

AINSLIE SCHOOL

Annual Action Plan Report 2017

Context

Ainslie School is one of the oldest Canberra Schools, celebrating its ninetieth year of operation in 2017. It is located in the inner north of Canberra and services a very engaged and relatively affluent community. The school is characterised by a strong focus on learning, for students and their teachers, collaborative practices, play as learning, student wellbeing, the arts, especially music, and a committed and supportive community. Ainslie School is on a quest to demonstrate the characteristics of a high reliability school. Our focus in this area has been on maintaining a safe, orderly and collaborative school environment, effective teaching in every classroom and identifying the essential curriculum.

The Action Plan for 2017 was developed to improve performance around three main areas, all of which link to student learning. These areas are to improve student learning outcomes, to build teacher capacity and to promote the engagement of parents and carers with the education of their children. The priorities of the plan and the school's achievements are detailed in the following pages. A significant driver in the support of the school's improvement journey is the quality of the staff, including teaching and support staff. The care, commitment and energy invested by our people and the sense of urgency they have towards ensuring our students meet their learning goals are the strongest contributors to the achievements outlined in this Action Plan Report. Another driver is the commitment of parents and carers to the success of their children. Obstacles encountered along the way, such as unavoidable staff absences, are speed bumps that may delay our journey but not prevent us from getting where we want to go.

Methodology

Teaching staff have worked together during the year to document the actions taken in the school to work towards achieving the goals of the plan. Successes and obstacles have been documented on a regular basis along the way and presented at board meetings by staff representatives. School leaders have included an analysis of the progress made as an agenda item for management meetings.

Both quantitative and qualitative data has been used to track progress and successes. In-school data sources, the School Satisfaction Survey, the School Culture Survey, surveys targeting specific goals and system and national testing data have all been used for tracking purposes. A section for further comment was incorporated into the School Satisfaction Survey and it provided rich information from parents and students to establish an understanding of the current reality and to guide future planning.

Evaluation of Performance

Priority 1

Improve student learning outcomes

Targets

- Year 5 within school matched students (3-5) students to achieve expected growth in NAPLAN reading, writing, spelling, grammar and punctuation and numeracy in the follow proportion:

Assessment area	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Proportion of students achieving expected growth	95%	95%	95%	95%	95%

- Ninety-five percent of Kindergarten students achieve expected growth or better in PIPS in reading and numeracy.
- Less than 10% of 5/6 students disagree or strongly disagree with the statement that student behaviour is well managed at my school (as identified in the student satisfaction survey).
- One hundred percent of Aboriginal and/or Torres Strait Islander students achieve the goals of their *My Tracks* plans.
- One hundred percent of students to achieve at benchmark or above across the disciplines in NAPLAN.
- One hundred percent of students set learning goals twice a year.
- There are five new strategies to recognise and celebrate student achievement.

Progress

The following table indicates that we have not met our target for growth for within school matched students across the disciplines in NAPLAN.

Assessment area	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Proportion of students achieving expected growth	59%	71%	45%	60%	41%

A possible reason for this was staff absence for the previous year's year 4 classes. Both classes were affected and this has likely been disruptive to their learning program.

Assessment area	Year level	Reading	Writing	Spelling	Grammar and	Numeracy
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					Punctuation	
Proportion of students at or above benchmark in NAPLAN	Year 3	93%	82%	93%%	93%%	90%
	Year 5	98%	100%	100%	96%	98%

We did not achieve this, admittedly aspirational, target except in year 5 writing and spelling. The year 4 writing results were impacted by a number of students starting their papers but refusing to continue. Their performance is included in this data.

Ninety-five percent of students in Kindergarten achieved expected growth or better than expected growth in PiPS in Numeracy. Ninety-percent of students in Kindergarten achieved expected or better than expected growth in PiPS in reading although those children not achieving expected growth enrolled in the school later in the year. Students achieving above average growth in reading was recorded at 52.5% and in numeracy at 47.5%. Twenty-five percent of students achieved rates of growth well over the expected in numeracy and 32.5 percent achieved well over the expected growth in reading.

All students have set learning goals this year, both at the beginning of the year and the beginning of the second semester. This was mostly done during three-way interviews with their parents or carers and their teacher.

A Key Improvement Strategy for this priority was *Establish a culture of data storage, assessment schedule and collection, analysis and use of analysed data to monitor and guide decision making*. Following is a list of actions taken that indicate areas of success within this strategy.

Following consultation, style guides relating to student bookwork were devised and distributed. Revisions were made to the assessment schedule used across the school. The use of a data tracking tool was continued to centralise the data.

Teachers continued to operate within the context of effective Professional Learning Teams (PLTs). Their discussions include curriculum and assessment development, structured student case conferences, the analysis of data and collaboration around improving practice. The PLTs also develop Action Research projects in an area that supports the school's improvement agenda.

Training has been provided in a range of assessment tools. This training is specific to the needs of the team, for example, Middle Years Mental Computation in the middle and senior years and Count Me In Too in the junior years. A range of formative assessment strategies are used in classrooms including exit slips and small white boards.

Teachers have enthusiastically embraced lessons learned in Professional Learning on writing undertaken at the beginning of the year and have used strategies learned in their classrooms to stimulate the writing process. Action Research projects designed in PLTs have focussed on writing.

In the preschool the Key Improvement Strategy has been focussed on the development of oral language. Teachers have gathered learning stories, analysed them to determine the next step in a child's learning and shared them with the child's family using Storypark. The play cycle for individual students is recorded in

planning documents. To extend the play day and experience, the preschools were equipped with rain clothing and gumboots for all weather play.

While there was a working party formed to work on procedures documents that align with Directorate policies, this work has not been completed. Opportunities to enrich the curriculum offerings for gifted students have included maths and music enrichment, coding club, chess, Limelight and Inner North spectacular, band performances outside the school and academic competitions. Keyboarding skills had been a focus for years 3 to 6 and this has been further facilitated by the introduction of chrome books into those year levels. Shoulder-to-shoulder coaching in the areas of coding, financial literacy and mathematics.

The Ainslie Response to Intervention processes continue with the WINN Academy proving to be popular with all stakeholders and effective. The provision of a speech therapist and an occupational therapist as Learning Support Assistants has been very effective for students with language or other disorders.

The wellbeing of students and staff has been a focus during the year with Professional Learning, posters and the Social Emotional Learning (SEL) program being taught across the school. The “Share the love” mantra used throughout the year has provided a language for the focus on kindness.

In the area of curriculum, work has commenced on the establishment of a library of Understanding by Design documents to ease the planning workload. The SEL map is complete and others are completed or nearing completion.

Priority 2

Establish a mentoring and coaching culture to improve teaching practice

Targets

- Eighty-five percent of teachers either agree or strongly agree that there is an active coaching and mentoring culture at Ainslie School.
- 100% of teachers provide copies of 4 PLT walk through notes and 8 peer observation sheets per year to the principal.
- Less than 5% of students disagree or strongly disagree with the statement *My teachers provide me with useful feedback.*

Progress

All teachers engaged with walk through and peer observations to provide feedback to their colleagues and receive feedback on their practice to improve it. Information from a skills audit helped to match teachers to mentoring partners. All teachers received Professional Learning in the Quality Teaching model and walk through and peer observations used the model as a lens through which to examine practice throughout the year. Colleagues also look out for the ten essential skills when observing each other. A school-developed template is used to provide feedback.

Shoulder-to-shoulder coaching is also used as a peer coaching practice. This year, it was used to improve the teaching of literacy, coding, SEL, dance and oral language development. Staff were also provided with the opportunity to learn ukulele and to participate in performances.

No students disagreed or strongly disagreed with the statement *My teachers provide me with useful feedback.*

Two members of staff working as LSAs were supported to complete a Certificate 3 in

Priority 3

Parents, carers and members of the wider community are engaged with the education of students and contribute positively to educational outcomes

Targets

- Ninety-five percent of parents agree or strongly agree that community partnerships are valued and maintained.
- Eighty percent of parents agree or strongly agree that the school works with them to support their child's learning.
- Representatives from 90 percent of families attend information nights at the beginning of the year and other events.
- Records of events, for example focus groups, to assess the needs of the EALD community in engaging with the school.

Progress

Engagement in the school community was high in 2017 as the school and P&C conducted events to celebrate the 90th anniversary of the opening of the school. The P&C organised a range of merchandise which were sold throughout the year. Included in the events were:

- A heritage day when teachers and students dressed up in olden days clothing and engaged in traditional ways of doing school such as having desks in rows, using slates and playing old-fashioned games.
- A suite of sporting events pitting one sports house against another during lunchtimes.
- An Open Day during the Heritage Festival. At this time we gathered a second round of oral histories from past and present members of the community.
- "Light Up Ainslie" was a mini Enlighten organised in collaboration with the ANU School of Art. Students from the media program prepared projections as an assessment task. These were then projected onto the façade of Ainslie School while the school community had picnics on the front lawn.
- The fete and open day was held on a date just before the anniversary of the school. The Ainslie Art Centre joined with the school to open for past and present community members. Memorabilia, including many photographs, were laid out in classrooms and past students and staff told many stories about their time at the school. More oral histories were gathered.
- A games day featuring old-fashioned games was held on the day of the anniversary. This was

followed by a formal assembly and cake cutting.