

2017 ANNUAL ACTION PLAN REPORT

Farrer Primary School



William James Farrer (1845-1906)
Pioneer of scientific wheat breeding

2017 School Action Plan Report

School Context

Farrer Primary School is a preschool to year 6 school in the suburb of Farrer in the ACT. Farrer Primary offers a contemporary curriculum aligned with the Australian Curriculum and Early Years Learning Framework. The school prides itself on being a school of academic excellence that provides an inclusive and challenging school environment for all students. Our current enrolment is approximately 375 students from Preschool to year 6. The school offers a supportive and caring environment that meets and differentiates for the needs of all students.

Methodology

The Farrer Primary School 2017 Annual Action Plan has been developed through rigorous evaluation of school and system data and informed by the 2016 External Validation process, specifically the National Improvement School Tool (NIST) and comments and findings from the review panel. The NSIT framework is reflected on and completed by teachers annually. After collaboration to meaningfully reflect on school processes and effectiveness, the leadership team aggregated assessments and formed a consensus on domain descriptors and evidence across all nine domains. These deliberations assisted in developing and refining the 2017 Action Plan. The validation of data through cross verification of sources included:

- The National School Improvement Tool
- School Data tool
- SMART Data
- PIPS Data
- School Satisfaction Survey Data
- GradeXpert Data
- Skoolbag
- National Quality Standard Accreditation Report
- Early Years Learning Framework
- Children's Policy and Regulation Unit
- AITSL Professional Standards for Teachers
- Quality Teaching Model
- Anecdotal records

Continual reflection and monitoring contributed to the achievement of goals articulated in the 2017 Annual Action Plan and are reflected in this report.

Progress against School Priorities in 2017

Strategic Priority 1: To increase student performance in Numeracy and Writing from P - 6

Targets:

- NAPLAN Numeracy and Writing - increase percent of students at or above expected growth years 3-5
- Whole School Data Writing and Numeracy - increase percentage of students achieving at or above average growth according to school based data.
- Increase to 50% percent of year 3 students and 40% of year 5 students in the top 2 NAPLAN bands in Numeracy (based on performance past 3 years of NAPLAN data)

- Increase to 70% percent of year 3 students and 25% of year 5 students in the top 2 NAPLAN bands in Writing (based on performance past 3 years of NAPLAN data)
- Progress to perform at or above 'Similar Schools' NAPLAN mean in Numeracy and Writing
- By the end of 2021 school NAPLAN data in Numeracy and Writing 'All Schools' to be within top two quintiles according to MySchool data.

Links to Directorate Strategic Plan

- Professional learning to encompass
 - inclusive education
 - evidence informed practice
 - community engagement
 - leadership at all levels (Inspirational Teaching and Leadership)
- Ensure progress for every student every day by:
 - early identification of students requiring support (High Expectations, High Performance)
- Improve provision and strategic use of data to inform school performance (Business and Innovation and Improvement)

Progress

At the beginning of 2017 Farrer Primary School teaching staff engaged in conversation, analysing student achievement through whole school mathematic data sets, specifically the Progressive Achievement Tests in Mathematics (PAT Maths) and NAPLAN data. A set of whole school guidelines, *'Targeting Mathematics at Farrer Primary School'*, was established by the school leadership team, guiding the implementation of cross grade 'maths groups' from kindergarten to year 6 and **ensuring a consistent approach to the teaching of number and algebra across the school.**

Maths groups were established with students of similar ability, across year levels with additional teaching staff so that the group size was deliberately designed for maximum support. This was particularly effective for students requiring extension and students requiring additional support.

Consistent planning templates were established and used by all teaching staff with regular analysis of student progress to ensure fluidity across the groups according to the learning needs of students. As part of the planning and assessment cycle, staff implemented PAT assessments according to the *Farrer Primary School Assessment Schedule* which along with teacher judgement and moderation tasks, informed student placement.

Executive teachers led staff through an afternoon of exploring leading practice in mathematics. This included the work of Paul Swan, Rob Vingerhoets and Anita Chin as well as online resources to assist lesson design. Teachers were provided with a variety of 'take away' **ideas and strategies to build their capacity in delivering quality practice in mathematics.** These resources were shared on the whole school Google professional learning Hub. Data on staff perception regarding the teaching of mathematics was also sought and tracked by the school leadership team during the year.

School based numeracy data indicated the following;

- 100% of staff indicated that student growth was obtained in maths groups
- 93% of staff indicated they were happy and confident in teaching students from others classes for mathematics
- School based data indicated 36% of students were achieving above standard in Term 1 with an increase to 51% in Term 4 within PAT Maths Assessment.

Naplan numeracy data indicated the following;

- 53.4% of Year 3 students performed in the top 2 bands.
- 16.3% of Year 5 students performed in the top 2 bands.
- 38.9% of Year 5 students demonstrated expected or greater than expected growth. This is an increase of 3.3% on 2016.
- Year 3 mean scores indicate students performed identically to similar schools in numeracy
- Year 5 mean scores indicate students performed below similar schools.

Naplan writing data indicated the following;

- 55.3% of Year 3 students performed in the top 2 bands.
- 16.3% of Year 5 students performed in the top 2 bands.
- 51.4% of Year 5 students demonstrated expected or greater than expected growth. No Naplan writing growth data was available 2016.
- Year 3 mean scores indicate students performed above similar schools in writing
- Year 5 mean scores indicate students performed below similar schools in writing.

The school's Students Support team met each term to discuss student progress in mathematics across the school, identifying and implementing targeted learning intervention in mathematics based on whole school data sets. This included the analysis of PAT Maths, the Schedule for Early Number Assessment (SENA) as well as teacher identification of student need.

Farrer Primary School has worked in collaboration with the curriculum team of the Education Directorate to devise an action plan to a whole school approach for Numeracy. This approach will be jointly progressed with the FPS teaching staff and the curriculum team in Semester 1 2018.

The preschool educators incorporated key numeracy elements as articulated in the *'Implementation Guidelines for Indicators of Preschool Numeracy and Literacy in government preschools'* (South Australian Government) document in their teaching and planning. These elements were supported and strengthened by the Early Years Learning Framework (EYLF) and communicated and shared with the preschool community through a "Numeracy Morning". Parents attended the preschool and participated with their child in specifically designed numeracy learning activities. The preschool team made key connections between the *Indicators of Preschool Numeracy* (document), the EYLF and teaching practices, producing a parent information flyer entitled *'Being and Becoming Numerate at Farrer Primary School's Preschool Unit'*. The *Indicators of Preschool Numeracy and Literacy in government preschools* document further **strengthened assessment and reporting processes through the EYLF and as reflected in the end of semester reports.**

Strategic Priority 2: Develop a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum and Early Years Learning Framework

Targets

- All teachers have evidence of learning and teaching programs aligned to the curriculum plan.

- All teachers can demonstrate alignment between the overall curriculum plan, term and unit plans as evidenced by class observations, classroom teaching and assessment of student progress in relation to curriculum expectations.
- Quality Improvement Plan is developed and implemented annually in the preschool setting maintaining exceeding 'National Quality Standard' rating.
- By the end of 2021 the school will achieve consistency in curriculum delivery and learning pathways for all students as evidenced by staff survey and planning documents from teachers.

Links to Directorate Strategic Plan and 2017 Action Plan

- Ensure vertical alignment of the curriculum to enable continuity and progression of learning across years of schooling (Quality Learning)
- Support teachers and school leaders with workshops on implementation of Australian Curriculum, including implementation of technologies in 2017 (Inspirational Teaching and Leadership)

Progress

As part of our School review process an identified area to develop, implement and embed was a vertically aligned curriculum map within the Farrer Primary context. Farrer Primary School executive staff conducted research and visited several schools throughout the ACT to gain an understanding of the various methods used to design and deliver a sharp and focused curriculum map. Following an extensive consultation process the FPS executive worked in collaboration with the curriculum team of the Education Directorate to devise an action plan to develop a whole school curriculum plan. This plan will be jointly progressed with the FPS teaching staff and the curriculum team in Semester 1 2018. Additional TQI accredited professional learning opportunities will be delivered to staff by the curriculum team during this work. Focus areas will include; An overview to the Australian Curriculum, unpacking the achievement standards and levels of performance, standards based planning and assessment, differentiation through the Australian Curriculum and assessment and reporting using the School Administration System (SAS).

As part of the 2017 Farrer Primary School community engagement focus, the school hosted numerous forums, workshops and information sessions for parents and community. These included:

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|------------------------------------|--------|
| ● Class based Information sessions | Term 1 |
| ● Cyber safety | Term 1 |
| ● Reading workshop | Term 2 |
| ● Future of Education | Term 3 |
| ● Healthy lunchbox tips | Term 3 |
| ● Personal Development | Term 3 |
| ● Anxiety workshop | Term 3 |
| ● Learning Journey | Term 3 |
| ● Bring Your Own Device | Term 4 |

Feedback from parents who attended the sessions was very positive. Workshops identified needs from the parent community and recognised parents as students first and most influential educators.

At the beginning of 2017 the preschool team reflected on the previous year's (2016) Quality Improvement Plan (QIP), a requirement under the national regulations and a guiding document in the self assessment of performance and delivery of education and care in early years learning. Several areas were identified for continual improvement including:

- the investigation of electronic methods of sharing learning with families (Quality Area 1, standard 1.1.4 and

1.2.1)

- continue to build upon community partnerships (Quality Area 6, standard 6.3)
- revisit the induction process for new preschool staff and strengthen (Quality Area 7, standard 7.1.2)

Over the course of 2017 the Farrer Primary School Kindergarten teachers trialled the App, 'SeeSaw'. Feedback from the Kindergarten teachers regarding the App was positive. Their experience with SeeSaw included its quick and accessible function and its ability to provide instant communication between home and school. SeeSaw is a student driven digital portfolio. The App could be used in 2018 as a means to communicate the preschool program with parents which does support the EYLF philosophy, specifically Quality Area 6. Paper portfolios, that currently support the preschool and EYLF philosophy under Quality Area 1, will remain as a means for tangible, rich student reflection and sharing of their learning.

Community partnerships at the preschool were strengthened in 2017 through the preschool educators participation in the Ngunnawal Project. This work involved the expertise of Adam Shipp from Greening Australia, volunteer assistance from Conservation Volunteers Australia and from preschool parents who assisted the preschool educators to share Aboriginal and Torres Strait Islander perspectives through the preschool program.

Strategic Priority 3: Embed an authentic values program strengthening the positive culture of the Farrer Primary School Community

Targets

- By 2021 an increased proportion of students, staff and parents demonstrate a shared understanding of the school values

Links to Directorate Strategic Plan and 2016 Action Plan

- Ensure progress for every student every day by:
 - implementation of the Schools for All recommendations (High Expectations, High Performance)

Progress

Goal for 2017 toward this priority was to begin with our Preschool students and community. Under the National Quality Standards (NQS) Framework, our national governing principles for early years learning, we are required to ensure that our preschool has a statement of philosophy that guides all aspects of our service (standard 7.2.1). Every few years we revisit and reflect on the currency of our preschool philosophy. In our reflections this year the preschool educators felt that while our philosophy still outlined our core beliefs and is strong in 'Farrer' voice we wanted to include our children's and community voice.

The Early Years Learning Executive Teacher led the preschool students in reflecting on how they felt about preschool in different forms. After a process of simplifying the philosophy, an extensive action research process and thorough interviewing of our preschoolers, the team crafted a revitalised version. This version maintains Farrer Preschool's strong beliefs and captures some beautiful comments, instilling a preschoolers' voice the philosophy statement.

The action research process included identifying the key concepts in the existing philosophy, contacting the Executive Officer of Early Years Learning in the Education Directorate for guidance and recommendations of examples, visits to the

O'Connor Cooperative School and Lyons Early Childhood School and guidance from the Deputy Principal at Bonython Primary School. Once the philosophy had been crafted, preschool parents were consulted and further feedback and refinement made. **The response rate indicated an increase in community input from 43% in 2015 to 80% in 2017.** Our revitalised philosophy has been shared with the Early Years Learning Executive Officer in the department. Her feedback regarding our process was very positive, "The philosophy is just wonderful. You can easily revisit/revise each year to add children's voice. I haven't seen anyone do it quite like yours. Well done to the team".

Endorsements

School Principal endorsement

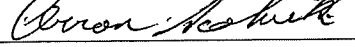
Name: LINDA HEATH

Signature: 

Date: 23 / 2 / 18

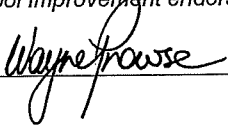
Board Chair endorsement


Name: AAARON SCOLNIK

Signature: 

Date: 14 / 3 / 18

Director School Improvement endorsement

Name: 

Signature: 

Date: 23 / 2 / 2018