieve expected growth or better in NAPLAN test (Year 5)
- Proportion of students who achieve expected growth or better in PIPS reading and Maths relative to their starting point.
- Proportion of Year 2 (Maths) and Year 4 (Maths and Science) students achieving expected stanine level relevant to their year in PAT assessments.

Proportion of within school matched students who achieved expected growth/better in NAPLAN in Year 5 2017:

- 89% of students were within school match, compared with 69% in 2016.
- Growth for within school match students was positive in all areas of literacy. Numeracy is an area we will continue to work on following our work this year, and is a priority in our new strategic plan.

| | % of Students who achieved greater than or equal to expected growth | % of students who achieved less than expected growth |
|-------------------------|---|--|
| Reading | 70.6 | 29.4 |
| Writing | 61.8 | 28.2 |
| Spelling | 67.6 | 32.4 |
| Grammar and Punctuation | 70.6 | 29.4 |
| Numeracy | 47.1 | 52.9 |

- Year 5 students were below the regional means in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Students were above the ACT average in Reading and Numeracy and were just below the ACT mean in Grammar and Punctuation. Students were below the ACT mean in writing.
- These results are consistent with school results in 2016 except for Reading where there has been an overall improvement.
- Proportion of students who achieve expected growth or better in PIPS reading and Mathematics relative to their starting point.
 - Within the area of Mathematics 94% of students achieved average or above average for value added growth
 - Within the area of Reading 97% of students achieved average or above average for value added

growth

These results reflect positively on the teaching and learning practices in literacy and numeracy adopted by our Kindergarten team.

- Proportion of Year 2 and Year 4 students achieving expected Stanine level relevant to their cohort (year) in PAT Maths and Year 4 students in PAT Science, respectively, in 2017:

- In Year 2 PAT Maths, students achieved the following Stanines:

| | | | |
|-------------------|-----|---|----------------|
| 9 (Very High) | 66% | } | 93% above core |
| 8 (High) | 17% | | |
| 7 (Above Average) | 10% | | |
| 6 (High Average) | 2% | } | 5% at core |
| 5 (Average) | 3% | | |
| 4 (Low Average) | 0% | | |
| 3 (Below Average) | 2% | } | 2% below core |
| 2 (Low) | 0% | | |
| 1 (Very Low) | 0% | | |

This is the earliest year level for the PAT Maths test to be used.

On the basis of this one piece of data ('snapshot'), the results show that for this Year 2 group, 93% of students will require a differentiated curriculum that reduces time spent on what students already know and focuses on extending them, as required; 5% are operating at core level and could benefit from a blend of consolidation and new learning; 2% of students may require intensive one-on-one support, commencing from where they are at in their mathematical understandings.

In Year 4 PAT Maths, students achieved the following Stanines:

| | | | |
|-------------------|-----|---|----------------|
| 9 (Very High) | 2% | } | 17% above core |
| 8 (High) | 0% | | |
| 7 (Above Average) | 15% | | |
| 6 (High Average) | 15% | } | 49% at core |
| 5 (Average) | 19% | | |
| 4 (Low Average) | 15% | | |
| 3 (Below Average) | 11% | } | 28% below core |
| 2 (Low) | 11% | | |
| 1 (Very Low) | 6% | | |
| 3 Absent | N/A | | 6% absent |

On the basis of this one piece of data ('snapshot'), the results show that for this Year 4 group, apart from three students who were absent, 17% of students will require a differentiated curriculum that reduces time spent on what students already know and focuses on extending them, as required; 49% are operating at core level and could benefit from a blend of consolidation and new learning; 28% of students may require intensive one-on-one support, commencing from where they are at in their mathematical understandings.

- In Year 4 PAT Science, students achieved the following Stanines:

| | | | |
|-------------------|-----|---|---------------|
| 9 (Very High) | 4% | } | 6% above core |
| 8 (High) | 0% | | |
| 7 (Above Average) | 2% | | |
| 6 (High Average) | 19% | } | |

| | | |
|-------------------|-----|------------------|
| 5 (Average) | 28% | } 64% at core |
| 4 (Low Average) | 17% | |
| 3 (Below Average) | 13% | |
| 2 (Low) | 2% | |
| 1 (Very Low) | 15% | |
| | | } 30% below core |

This PAT Science test is suitable for students from Year 3 and beyond.

On the basis of this one piece of data ('snapshot'), the results show that for this Year 4 group, 6% of students will require a differentiated curriculum that reduces time spent on what students already know and focuses on extending them, as required; 64% are operating at core level and could benefit from a blend of consolidation and new learning; 30% of students may require intensive one-on-one support, commencing from where they are at in their mathematical understandings.

Stanines divide the total student distribution of abilities into nine categories, with the lowest performance level being Stanine 1, Stanine 5 the midpoint and Stanine 9 the highest. A bell-shaped curve shows how Stanines are derived: the underlying basis for obtaining Stanines is that a normal distribution is divided into nine intervals.

Data is most useful when used in conjunction with other results (i.e. using the 'photo album' rather than the 'snapshot').

Key improvement strategies and Indicators of Success

Embed a culture of analysis and discussions of data across the school to inform the teaching and learning process.

- School Satisfaction Survey data will reflect an improvement from 83% to 85% of staff agreeing that *'Teachers at this school use results from system testing and system process to inform planning'*
- Maintain or increase School Satisfaction Survey data at or above 94% of staff for the statement *'Student learning needs are being met at the school'*.

Build staff capacity to differentiate curriculum to meet independent needs.

- Teacher programs reflect evidence of using Certificate of Gifted Education (COGE) strategies e.g. differentiation, assessment and reflection
- School Climate Survey Data improves the 2016 result from 89% to 90% or above to reflect that all staff *'value the professional development that has been designed to increase my capacity to meet school and system goals e.g. differentiation and assessment'*.

Improve the visible learning environment in every classroom

- School Satisfaction Survey data will reflect an improvement from 75% to 80% of staff who believe *'Staff are well supported at this school'*
- School Satisfaction Survey data will show 86% or more staff believe that *'Students and staff are working towards the same goals'*
- 65% or more students will indicate in the School Satisfaction Survey that they believe *'I can talk to my teachers about my concerns'*.

Progress

In 2017 we have continued to build a culture of analysis and discussions of data to inform the teaching and learning process. For the second year in a row, we subscribed to the PAT Teacher Resource Centre This is an online platform which enables teachers to analyse student PAT assessments and access tailored teaching

activities, research-based strategies and tools that are targeted to students' achievement bands. In this way, teachers understand that standardised tests, specifically PAT results, are the starting point for action. Our plan going forward will be to continue to strengthen staff capacity, including ongoing professional learning, to ensure that all staff are skilled in utilizing this platform to assist them in differentiating the curriculum. We built upon and developed work that had commenced in 2016 regarding the whole school assessment schedule. The focus was on staff interrogating the purpose of assessment tools, and reflecting upon both overlap and gaps in assessment information. Structured data conversations also took place in team meetings to enable staff to collaborate on problems of practice and share effective strategies to address individual student learning needs.

These initiatives resulted in us surpassing our target of staff agreeing that *'Teachers at this school use results from system testing and system processes to inform planning'*. This is work that we will continue to develop moving forward and is a significant part of our new Strategic Plan. Importantly, we want to ensure that the information we gather is highly informative and easily understood by teachers to assist them in fully utilising it to build on students' areas of strength and address areas of need. This will see an increase, from an already high percentage, the number of staff responding positively to the statement *'Student learning needs are being met at the school.'* The introduction of the new School Administration System (SAS) will ensure we have a platform for recording student assessment data – replacing our planned work in *GradeXpert* as featured in our 2017 Annual Action Plan.

Professional learning through Principals as Numeracy Leaders (PANL) and our continued partnership with Bronwyn McCleod through GATEWAYS Education provided opportunities for all staff to develop their capacity to differentiate the curriculum to meet individual learning needs. All teaching staff received feedback on their teaching and learning programs, including focused feedback regarding their planned differentiation (core, structured and extension activities) and use of assessment. School Climate Survey Data reflect our surpassing of the target that we set ourselves regarding professional development – we aimed for 90% or above of staff *'valuing the professional development that has been designed to increase my capacity to meet school and system goals'* and we achieved 93% of staff responding positively. Professional development at the beginning of 2018 will focus on the Australian Curriculum and the achievement standards within each curriculum area; this will ensure staff are better informed and empowered to differentiate, assess and report on the curriculum; and importantly to set learning goals for students based on where they sit within each achievement standard. This will greatly support our continued focus on differentiation. Teacher workload continues to be a theme at Hughes Primary School and consequently, our planned work around portfolios was suspended until we complete the professional learning focusing on the Australian Curriculum; in this way, we will develop shared beliefs, understandings and practices for portfolios that are streamlined and provide a clear line of sight throughout the school regarding individual student achievement.

Professional development over the next five years will focus on continuing to improve the visible learning environment in every classroom. Teachers have made noticeable growth in this area in 2017 but we are still striving for consistent school wide practices. Pleasingly, there has been a significant increase in our School Satisfaction Data regarding staff perception of how well supported they are at the school. Nevertheless, we still need to develop students' perceptions that they can talk to their teachers about their concerns. Our implementation of Positive Behaviours for Learning had substantial traction in the second half of 2017, with student wellbeing being one of the three priorities featuring in our new Strategic Plan.

Priority 2: Strengthen connections with families as partners

Targets:

- By the end of 2017, parents' satisfaction data will result in 94% or higher who agree or strongly agree 'I can talk to my child's teachers about my concerns'.
- Evidence of increased participation of Language Background Other than English (LBOTE) families across a broad range of experiences or opportunities offered by the school

Key improvement strategies and Indicators of Success

Implement deliberate approaches to strengthen parental engagement in education.

- Provide them with opportunities to understand how 'computer technology is an integral part of learning and teaching at my child's school' maintain at 90% or higher
- Maintain or improve the School Satisfaction Survey Data showing that 91% or higher of parents agree or strongly agree that 'Community partnerships are valued and maintained'

Strengthen communication processes and practices in all areas of schooling

- Parent School Climate Module Survey data will indicate an improvement from 79% to 82% of parents and carers who agree that they 'receive information from this school on how to support their children to improve their learning'

Increase opportunities for student, parent and community voice in school decision making

- School Satisfaction Data reflects that the proportion of students who agree or strongly agree that 'My school takes students' opinions seriously' improves from 70% to 72% or higher.
- Increase to 85% from 83% in the Climate Survey the proportion of parents who strongly agree 'I believe that Hughes Primary School has a positive profile in the community'

Progress

2017 saw us work collaboratively to implement approaches to strengthen parental engagement in education and successfully increase the percentage of parents who are happy to be part of the Hughes School Community. Despite the overwhelmingly positive parental survey data in this space, we still have areas for further development.

Currently, 86% of parents agree that '*Technology is an integral part of teaching and learning at my child's school*'. This is a decrease from 2016 but still above the system average. 2017 saw our continued utilisation of the Google Platform which has enabled staff and students to seamlessly share their classwork with parents, making more transparent how technology is integrated in our classrooms. Communication with parents regarding our BYOC was strengthened this year through multiple communication forums, including information evenings, small parent group forums and written information, to enable parents to ask specific questions relevant to their children. Kindergarten to Year 6 Scope and Sequence documents for ICT were designed and inform parents of the teaching

and learning specific to their child's year level. Staffing changes resulted in the Specialist Learning Technologies teacher moving onto a mainstream class at their request, and as we move forward, our goal will be on computer technology being embedded in the day to day curriculum through the upskilling of mainstream teachers.

One of our key performance indicators for 2017 was that we would increase the number of parents and carers who responded positively in the Parent School Climate Survey to the statement that they '*receive information from this school on how to support their children to improve their learning*'. We far surpassed our target of 82%, with 90% of parents and carers agreeing with this statement. We held a range of parent information sessions in 2017, including year level sessions to unpack the teaching and learning program for the year. The introduction of Personal Development sessions for parents in the upper primary was extremely well attended and positively received. Our inaugural Arts Show, led by our specialist visual arts teacher, showcased our arts program to the broader community at our biennial *Extravaganza*. Specific strategies to foster partnerships with parents will continue to be an integral part of our new Strategic Plan as we have already begun to lay the groundwork for a visible learning agenda, including individual student goals which will be shared with parents on a regular basis.

To enhance communication and provide regular updates regarding students' learning, the school has continued to implement strategies for communication such as: regular weekly emails from class teachers to parents outlining learning across the curriculum, including explicit feedback regarding English and Mathematics; utilizing the Hughes Primary School Facebook Page to showcase learning; as well as distributing twice termly whole school newsletters. The HPS website was determined as a priority area and significant work happened over 2017 to ensure the content is contemporary and relevant. Our aim to increase the percentage of parents who feel '*I can talk to my child's teacher about my concerns*' was not met in 2017 – 91% of parents responded positively but this was below our set target of 94%. This is an area for future development and is already being addressed through strengthened whole school reporting processes, more timely formal progress interview sessions with parents, as well as the introduction of a formal Response To Intervention Model to meet the needs of students not meeting literacy benchmarks.

The leadership team captured the timely opportunity of both the *Future of Education* conversation, and our formal school review process, to increase opportunities for parent and community voice in school decision making. Parents were provided with the opportunity to give feedback on our current Strategic Plan 2014-2017, and give input to the new Strategic Plan. This occurred through forums run at P&C meetings, newsletters seeking feedback, and individual and small group conversations with the external panel as part of our School Review Process.

In continuing to increase opportunities for students to have a greater voice in school decision making, we reviewed our Year 6 Leadership Model, facilitated opportunities for students in Year 6 to participate in *Parliament of Youth* and *Parliament of Hughes*, and ensured our upper primary students contributed to the *Future of Education* conversation. We surveyed all students from Preschool to Year 6 regarding how our playground could be improved, with student suggestions regarding improvements to the playground enacted quickly to demonstrate the authenticity of the feedback process. This included the provision of a lunchtime sports equipment borrowing program and the purchasing of new playground equipment. Students were also very active in regard to their social concern, with our preschool students mounting a school wide fundraising campaign to save the arctic animals; our Year One students initiating the establishment of the *Hughes PS Environment Club*, including the establishment of a recycling program; and our Year 6 students, following proposals raised through *Parliament of Hughes*, leading Nude Food Days to reduce waste, Energy Free Days to conserve electricity, and an end of year *Salvation Army Christmas Appeal*.

Our goal to maintain or improve the School Satisfaction Survey data showing that 91% or higher of parents agree or strongly agree that *'Community partnerships are valued and maintained'* was almost met at 90%, which is well above the system average. Our KIDSHOPE mentoring program has continued to expand throughout the school to maximise the number of students who are able to access this highly valuable initiative.

To improve access and equity for our IEC and EALD families, we have a wider range of notes being made available for families in our school across many languages for a variety of reasons. To facilitate communication a letter of introduction to EALD and LA parents, from the EALD specialist teachers, notifying the schedule of time they will be working with their child was regularly sent home. A summary letter was subsequently sent home to show growth, progress and future learning goals. The school engaged a number of translators throughout 2017 to enable EALD parents to be empowered to participate fully in conversations regarding their child's learning.

