

Latham Primary School

Annual Action Plan Report 2017

Context

VISION:

Latham Primary School is guided by:

Our vision: To develop global citizens

Our mission: We provide a quality education where everyone belongs and embraces learning

Our Values: Collaboration, Resilience, Motivation, Respect and Positivity

SCHOOL CONTEXT:

At Latham Primary School we believe that we are a Preschool to Year 6 school. To reflect this, references to teachers and school are inclusive of preschool educators and the preschool unit. Particular references to preschool are included in this plan where appropriate.

The National School Improvement Tool (NSIT) is our primary source of self-assessment, with both executive and teaching staff analysing our performance and identifying supporting evidence against the 9 domains. In addition we have used student data (NAPLAN, PIPS, Directorate and school targets), satisfaction data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to ascertain priorities.

Improvement in student literacy and numeracy will be an ongoing priority with renewed emphasis on consistency of beliefs and practices across the school.

We recognize our staff as our most valuable asset who will help us realise student potential and growth, and so building capacity will be a key focus of this plan.

Continuing to strengthen existing and build new partnerships that are focused on learning for all will bring richness to our growth.

In terms of the NSIT we will be focusing on:

Domain 2: Analysis and Discussion on Data

Domain 3: A Culture that Promotes Learning

Domain 5: An Expert Teaching Team

Domain 7: Differentiated Teaching and Learning

Domain 8: Effective Pedagogical Practices

Preschool educators undertake self-reflection against the National Quality Standards. Parent feedback is sought through surveys, both electronically and hard copies. This feedback forms the basis of our Quality Improvement Plan in the preschool setting, which is incorporated into our Strategic Plan. The Preschool Assessment completed by the Child Protection Regulatory Unit is also used to form our plan.

Latham Preschool believes:

- children are competent learners
- learning happens in a social context
- children have ownership over their learning choices
- in setting high expectations
- respect and support of families is important
- sustainability is an important part of our community

- respectful relationships with children and families are vital to a child's education
- learning in the early childhood setting should be holistic, hands-on, meaningful and developmentally appropriate

Methodology

To assist us in preparing this report teaching staff paired to reflect on our achievements in each of the 9 domains of the National School Improvement Tool. They provided evidence to support their assessments and suggested future actions for improvement. Executive staff independently examined all 9 domains and then collaborated to make one executive response. Both assessments were compared and at a follow up staff meeting the thinking behind assessments were explained and actions to be included in the 2018 Annual Action Plan (AAP) were determined. During the year our NAPLAN and PIPS results were analysed as were the School Survey and School Climate results to identify recurrent themes, and these too have been added to next year's AAP.

Evaluation of Performance

Priority

Priority: Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced based approach

Targets

By the end of 2020 the school will:

- Increase the percentage of students making expected growth or better in PIPS from 68% in 2015 to 70% in 2016 - 64.8% in 2017
- Achieve annually a 3% point improvement in the proportion of within matched students achieving expected growth or better in NAPLAN tests at year 5 based on a 4 year average
 - Increase NAPLAN reading average to 58.3% (55.3% in 2015) – 50% in 2017
 - Increase NAPLAN writing average to 44.1% (41.1% in 2015) – 35.5% in 2017
 - Increase NAPLAN spelling average to 50.6% (47.6% in 2015) – 40.6% in 2017
 - Increase NAPLAN grammar & punctuation to 50.7% (47.7% in 2015) – 43.8% in 2017
 - Increase NAPLAN numeracy to 41.8% (38.8% in 2015) – 21.4% in 2017

Progress

We have continued to focus on building teacher capacity so that we are all confident that teachers genuinely know their individual students; they can articulate where a child is functioning in literacy and numeracy, they know which strategies work best for each child's learning style, they help to set goals with the children and they are open about what they are teaching (and the students are learning) and why. We have used evidence based approaches such as Visible Learning and Inquiry Learning and are ensuring common practices are employed across the school. Our PIPS and year 5 NAPLAN data that we are tracking is not yet where we would like to be; with a stable teaching and executive staff next year, we are looking for significant growth. We were very pleased with our year 3 NAPLAN results this year, and note that this cohort of students have been exposed to a more consistent approach; we will be monitoring this group closely over the next two years.

We have focused on 4 domains of the National School Improvement Tool:

1. Embed a culture of data analysis and discussion to inform teaching

Professional Learning Communities (PLCs) regularly review and discuss student data. Both PLCs maintain a folder that shows where individual children are working, and what support documentation has been prepared. Learning Assistance, EAL/D and LSA intervention reflects areas of need. Strategies and progress are discussed between colleagues at PLCs. The Student Data Tracker is primarily monitored by the Deputy Principal and most teachers now input the most current data as per the schedule. Some teachers triangulate this data with their own to inform planning, and more emphasis needs to be placed on this so that all teachers are seeing the benefit of this. The Student Support Team regularly use the data supplied by the teachers to identify areas of need for learning support. This year we had a much more rigorous approach to analysing the NAPLAN data, where pairs of teachers spent time examining specific areas of the results and using the 'Disciplined Dialogue' approach, reported back to their colleagues. This work has been done by executive staff in the past, and reported to the staff. The approach this year was much more successful in terms of building teacher capacity in analysing data. The Wellbeing Data Tracker was created by the Deputy

Principal and [presented to staff at a staff meeting. We envisage that in 2018, the new SAS system will override the need for a dedicated Wellbeing Tracker.

2. Embed effective pedagogical practices

It is from within this domain that our consistent practices emanate. This year we have focused particularly on Inquiry Learning, the teaching of writing, the teaching of number, Visible Learning, and the articulation of our planning through the Australian Curriculum and the Early Years Learning Framework. Our intention to also focus on the teaching of reading did not occur; we over-estimated our capacity to delve deeply into our practices. As a result, reading will be a focus next year. Our work around Inquiry Learning was centered on the resource *The Power of Inquiry*. This book was used to lead learning with teachers throughout the year. Teachers trialed new skills, transformed their classroom environment and/or implemented a suggestion based on the new learning. Areas addressed were the learning assets, creating a classroom that fosters curiosity, using a planning template to assist in giving a voice to the students and the power of questions. Throughout the year teachers shared how they had trialed the new learning and explained the changes they made to their practice. A guideline document was written based on feedback from the staff and will be used in 2018 to ensure consistency in practice through the coaching program. For writing, teachers were surveyed and tracked throughout the year to identify areas for professional learning and compare understandings at the end of the year. All areas showed an increase. The survey was based on practical writing strategies as well as approaches to teaching writing. Common language for the teaching of writing was developed based on resource *The 6 + 1 Traits of Writing* ready for implementation in 2018. A guideline document was established, constructed from whole staff beliefs about writing. This will be implemented fully in 2018. Additional resources were also created and linked to the guideline document. Time was spent unpacking the content descriptors and achievement standards and developing common understandings of year level expectations for students. Draft 'C' rubrics have developed collaboratively with teachers and these are ready to trial in 2018. Count Me In Too and Middle Years Mental Computation professional learning was delivered to teachers and the follow up expectation was that both teaching strategies and the associated assessments would be trialed. This will be built on in 2018. In the preschool the teacher has continued work with the Early Years Team to ensure that the language of the Early Years Learning Framework (EYLF) is incorporated in planning documents, documentation and individual observations of children. This has strengthened staff knowledge of the EYLF document and how to incorporate it into the day to day teaching as well as into the planning cycle. Student voice is evident in the preschool program throughout the planning process, individual and group observations and through documentation on display in the classroom. The planning process of 'observe, interpret, respond, revisit' is evident in the planning documents and documentation within the environment. We have continued our work in ensuring consistent practices around recording teaching programs. Teacher support sessions were provided with mentoring focusing on the development of learning area plans. These were shared across teaching teams and collegial feedback was provided. A Teacher Resource Room where planning takes place and overviews are displayed was established. The principal continued with teacher observations and feedback related specifically around our elements of pedagogical practice.

3. Differentiate teaching and learning to meet needs of all

Under the guidance of a project team, teachers planned for differentiation across all subject areas and began using the consistent language of 'core', 'structured' and 'extended' in planning documents and in day to day conversations. In 2018 teachers will refine and implement the differentiation guidelines which were drafted this year, and as part of the coaching program, it is intended that teachers will observe and provide feedback to each other regarding differentiation

strategies. To help teachers meet the needs of all learners we introduced clear learning intentions so the students knew in advance what they were learning. Towards the middle of the year the focus became more on success criteria, which helped the students know whether they were successful in their learning. By the end of the year all teachers were using learning intentions and success criteria together. Some teachers used learning intentions and success criteria for most lessons while others were focusing more on the core areas of literacy and numeracy. Through this slight adjustment in delivery of the lessons, teachers and students improved their ability to learn, deliver and evaluate successful learning. Teachers quickly realised the effectiveness of sharing the learning intentions with their students so we built on this by using them at every staff professional learning session. To ensure that teacher planning and assessment was current and accurate for individual students, our Student Identification and Tracking processes were consolidated. Our support documents were refined and team leaders ensured within the PLCs that the turn-around time between documentation and review was tight, eliminating children 'falling through the cracks'. These were followed up regularly at Student Support meetings, ensuring that learning support was provided where needed and the school psychologist could follow up with more rigorous assessment if required.

4. Develop an expert teaching team

We focus our development on teachers with the belief that they are the single most positive influence of student academic progress. We endeavor to create a culture that encourages individual and group teacher learning and growth which serves a double purpose; to position them as learners and to model to the student cohort that learning is a lifelong process valued by us all. To this end we all trailed and provided feedback about the new Teacher Performance and Development process developed by the People and Performance branch of the Directorate. Teachers assessed themselves against the Australian Professional Standards and established areas of development based on these and the Annual Action Plan (AAP). In 2018 we intend to add in an area of teacher inquiry, thus strengthening their position as learners. Collaborative Coaching did not happen. We attribute this to executive staff workload, specifically the face to face teaching time of the two School Leader Cs. At the end of the year, they collaborated to develop a coaching plan which will be outlined to teachers in O Week next year and actioned as part of their new teaching schedule. Our Project Team model (Writing, Inquiry Learning, Visible Learning, Differentiation, ICT and Diversity) continued this year. Teams met 14 times in session over the year and many times outside of this to plan for whole school change as articulated in the AAP. Project Team leaders met together with executive staff twice a term and shared their progress to and any challenges they faced. As the year progressed, they found the natural links between each of their teams and looked for ways to support each other and the work of the teams. Most Project Team leaders developed a strong sense of autonomy and this will need to be reinforced with new team leaders in 2018. The principal and deputy principal will be creating a school based leadership development program for Project Team Leaders and other aspiring leaders next year. In terms of transparency in curriculum implementation, year level term overviews were developed and displayed in the Teacher Resource Room and feedback was given to teams by their teaching peers. Very clear expectations around the purposes of teacher planning were developed with the teaching staff, and planning documents were audited and supported with feedback by peers in PLCs and whole staff sessions.

Priority

Priority: Improve relationships between students, staff, parents and the wider community

Targets

By the end of 2020 the school will:

- increase the percentage of parent satisfaction that the school takes parents' opinions seriously from 74% in 2015 to 84% in 2020. (data collection tool system satisfaction survey) -71% in 2017
- increase percentage of student satisfaction in relation to students at the school making them feel valued and included from 73% in 2015 to 83% in 2020. (data collection tool system satisfaction survey) – 76% in 2017
- increase percentage of staff satisfaction in relation to staff being well supported at this school from 65% in 2015 to 75% in 2020. (data collection tool system satisfaction survey) – 83% in 2017
- increase percentage of classroom programs that demonstrate links between learning and the community from 0% in 2015 to 100% in 2020 (teacher program discussions at PLC meetings) – 23.5% in 2017

Progress

The two main features of this priority centre on relationships between people, and the connections that students' learning has with the outside world.

1. Develop a culture that promotes learning for all

The 3/4 teachers and students trialed the use of Google Classroom as a tool to work collaboratively, inviting parents to receive emails that provided information about what tasks had been set at school. The feedback received was that the emails didn't provide enough information about the learning and that parents needed their child to logon to Google Classroom to access the work. The trial also identified that most parents access the internet on their mobile phone, not a laptop or desktop computer. As a result of this feedback, we are looking at trialing a small group of alternative platforms to engage parents in their child's learning. Class teachers continued to implement both the MindUp! and Friendly Schools Plus programs this year, as well as teaching explicitly and reinforcing our school values. In 2018 a detailed scope and sequence for these programs will be further developed. Behaviour Support Guidelines were developed to articulate in-class and on the playground procedures. These were reviewed with the staff during the year. Individual classes established their class behaviour systems in line with our whole school beliefs, and these were shared with parents through letters sent home in term 1. In 2018 we will be developing systems for recognising positive student behaviours. To provide a learning environment that meets the needs of a variety of learning styles, several of the teachers experimented with classroom environments that moved away from the 'one desk, one seat per child' model. They consulted with their students about what options they would like available and trialed a range of seating options, dedicated learning spaces and flexible groupings. The school budget supported this and greater creativity in this area will be encouraged next year. To promote the multicultural diversity of our school cohort, a diversity calendar for staff was created and term 4 assemblies started a focus where different families shared with the school community things about their culture. A flag of that culture was displayed at school as a follow up. We hope to continue this practice in 2018.

2. Develop effective school community partnerships

The expectations about communicating with parents which had been developed in 2016 were implemented this year. The fortnightly newsletter and the school website were updated to include the most recent information about school programs and easier links for communication with staff. The 'Meet the Teacher' night, letters highlighting the upcoming term's expected class learning and morning assemblies remained the most significant method of sharing information with a wide group of parents. In addition, and particularly for children with additional academic or social needs, many teachers were vigilant in establishing and maintaining ongoing communication with parents. The School Board worked hard to increase its efficacy, and methods of sharing its work with the wider parent community need to be examined in 2018. The P&C maintained its parent Facebook page and worked particularly hard with the school to ensure that communication and information shared was consistent and timely. Some teachers investigated how they could make the learning that was occurring within the classroom have relevance and agency outside of the classroom. This was successful in all cases (as noted by students, parents and teachers) and will be celebrated and expanded in 2018.