

# Amaroo School

Network: North Canberra/ Gungahlin

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## Impact Report 2018

### The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

### Reporting against our priorities

Priority 1: Improve student's levels of wellbeing and engagement.

### Targets or measures

By the end of 2021 we will achieve:

- Exceed the ACT "like schools" average in the proportion of EXCELLENT (blue) responses of "Staff and Student Relations" in the Australian School Climate and School Identification Measurement Tool (ASCSIMT) (2016 Amaroo School 83%, ACT mean 81%)
- An increase of 2% point improvement per annum in the KidsMatters & MindMatters survey to our student's response to "Teachers and students at my school respect each other" rising from 45% in primary and 64% in secondary.

Please note: this target is now obsolete, as a decision was made in 2018 by the school to follow Education Directorates' focus on the implementation of "Positive Behaviours for Learning" rather than continuing with KidsMatters/ MindMatters program.

In 2018 we implemented this priority through the following strategies.

- Implement Positive Behaviours for Learning (PBL) in the secondary sector focusing on non-classroom settings
- Embed the renewed Diamond program P-10 and alternative learning spaces including the Am10 program
- Develop Amaroo School Cultural Integrity 3yr Plan with 2018 focus on celebrations and engaging the community
- Build staff capacity in using "Formative Assessment" processes in the classroom

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### Perception Data

Targets or Measures	Base	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
Exceed the ACT “like schools” average in the proportion of EXCELLENT (blue) responses of “Staff and Student Relations” in the Australian School Climate and School Identification Measurement Tool (ASCSIMT)						
<b>Climate survey AMAROO SCHOOL</b>	83%	79%	86%			
<b>Climate survey ACT LIKE SCHOOLS</b>	81%	79%	85%			

### Perception Data

Targets or Measures	Base	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
Student responses in School Satisfaction Survey as compared to like schools						
Teachers give useful feedback	-	+3.82%	+2.36%			
Staff take students’ opinions seriously	-	-1.89%	+3.26%			
I feel safe at this school	-	-0.11	+1.28			

### What this evidence tells us

We are very pleased with our progress as highlighted in green in our student perception data.

Amaroo School remains above the “like school” average in the proportion of EXCELLENT (blue) responses measuring “Staff and Student Relations” as undertaken in the annual school climate survey.

We have also seen improvement in student responses to the three overall questions in the annual student satisfaction survey.

### Our achievements for this priority

**Implement Positive Behaviours for Learning (PBL)** in the secondary sector focusing on non-classroom settings

- The PBL implementation action plan has progressed as planned throughout 2018. The PBL implementation team has defined and established school wide behavioural expectations and developed and delivered many professional learning opportunities for staff across the school.
- PBL professional learning for the Primary Sector began in Terms 3 and 4 to ensure alignment with the Secondary sector.
- The Amaroo School behavioural expectations matrix was developed and through this process, will form the base of all behavioural educative and intervention work over the

coming years. All Amaroo school behavioural expectations derive from the four collaborative school expectations of “We are Safe, Respectful, Responsible Learners.”

- Design and production work has commenced to develop visual representations of the schoolwide expectations across the school.

### **Embed the renewed Diamond program P-10 and alternative learning spaces including the Am10 program**

- Reshaped our philosophical approach towards disability education eg: distribution of funding towards implementing flexible learning spaces
- Established the Diamond Program as an exemplary model for completing directorate and federal processes such as NCCD/ ILPs, providing PL at DECO Network meetings throughout the year, and contributing to expert panels on this.
- Set up 6 new spaces around the school for the Diamond Program.
- Supported 7-10 students in secondary through LSA and intervention support
- Established a Support Teachers PLT, where selected secondary staff had a line of support instead of using LSAs, to work with secondary students, and build capacity with other teaching staff in differentiation practices.
- 3 additional Intervention teachers in Kindergarten, Year 1 and Year 2
- AM10 program catered for disengaged students in the Diamond program (DP and ISP), as well as mainstream, allowing for vocational pathways and tailored programs.
- Mini Retreats in primary for early childhood and upper primary
- Sensory room in EC
- Built capacity in staff and LSAs in offering mini PL in strategies for students with Autism, and trauma training.
- Built capacity in staff in completing the NCCD and ILP process though improving transparency of procedures, and offering additional mini PL sessions.
- Survey results to primary educators and teachers indicated a positive outcome and embraced the idea and concept of the Diamond Program

**The Am10 initiative**, developed for the 2018 year to meet the needs of identified year 10 students, has demonstrated significant improvement in educational retention and attainment for the enrolled group of students.

- The Am10 students have had flexible and individualised learning programs focusing on cultural capital, vocational learning and future focused pathways.
- Almost all of the Am10 students will receive a year 10 certificate this year through this initiative.

### **Develop Amaroo School Cultural Integrity 3yr Plan with 2018 focus on celebrations and engaging the community**

- 3 year plan developed
- Cultural Integrity Task force formed with staff across the school including indigenous staff and Indigenous Education Officer
- Goals focusing on 3 domains; Engagement with families and communities, teaching with cultural integrity and leadership, celebration and environment
- Successful events such as, Reconciliation Day assembly and NAIDOC week P-10
- Regular cuppa and yarns focusing on engaging the indigenous community
- Engaging with local indigenous elders

- Introducing acknowledgement of country into all meetings across the school
- Initial work has been started on developing P-10 curriculum and pedagogy

#### **Build staff capacity in using “Formative Assessment” processes in the classroom**

- Staff PL and goal setting for Formative assessment each term (twice per term)
- Staff have goals for Formative Assessment within their PDP
- SLC's in P-6 and New Educators were observed/coached and received feedback in Formative Assessment practices
- Secondary staff used formative assessment as basis for teacher observation

#### Challenges we will address in our next Action Plan

- PBL - Moving towards 2019, the groundwork is in place for all staff and students to have a common understanding of behavioural expectations across the school with positive acknowledgement and intervention strategies in place to be developed throughout the year. Once the implementation team is able to establish widespread effectiveness of the school wide and non-classroom aspects of the initiative, work will begin on defining, establishing and teaching about classroom specific behaviours.
- Evolve the Diamond program in 2019 to cater to the changing needs of the students.
- Challenges for the program were around the staffing of these learning spaces especially in the backfilling of the educators.
- To meet the needs of future cohorts, the Am10 program will be redeveloped to be an inclusive year 7-10 program (AmFlex) that will run across all 7 class lines in the secondary sector. It will be complemented by formal literacy and numeracy intervention.

## Priority 2: Improve student outcomes in reading and numeracy.

### Targets or measures

By the end of 2021 we will achieve:

- 80% of students achieving expected growth in PIP's reading and 70% of students achieving expected growth in PIP's numeracy
- Year 3 achieve a mean score within confidence interval of our system targets for reading and numeracy
- 2% point improvement per annum of students achieving expected growth in years 5,7,9 in reading and in numeracy

In 2018 we implemented this priority through the following strategies.

- Build staff capacity in PAT data analysis
- Expand School Data Plan to ensure P-10 consistency of timing in collection and analysis of data
- Review the Apollo program data collection plan and tracking
- Vertically align numeracy curriculum P-10
- Align and scope year 6 to year 7 maths and reading curriculums
- Finalise P-6 Pedagogical framework and expand to P-10
- Implement STEAM team plan, which includes embedding of the Digital Technologies curriculum.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### Student learning data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
PIP's Reading and numeracy data						
% of students achieving expected growth in <b>PIP's reading</b>	-	76%	76%			
% of students achieving expected growth in <b>PIP's numeracy</b>	-	52%	74%			

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
Year 3 NAPLAN mean scores						
Reading	429 (416-442)	470 (457-483)	444 (431-457)			
Numeracy	406 (395-418)	430 (419-441)	415 (404-421)			

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
Years 5,7,9 NAPLAN expected growth in Reading and Numeracy						
Year 5 Reading % Expected Growth	64.4	56.9	64.0			

Year 7 Reading % Expected Growth	51.9	61.6	55.0			
Year 9 Reading % Expected Growth	61.9	61.2	74.3			
Year 5 Numeracy % Expected Growth	51.9	73.9	48.9			
Year 7 Numeracy % Expected Growth	75.0	76.5	69.2			
Year 9 Numeracy % Expected Growth	62.7	60.3	67.5			

### What this evidence tells us

- PIP's progress is on track with a significant increase in the number of students reaching expected growth.
- Year 3 NALAN mean scores are improving.

### Our achievements for this priority

Half way through 2019 the Education Directorate implemented the plan for two additional principals, one for the primary sector and one for the secondary sector. These principal roles are to focus primarily on leading teaching and learning within their sector.

#### **Build staff capacity in PAT data analysis**

- Significant PL for staff in using the Amaroo Data Tool
- PL workshops for school leaders in creating SMART goals with teams (the use of a shared template focusing on teacher capacity and SLC responsibility)
- Using PAT data in conjunction with other data when planning
- Website created for staff to access at any time
- Every staff member given login to OARS website to access PAT data
- All staff members created their own tag and tabs

We are expecting to see the benefits of our data focus in the 2019 impact report

#### **Expand School Data Plan to ensure P-10 consistency of timing in collection and analysis of data**

- Executive capacity building on the design of SMART goals. A consistent template is used for Semester 2 from Pre-10
- School wide resource developed that collects various forms of data "Amaroo Data Tool" that enables comparison of PAT, Naplan, Grades etc
- PL provided to staff in sectors and teams to analyse and plan using school data tool
- Primary sector aligning A-E/PAT/NAPLAN/Cogat to match 7-10
- P-6 developing electronic "Yellow Folders" to ensure consistency and ease of tracking students from year to year.

#### **Review the Apollo program data collection plan and tracking**

- Apollo policy reviewed.
- Testing changes implemented. CogaT testing used in the Primary sector and RAVENS + OLSAT used for identification in Secondary sector. This data is now incorporated into the student data tool for staff accessibility.
- From 2019 the Year 10 Mathematics Apollo class will access the Australian Curriculum 10A course to replace the core Year 10 Australian Curriculum course. This will enable students

to be better prepared for Tertiary level mathematics at College and streamlines the teaching and learning of mathematics.

#### **Vertically align numeracy curriculum P-10**

- Consistent planning document introduced throughout Primary School (reading and numeracy planners)
- Executive and key staff attended Anita Chin Conference
- Mathematics PL - Professor Peter Sullivan: Secondary Mathematics: The potential of
- K-6 'Creating confident, competent creative teachers' Building teacher capacity through sharing practice, inquiry
- K-6 have vertically aligned Number outcomes using the NSW syllabus
- Curriculum Threads in use in the Primary sector and being developed in the Secondary sector
- Development of Assessment pieces that are more closely aligned with AC Achievement standards and content descriptors. Team discussions regarding "at standard" achievement and analysis of work samples to ensure ease of transition from year to year
- Reading P-6 vertical curriculum (2016-2017) implemented and refined, resource purchasing (rich texts) to support implementation, including prioritising school leader coaching to observe practice and build consistency
- Future Focused Learning P-6 being developed led by inquiry research and design thinking

#### **Finalise P-6 Pedagogical framework and expand to P-10**

- Leadership team have reviewed the use and purpose of the Pedagogical Framework and are modifying the 2019 text to be uniformed in format and create consistency in Literacy, Numeracy and Inquiry learning
- Initial draft is being improved for consistent structure focused on: 1. Definition, 2. Research base 3. Beliefs, 4. Practices 5. Tools & formats

#### **Implement STEAM team plan, which includes embedding of the Digital Technologies curriculum.**

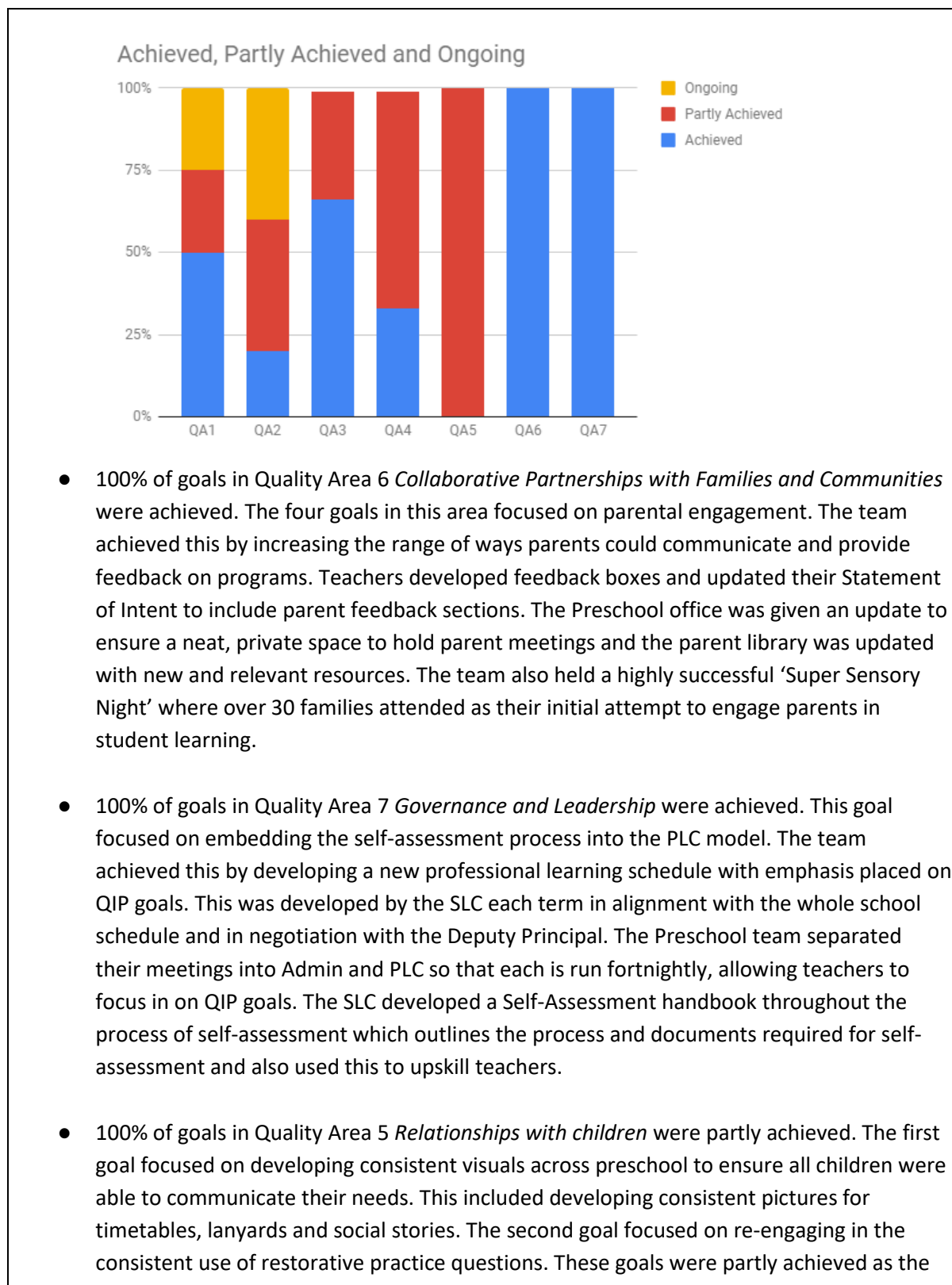
- Amaroo School was the recipient of a federally funded Digital Literacy Schools Grant to support the 'STEAM 2018-2021 Action Plan'. This funding, matched by the school, has been utilised through a grassroots leadership approach equipping eight teachers across the school with both time and seed funding to develop units of work to authentically teach the Digital Technologies curriculum from P-10.
- One example of this is the Science Faculty who benefited directly from this grant providing professional learning around using *Digital Playground* devices in Science lessons.
- One of the key goals of the STEAM action plan was around female participation in STEAM based activities. We have already seen some traction in this area, with almost 60% of the participants in the junior STEM after school program being run by female teachers.
- Design Technologies Action Research program implemented in select Year 5 & Year 6 classes as a prototype with the potential for wider adoption into the inquiry learning space.

#### **Challenges we will address in our next Action Plan**

A female STEM teacher to commence in 2019. We hope to further increase female student enrolments in STEAM electives in 2019.

## Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.





teachers have created the resources, though have decided to implement them at the beginning of the New Year.

- A new Statement of Intent template has been updated and added to the Preschool Team Drive. This new template ensures collaboration between teachers and allows teachers to make changes for each of their classes according to their needs. Teachers and educators are able to document observations and changes to the program on their hard copy and use this to inform their following fortnightly program.

*\*A copy of the QIP is available for viewing at the school.*