

# 2017 Weetangera School Operating Plan Report

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Weetangera School is situated in Belconnen in the north of the Australian Capital Territory. It caters for students from preschool to year 6. The school community consists of approximately 473 students with around 45 staff employed to cater for the needs of our students. Our priority enrolment area is Weetangera and our shared enrolment areas are Page and Scullin. Of our student population over the past 5 years, on average, 2 percent identified themselves as Indigenous and 19 percent had a language background other than English.

The Weetangera School Annual Action Plan 2017 commenced the third year of Weetangera School Strategic plan 2015-2019 with a focus on whole school improvement in teaching, learning and community partnerships.

The School Annual Operating Report was developed through a collaborative process involving all key stakeholders. The school improvement team established and implemented an improvement agenda expressed in measurable student outcomes, explicit and clear school wide targets. The school operating plan report incorporates the feedback from stakeholders as well as school wide analysis of systematically collected school and national data on student outcomes, including academic, attendance, behavioural and student wellbeing. Weetangera School used the National School Improvement Tool and National Safe Schools Framework Audit Tool, School Satisfaction and Climate Survey data in 2017 to support decision making and school improvement. This process involved staff, the School Board, P&C and students.

The School Strategic Plan is reflected upon annually as part of an explicit improvement agenda and analysis detailed using the National School Improvement Tool and school improvement framework with all achievements and evidence reported within the yearly School Board reports. This review is communicated to the school community through the School Board, P & C and parent forums.

## **Priority 1**

Maximise student achievement

### **Targets**

By the end of 2017

- Mean achievement scores of students years 3 and 5 in numeracy meet the targets set for Weetangera School in NAPLAN 2017
- Mean achievement scores of students years 3 and 5 in reading meet the targets set for Weetangera School in NAPLAN 2017

### **Progress**

A number of specific whole school strategies were identified in the annual school action plan and successfully implemented in 2017. Specific strategies included, developing a model

of differentiation from Kindergarten to year 6, advancing teacher expertise in literacy and numeracy through coaching and mentoring and enhancing the professional learning community model.

In relation to our first strategy: **Develop a model of differentiation from Kindergarten to year 6** in 2017 the school:

- Implemented a whole school approach to a balanced Literacy and Numeracy cycle
- Embedded and reviewed Tier 1 core programs in a Response to Intervention Framework which was established in collaboration with teaching teams, school improvement team and the school's student learning support team to provide timely, targeted, systematic interventions to all students who demonstrate the need in the core learning programs
- Further embedded an agreed pedagogical framework including a formative assessment system into teaching and learning programs Years P-6
- Developed a whole school biennial scope and sequence P-6 developmental curriculum with established sequenced guided inquiry learning programs and whole school Units of Inquiry planners
- Embedded and reviewed a whole school approach to tracking student learning through the use of a Data Plan and Student Learning Tracker developed to provide support and advice around assessment practices and targeted learning benchmarks at Weetangera School.

Our evidence of success in this strategy is measured by

- 100% of planning documents school wide, clearly identified differentiation in writing
- 100% of students in targeted interventions demonstrated academic growth in MiniLit reading levels.

In our second strategy: **Advance teacher expertise in literacy and numeracy through coaching and mentoring** during 2017 the school reviewed the school's based approach to coaching and mentoring, embedded whole school literacy practices with a focus in writing and grammar learning programs from Kindergarten to Year 6. 'What good writers do...' professional learning plan focused on the implementation of effective writing strategies at Weetangera School. The professional learning plan developed teacher knowledge and practice in teaching students the skills to be effective writers through the use of evidence based pedagogies, feedback and student learning goals to improve student outcomes. The whole school transformation of teaching writing effectively included time to support the professional growth of all staff to participate in regular professional learning community

meetings, reflecting on developing practice and growth of knowledge, engage in collegial discussions, sharing resources with colleagues and participating in coaching and mentoring. Alongside these meetings teachers had the opportunity to professionally engage in professional readings. Resulting in whole school shared beliefs in teaching Writing; all students have the capacity to write; students need to write for authentic purposes and audiences; writing needs to be explicitly taught and modelled for students. The Bumping up model provided a structure for teaching with intention while providing flexible learning opportunities. Which assisted in the development of a writing culture where students see themselves as writers. The teacher performance and development process implementation was used as framework to investigate areas of teacher development and future coaching and mentoring opportunities across the school and schools in the Directorate. Teachers met with an executive teacher each term to identify areas of strength as well as areas of development. Literacy and Numeracy coordinators aligned teaching staff with mentors to build capacity and coached teachers aligned with whole school professional learning priorities. The Preschool team embedded a scaffolded play-based approach to integration of literacy and numeracy student development.

A major focus in 2017 was to review the coaching and mentoring model for all staff into the planning, assessment and coaching timetable (PACT timetable). All teaching staff worked with a school improvement executive staff member at weekly team meetings and continued to use student learning data to inform teaching and learning programs.

We were again successful within this strategy with:

- 88% of staff agree they receive useful feedback about their work at the school
- Repertoire spelling approach program, scaffolded literacy, Oxford Big Ideas, i-Maths and Mathematics evident in all classrooms and planning documents

With respect to our third strategy: **Enhance the professional learning community model P-6** in 2017 the school developed a shared understanding Professional Learning Community Model to enhance an evidence informed approach to teaching and learning and team meetings focusing on teaching writing. A whole school professional learning plan was developed and implemented for all staff. The continuation of a whole school transformation with assessment for learning included time to support the professional growth of all staff to participate in regular weekly Professional Learning Community meetings, reflecting on developing practice and growth of knowledge, engage in collegial discussions, sharing resources with colleagues, including the use of a structure for teaching with intention and purpose, authenticity, choice, explicit instruction and descriptive feedback.

Alongside meetings, teachers had the opportunity to professionally embed planning teaching and learning programs informed with the use of qualitative and quantitative student learning data.

Our success in this strategy is evidenced by:

- 100% of teaching teams agree they use an evidence informed approach to plan the teaching and learning cycle
- 100% of team meetings follow the professional learning community structure and framework

In 2017 the school also further embedded the Weetangera Pedagogical model in consultation with staff across the school to establish an agreed whole school approach to teaching and learning, including an instructional framework, an assessment for learning action plan, and a focus on clarifying, sharing and understanding learning intentions and success criteria.

These actions assisted Weetangera School in meeting the targets of mean achievement scores for NAPLAN 2017 for both years 3 and 5 students in reading as well as numeracy considering the confidence intervals as shown in the table below.

*Table: 2017 NAPLAN Means scores against ACT Directorate Targets*

<b>Sector</b>	<b>Yr 3 Reading</b>	<b>Yr 3 Numeracy</b>	<b>Yr 5 Reading</b>	<b>Yr 5 Numeracy</b>
School Target	465 ± 22	439 ± 18	531 ± 20	517 ± 18
School Mean	455.6	422.8	540.3	500.2

Source: SMART Data November, 2017 and Planning and Performance, 2017

In 2018 the school will continue to focus on consolidating the strengths of our current approaches to the teaching of reading and numeracy. The school has identified a need to focus on writing:

- Embed Writing using First Steps Writing and Scaffolded Literacy, including the explicit and effective teaching of writing strategies
- Consistently model writing processes using high quality exemplars, feedback and student learning goals
- Emphasis on pedagogical approach to the teaching of foundational skills, including; decoding (phonics and phonological awareness), comprehension strategies, oral language development and building vocabulary
- Targeted writing tasks designed to be authentic, incorporate student interests and have an audience to maximise student motivation and achievement
- Explicit learning intentions and success criteria to move learning forward
- Continued focus on writing moderation through the Literacy Committee.

## Priority 2

Enhance student well-being and engagement

### Targets

By the end of 2017

- Achieve or surpass the ACT mean in students satisfaction related to feeling safe and supported at school as identified within the ASCIMT survey and improve by 3% points the proportion of students identifying at an excellent level
- Increase the percentage of students who identify as being emotionally engaged in their learning by 3% points.

### Progress

To achieve this priority in 2017 the school actioned two key improvement strategies:

1. Embed a mental health and student well-being framework
2. Implement a social and emotional curriculum.

In relation to the first strategy: **Embed a mental health and student well-being framework** in 2017 the school further embedded the Bounce back social and emotional learning program, across years P-6 , with the KidsMatter action team and all key stakeholders, and further embedded the KidsMatter Early Childhood framework in the Preschool.

The effectiveness of our approach is again evidenced by all key stakeholders being firmly aware of the KidsMatter framework and the four year plan, of the KidsMatter program and KidsMatter Action team. The school improvement team implemented and actioned the endorsed *Student Engagement and Wellbeing* policy in 2017. The expansion of the digital technologies to the year 2 students complemented the learning programs in the Junior School.

In 2017 in actioning the strategy to **implement a social and emotional curriculum** the school further embedded the social emotional learning program from P to Year 6, and implemented a review of the student data to inform and plan social and emotional learning programs across the school, conducted by the KidsMatter action team to support student mental health and wellbeing.

For 2017 the school provided a 1:1 digital device learning environment for students in Years 2 to engage and support the curriculum and complement the digital technologies learning plan in Years 3 – 6. This resulted in further embedding the use of digital technologies and Google Apps for Education and GSuite to enhance student learning outcomes.

Across Kindergarten to year 6, 100% of students participated in the social and emotional learning program, *Bounce Back*, for the third year of implementation. The school student management data revealed a 12% point decrease in student behaviour referrals in 2017.

This approach in 2017 saw Weetangera School successfully meet the target to achieve or surpass the ACT mean in students' satisfaction related to feeling safe and supported at school. 95.8% of students reported adequate to excellent levels of perceived support and safety at Weetangera School, compared to the ACT average of 95.3%. The school result in 2017 was a 1 % point increase from the 2016 of the proportion of students identifying at an excellent level.

In respect of our second target in 2017 at Weetangera School 95% of students reported adequate to excellent levels of emotional engagement. Compared to 2016, 94.6% of students at Weetangera School reported adequate to excellent levels of emotional engagement. The 2017 school resulted in a 0.4% increase from 2016. Emotional engagement and how much students are interested in their learning at school will remain a focus for 2018.

### **Priority 3**

Effectively promote community partnerships

#### **Targets**

By the end of 2017

- The percentage of parent satisfaction related to community partnerships being valued and maintained increased by 3% points
- The proportion of parents who agree that school and family connections is of an excellent standard increase by 3% points
- The proportion of parents who indicate an excellent involvement in school life increase by 3% points.

#### **Progress**

The school actioned two improvement strategies linked to this priority in 2017.

1. Create an engaging and inclusive school culture
2. Advance community partnerships

Within the first strategy: **Create an engaging and inclusive school culture** the school enhanced classroom learning environments to maximise student learning. Further embedded a Walk or Ride to School action plan and implemented the third year of the Fresh Tastes action plan. Building an understanding of cultural awareness and identity within the school community was a focus. A whole school Reading Challenge and Writing Festival was successfully implemented to inspire students to further enjoy the pleasure of reading and writing. Key school events and priorities across the school were identified to enhance opportunities for student voice and leadership with the Year 5 and 6 students.

In 2017 in relation to the strategy to **Advance Community Partnerships** the school continued to develop the school website and maintained use of social media to connect

with the community through the a school Facebook social media link with a focus on student learning as well as maintaining the School App, and investigating a new school administration systems and trialling the SeeSaw App. A school based sustainability teacher and student team was embedded with a carbon neutral school action plan. The Parent Community Liaison Officer for Weetangera School further reviewed and developed a framework to engage the school community establishing a community data-base, including volunteers and partnerships with outside organisations to support student learning. These included a Residential author to support the school's focus on Writing, STEAM projects with CSIRO and Belconnen High School.

Our actions in 2017 resulted in a 7% point increase in the number of families accessing the school App and a 12% point increase in the number of families accessing Facebook.

In 2017 our actions within this priority resulted in the following progress towards the identified targets:

- 92% of parents agreed and strongly agreed community partnerships are valued and maintained. This is significantly above the ACT mean of 80%. The target increase of 3% points was not met. The high expectations for community partnerships will continue to be thoroughly developed.
- The proportion of parents who agree that Weetangera School and family connections is of an excellent standard increased by more than 3% points. In 2017 at Weetangera School 97.4% of parents reported adequate to excellent levels of school and family connections. The proportion of parents who indicated an excellent involvement in school life increased by 10% points.
- 100% of parents reported adequate to excellent of levels of involvement with their child at Weetangera School. No parent reported low levels of parent involvement at Weetangera School. The proportion of adequate to excellent at Weetangera School is greater than the ACT average of 99%.The proportion of parents who indicated an excellent involvement in school life decreased by 45.5%.