

AMAROO SCHOOL

Annual Action Plan Report 2017

Context

Amaroo School is located in the Gungahlin region and is the largest ACT public school. Our student enrolment in February 2017 was 1,807. Our student profile represents a highly diverse and multicultural background. We have a significant number of students that speak English as their Second Language (EAL/D) in their homes. There are 30 Aboriginal and Torres Strait Islander students currently enrolled and we provide for 95 students with diagnosed special needs including two learning support classrooms for students with autism (LSUAs). We have many students from Australian Defence Force families. We highly value our diversity as it represents the unique nature of the people in our school.

The establishment of the new suburbs Moncrieff and Taylor in our school's priority enrolment area has had significant impact on our growing school population. Student enrolments will continue to grow and are expected to increase significantly in the coming years. Currently under construction is a multipurpose learning area for 300 students and a second gymnasium ready for the start of the 2018 school year.

In 2017 we had more students enrol in Year 7 from Neville Bonner Primary compared to 2016 and we expect the numbers to steadily increase. During the 2017 school year we had 110 new enrolments across the school.

2017 was the first year of our new Strategic Plan 2017-21. The school dissolved the middle school structure and now operates as a "one school - two sector model". The primary sector is Preschool to year 6 and the Secondary Sector is years 7 to 10.

Methodology

In designing our 2017 plan, we incorporated the recommendations from our School Review in 2016. Five domains from the National School Improvement Tool were directly linked to our current key improvement strategies for 2017:

Domain 1: An explicit improvement agenda

Domain 2: Analysis and discussion of data

Domain 3: A culture that promotes learning

Domain 5: An expert teaching team

Domain 8: Effective pedagogical practices

Our strategic intent is to build teacher capacity to engage students in learning. We are committed to three core concepts underpinning our improvement agenda: peer coaching, formative assessment and professional learning communities (PLC).

As part of the reflection process the evidence that has been considered includes:

- School Climate Survey data
- School Satisfaction Survey data
- NAPLAN performance data
- PIP's Performance data
- NSIT Self-Assessment data, Evidence and Recommendations developed by the Executive

- team and School Review team
- Professional Learning Communities Continuum data

Additional aspects of the Annual Action Plan for 2017 included the use of Sector plans, whole school professional learning plans, consistent use of Understanding by Design (Ubd) documentation and a whole school approach to staff Professional Development Plans. Each executive member has had the responsibility of ensuring these processes have been implemented and reflected upon throughout the year.

A “teach meet” was held at the end of each semester, where teaching teams showcased their successes and SMART goal achievements over the semester.

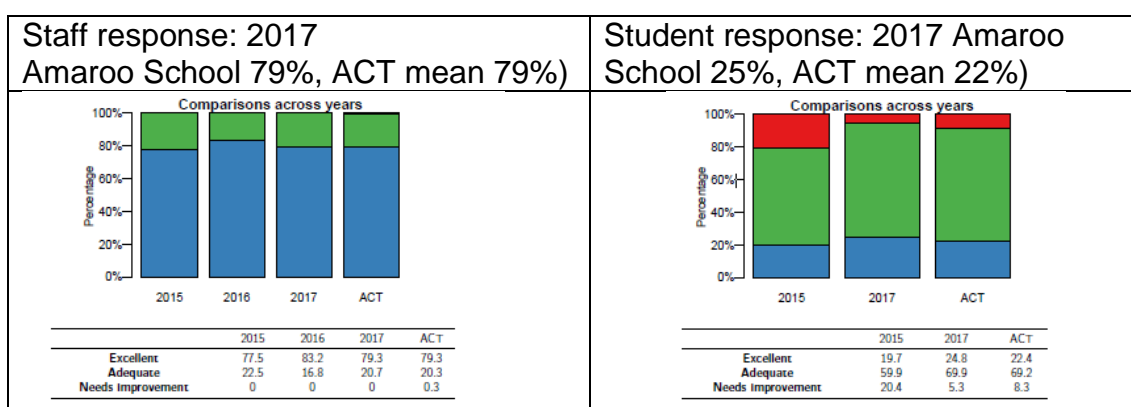
Evaluation of Performance

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

Targets:

- 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%)

Target met



- 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.

Target met - Survey data will not be available until late term 1 2018 to measure actual growth

Progress

Amaroo School has focused our educational improvement agenda towards behaviour management in which we aim to reshape our practice towards a proactive approach towards student engagement. There was a strong Action Research approach analysing our data, researching what is best practice across the country, what is working, what is not and what do the community want (staff, students and parents). From there we have built 98% support from teachers and 100% support from SLC's for Positive Behaviours for Learning (PBL) which will be introduced in 2018.

Amaroo School has established a wellbeing action research team, that has led our implementation of mindmatters/kidsmatter. We have undertaken modules in mental health in our youth and building resilience.

We have established a shared accountability culture to monitor and address attendance concerns and issues this year. The new AmCares structure has allowed us to closely monitor and communicate with students and families and we have shown a significant improvement in quantitative attendance data.

The 9/10 Boys LEADAS program data was evaluated, with the following key improvement measures:

- *My sense of self-worth, confidence and self-esteem is (before LEADAS & after LEADAS)* : Before 41% 'Good or Very Good' After 78% said Good or Very Good
- *My belief around my school performance:*
Before: 53% said 'fair, After more than 88% said 'Good or Very Good
- I enjoy being in LEADAS was also above 90% across the board.
- In 2018 the 9/10 Girls PEARLS program will be introduced

In the Primary sector, a dedicated hour every week for Social Emotional Learning has been embedded in the timetable, and this will be continuing in 2018. Students are taught explicitly about being self-aware, relationship aware, and their role in the wider community and the responsibilities they have in making positive decisions for themselves and others.

Key Human Resource investment with the establishment of a social worker position to support targeted families and parents.

We have co-designed the first differentiated 'Essential Skills' PL program with the North and Gungahlin NSET. This strategy has allowed us to tap in to experienced and effective teachers and build ability to engage in explicit and evidence based mentoring and coaching. Teachers at all levels have built skill in either applying the essential skills in their own classrooms or supporting other teachers to develop. This has been supported across the school through classroom teaching observations for all staff.

The Primary sector has been reviewing pedagogical frameworks and is moving to improve further our Inquiry approach. This links in with growth mindset models, and greater student voice and interest in what and how the curriculum is enacted. Primary teams are planning for this in 2018.

The area of Inclusion Support has experienced significant change this year with a range of consultation and action research opportunities around the expansion of the Diamond program in 2018. In 2017, our strategic planning was around building a strong PLT of Inclusion Support. Our first PLT focus was around transitions, to support the changing structures of the school for the beginning of 2017. We presented this at our PLT sharing session at the end of Term 2. Our strategy to meet the needs of our students also involved strengthening the partnerships between home, community and other agencies. In 2018, our focus will be around setting up the Supportive Learning Spaces (SLS) for the Diamond Program, and building capacity in staff, to enhance learning outcomes for students.

Other great actions completed this year in wellbeing and engagement

- Breakfast Club introduced 3 morning per week with 200-300 in attendance each day
- Morning Boxing sessions coordinated by our Youth Worker
- Strengthen of Student Engagement team - Employment of youth worker, social worker, Counsellor to assist meeting student need
- Mind matters whole staff Professional Learning week 5 each term
- Primary lunch club
- Explicit social skills programs- Bungee. Secret Agent Society (SAS), Cool kids programs,
- Action Research for Diamond program- best practice models assessed and proposals submitted around flexible learning spaces.
- Buddies programs aligned with School strategic plan
- National Day of Action against bullying and violence

- White ribbon curriculum, assembly and lock in night
- All EC teachers have participated in PL focusing on increasing wellbeing and engagement through the *Music Engagement Program (MEP)* with ANU. MEP sessions are implemented within kinder and year one, on a weekly basis. Action research focusing on the impact of this program is taking place in conjunction with the University of Melbourne and the ANU School of Music.
- Primary 3-6 Positive Behaviour for Learning. Achievements for students celebrated in an outing for those who have earned points through positive behaviours

Priority 2: Improve student outcomes in reading and numeracy.

Targets

- 80% of students achieving expected or better growth in PIP's reading and 70% of students achieving expected growth in PIP's maths.

Targets not met.

Reading	Less than expected growth	Expected growth	Better than expected growth	Expected or better
2017	24%	53%	23%	76%
Maths	Less than expected growth	Expected growth	Better than expected growth	Expected or better
2017	47%	40%	12%	52%

- Year 3 achieve a mean score within confidence interval of our system targets for reading and numeracy

2017 NAPLAN Performance Targets	2017 Mean	
Year 3 Reading 443 ± 14	429	Target met
Year 3 Numeracy 413 ± 12	406	Target met

- 2% point improvement per annum of students achieving expected growth in years 5,7,9 in reading and in numeracy

Target partially met

Year 5 Reading	2016	2017	-7.5 % point decrease target not achieved
% Achieving Expected Growth	64.4	56.9	
Year 5 Numeracy	2016	2017	22 % point increase target exceeded
% Achieving Expected Growth	51.9	73.9	
Year 7 Reading	2016	2017	9.7 % point increase target exceeded
% Achieving Expected Growth	51.9	61.6	
Year 7 Numeracy	2016	2017	1.5 % point increase target almost achieved
% Achieving Expected Growth	75	76.5	
Year 9 Reading	2016	2017	-0.7 % point decrease equal growth target not achieved
% Achieving Expected Growth	61.9	61.2	
Year 9 Numeracy	2016	2017	-2.4 point decrease target not achieved
% Achieving Expected Growth	62.7	60.3	

Progress

Putting faces on the data - This was new for secondary sector. Leadership team looked at how many underperforming students there were, in Year 7 - 10, based on grades in each faculty. This was then used to determine effective support for students.

Teams have also been looking at assessment tasks critically - using Flesch Kincaid tools to determine reading levels. This has enabled teaching teams to develop assessment that is more accessible to students.

PAT testing has been done for numeracy, reading and vocabulary in Term 4. This data will be added to the existing data to see progress. Results from ability testing is also recorded each year centrally and used to establish Apollo Program classes in Year 3 -10 each year. Data is added to existing data to develop ongoing student profiles.

Faculties in secondary school have developed either a literacy or numeracy focus during their PLT times. Once a fortnight teams met to look at progress and discuss how the strategies have impacted on student learning. Successes have been shared at whole school "teach meets".

A scope and sequence has been developed P-10 to map key units and assessments. This has been set up as a collaborative document that teams can use each year to reflect and refine. At this stage it has been completed by all the core areas with the idea that electives will be added in 2018.

Secondary sector has commenced the journey of the gradual release of responsibility model in assessment through the development of the new assessment policy, which has been communicated with staff, students and parents. Some work has commenced on reading about extending this approach in classroom practice.

PANL (Principals as Numeracy Leaders) - The PANL team were involved in 4 days of Professional Learning, PANL Slam sharing afternoon at HBCTL and the PANL open week. As a result of the training the PANL team with some teacher leaders have led all primary teachers through 5 professional learning afternoons. The goal was to develop the pedagogical content knowledge, confidence and creativity of all our staff.

Pedagogical framework - The primary executive team have created a pedagogical framework document that creates the structure around the philosophy of teaching and learning at Amaroo School. It is a set of guidelines relating to the quality teacher practice and represents the way we teach at Amaroo School so that all students can reach their full potential. We believe that effective pedagogy is the shaping force that will ensure our students collaborate, create, communicate and are critical thinkers.

Reading P-6 data analysis (specific action) - Through the established culture of Professional Learning Teams in P-6, the staff have engaged in a body of work to articulate and develop the teaching and learning of reading. A strategy to support this was to develop a 'Reading Standards' guide. This guide and supporting documentation articulates the importance of understanding the purpose, marking systems and reliability of the assessment to inform teaching, as a result. The Amaroo Reading Standards guide clearly states the benchmark result range for all year groups as well as a rubric that outlines student reading comprehension ability in A-E range. This directly supports A-E reporting and gives staff a guide to follow with clear markers of ability per grade.

Teams within PLTs continue to develop reading SMART goals each term. They use the benchmark results to determine areas for targeted attention, identifying key actions and timeframes to improve reading achievement.

Vertical Curriculum (Specific action) - In 2017 the P-6 staff:

- developed 4 agreed overarching beliefs about reading practice
- articulated how our beliefs in the teaching of reading transform into actions in classroom practice
- Implemented Phase 1 the Amaroo Reading Curriculum (ARC 2016) through unpacking our vertically aligned reading curriculum
- mapped year level 'Pacing guides' when the reading content would be taught throughout the year, with explicit reading strategies to be taught, teaching ideas and mentor texts (resources) to support
- Created a teacher leader group called the 'Bookworms' who are charged with being the 'expert' and key support of the implementation of the ARC within their own teams

Other great actions completed this year in reading and numeracy

- Amaroo Reading Logs introduced in K-4
- Reading Rooms established K-2, 3-6
- K-6 Reading Awards for 100 (book for first 10 students) and 200 nights
- K-6 Reading Awards each term - BookFace sponsorship
- Teacher Coaching- reading focus
- Reading Intervention (ongoing, targeting students below benchmarks)
- Numeracy Intervention (new stem of targeted support)
- 'Writers' Club' in break times, writing stories to give to the Mornington Street Early Learning Centre
- Secondary sector Maths help B2 every Friday
- Improved participation and results in the ICAS competitions
- AmCares After School Assessment Centre every Thursday afternoon and Friday morning
- Commonwealth Bank Start Smart talks for students 7 - 10
- Year 7 World of Maths day
- Three secondary teams in Tournament of the Minds
- Two secondary teams in the "Writer for A Day" competition