

2017 Evatt School Action Plan Report

CONTEXT

Overall, 2017 was a successful year for our school. Our school review in term 3 provided the school with a number of affirmations, commendations and recommendations that were an accurate reflection of the current state of our school journey of improvement. There was continued improvement in student progress, improvements in satisfaction surveys, a continuance of the Response to Intervention model (RTI), high staff retention, targeted professional learning and improved systems and structures. The Director-General, Mrs Natalie Howson, officially opened our safe sensory space named Wotama. All students across the school have access to this space. We participated in a wide range of extra-curricular activities as well as maintaining high expectations of both learning, behaviour and on quality learning and teaching.

In term one, students from year 3 and 4, enjoyed camping experiences at Birrigai whilst the year 5 and 6 students enjoyed Borambola camp near Wagga. Taking students away at the beginning of the school year encourages team building and for our year 3 students it is sometimes the first time that they are away from home. Our camps are well attended and supported as needed through our Student Support Fund. The school conducted swimming and cross country carnivals with several students representing at both Belconnen District and ACT level early in term two.

Students from year 3 to 6 participated in the Rostrum speaking competition. While only one school representative participates in the Belconnen District Final, all students are expected to prepare and deliver a speech as part of their speaking and listening curriculum for the semester. We also offered extra-curricular sports activities such as tennis, AFL and boys and girls basketball competitions.

The SRC were highly successful in designing their own Charter of Operation which demonstrated a highly reflective and mature student body.

We again hosted another successful Learning Journey at the end of term three. This was well attended by our parent and carer community with a very small percentage of students who did not have a family member or friend attend. The school proudly looked like a learning community.

We finished the year on a high with our participation in Limelight, Bandstrav, Dance Festival and our school performance of the pantomime "Mystery at Magpie Manor" held at Melba Copland Secondary School (MCSS) College Theatre. We continue to value our relationship with MCSS through many programs including the Magellan Project. We believe that it is important to offer a range of opportunities, such as the performing arts for all students so as to value add to their academic program. We will continue to build these opportunities into the future as we strive to educate the whole child.

METHODOLOGY

In 2017, Evatt School was reviewed. During the lead up to the review in term three, the National School Improvement Tool was used by staff and the wider community to review progress of our three priorities over the life of the plan. Further information will be provided later in the report. For each year of the current plan, staff actively engaged in the school improvement process. At various points throughout the year, staff met each term and using the National School Improvement Tool, analysed progress against the actions, gathered information and made adjustments as necessary to the prioritised actions. The School Board and Parents and Citizens Association spent time throughout the year discussing the outcomes of Domains Nine and Four so that they developed an understanding of the tool and to make realistic judgements about the school's progress.

This year the school continued to focus on analysing data to understand current student achievement levels, particularly in reading, numeracy and spelling and to differentiate curriculum appropriately. Team leaders were effective in leading the growing use of data to drive improvement. The 3/4 team piloted a project using Hattie's Effect Size Calculations to determine real student progress throughout the year. Our Executive Teacher Professional Practice also used Hattie's formula to measure the effect size of Middle year mental computation for year 4 – 6. This will carry over to 2018 when all teams will develop mechanisms to gather this invaluable data. One of our Professional Learning Communities (PLC) developed a data plan which will be used from the start of the 2018 school year. Explicit targets for improvement in student achievement levels were set, particularly in writing, following the professional learning attended by all staff at the beginning of the 2017 school year. A review of the effect of the writing project occurred at different points throughout the year as part of the Belconnen Network Writing Project. The professional pathways for staff also reflected the ongoing professional learning in improving the quality of the teaching and learning of writing.

EVALUATION OF PERFORMANCE

Strategic Priority 1: To improve learning outcomes for all students.

By the end of 2017 the school will achieve:

- Year 3 Reading 423 ± 28 (2017 result - 371.9)
- Year 3 Numeracy 400 ± 24 (2017 result - 395.2)
- Year 5 Reading 503 ± 26 (2017 result - 498.7)
- Year 5 Numeracy 496 ± 24 (2017 result - 466.0)

The proportion of Kindergarten students who make average or better than expected progress in PIPS Reading and Maths will remain above 80% and with a target of 85% for students without a diagnosed disability.

Teachers will continue to use the PM and Fountas and Purnell benchmark kits to track progress in reading for all students with the expectation that 90 percent of all students without a diagnosed disability will meet or exceed ACT benchmarks at half year and year end targets.

The number of students not meeting national benchmarks will decrease by 5% with the exception of students with additional needs.

Matched students in year 5 will continue to show growth in NAPLAN tests and exceed ACT benchmarks in all areas.

PROGRESS

In 2017, 79.4% of all Kindergarten students achieved average or better than average growth in reading, with 20.5% achieving at better than average expected growth. These figures include all mainstream students. Analysis of the end of year scores shows that 85% of mainstream students achieved average to above average progress so the target was met. This was an improvement from 2016 of 16% which measures all student progress. This cohort of students includes two students on ISP funding - 41 students participated in the end of year PIPS assessment. There is also no growth recorded for two students due to them joining Evatt during the year and data not being available from the start of the year. Two students have also since been identified to be placed in a Learning Support Unit in 2018.

Reading: Achieved 80%; target not reached by 5%, 20% achieved less than expected growth.

Mathematics: Achieved 75%; target not reached by 10%, 25% achieved less than expected growth, 18% achieved **more** than expected growth.

We achieved more positive growth in reading than we did in maths.

The beginning of the year data was very low in both reading and maths with 31% and 47% respectively achieving 40 and below standardised points. The end of year data shows there has been a large shift in the proportion of students from the below range to at level range in standardised scores in both reading and maths. In maths we increased the percentage of students in the top level of standardised scores, 60 and over, from 0% to 18%.

Taken from PIPS Online Data Set

Group Summary

Filtering Year: 2017

No Highlighting

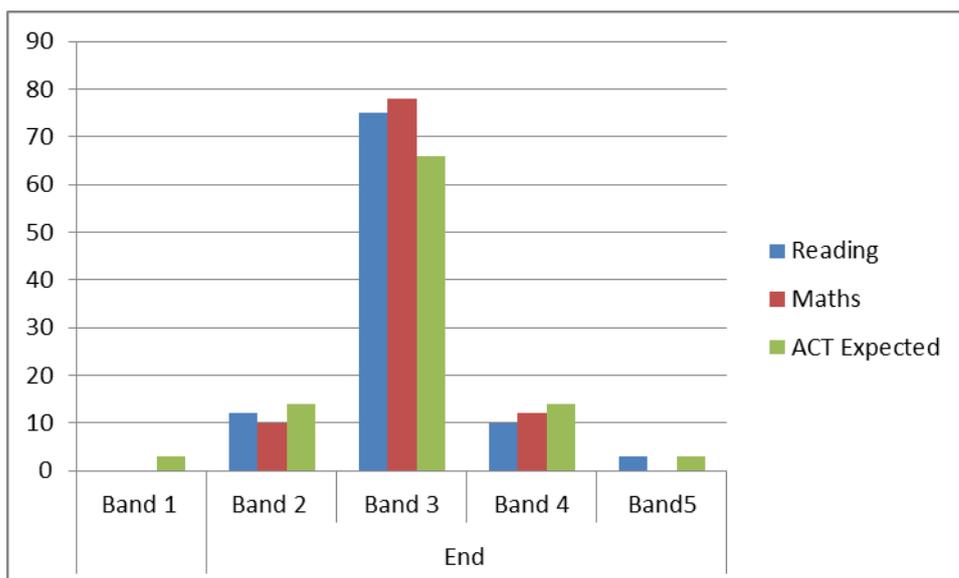
counts	maths value-added						reading value-added						attitude			
	--	-	average	+	++	total	--	-	average	+	++	total	😊	😐	😞	total
Whole group	1	9	22	6	1	39	2	6	23	8	0	39	0	0	0	0

percentages	maths value-added						reading value-added						attitude			
	--	-	average	+	++	total	--	-	average	+	++	total	😊	😐	😞	total
(national comparison)	10%	15%	50%	15%	10%	100%	10%	15%	50%	15%	10%	100%				
Whole group	3%	23%	56%	15%	3%	100%	5%	15%	59%	21%	0%	100%	0%	0%	0%	0%

Key for PIPS Group Summary Table:

- ++** the student made much more progress than expected, given their starting point
- +** the student made more progress than expected, given their starting point
- average** this is a good result, meaning that the student made as much progress as expected, given their starting point
- the student made less progress than expected, given their starting point
- the student made much less progress than expected, given their starting point

End of Year Bands 2017



Evatt Primary School PIPS Mean Raw Scores for Reading 2013-2017

Reading	Less than expected growth	Expected growth	Better than expected growth	Expected or better
2013	8%	50%	42%	92%
2014	13%	68%	19%	87%
2015	19%	60%	21%	81%
2016	25%	65%	10%	75%
2017	20%	59%	21%	80%

Maths	Less than expected growth	Expected growth	Better than expected growth	Expected or better
2013	0%	28%	72%	100%
2014	6%	39%	55%	94%
2015	19%	52%	29%	81%
2016	25%	52%	23%	75%
2017	25%	57%	18%	75%

Kindergarten 2017 PM Reading levels

	Below 0 - 4	At 5- 8	Above 9 +	At and Above
Number of students	6	24	12	36
Percentage	14%	58%	28%	86%

Fourteen percent of students were below benchmark this year. However there were a high percentage of students who achieved above benchmark with 28% above level 9 and 86% at and above benchmark.

PIPS data expressed student progress through less than expected growth, expected growth, better than expected growth and expected or better than growth. Our end of year data shows that although we commenced the year behind the ACT average by two points, we exceeded the mean score at the end of the year. Internal data also shows satisfactory progress throughout the year with 86% of our Kindergarten cohort at or above the expected national standard. We believe the support from the Literacy and Numeracy Field Officer has had a positive effect on progress made because of the targeted support for students and the coaching and mentoring of staff.

School Review Data PIPS

Stage	2013 School	2013 ACT	2014 School	2014 ACT	2015 School	2015 ACT	2016 School	2016 ACT	2017 School	2017 ACT
Start	48	51	42	51	49	52	49	52	53	51
End	132	126	115	124	120	125	120	125	126	124
Growth	84	75	73	73	71	73	71	73	73	73

Source: Annual School Board Reports 2013-2017, school-based data

Evatt Primary School PIPS Mean Raw Scores for Mathematics 2013-2017

Stage	2013 School	2013 ACT	2014 School	2014 ACT	2015 School	2015 ACT	2016 School	2016 ACT	2017 School	2017 ACT
Start	37	39	38	39	37	39	37	39	39	39
End	60	54	55	54	55	55	55	55	55	55
Growth	23	15	17	15	18	16	18	16	16	16

Source: Annual School Board Reports 2013-2017, school-based data

Reading Levels for 2017 Kindergarten - Year 6

Year	Below Benchmark	At Benchmark	Above Benchmark	At and Above
Kinder	14% (PM 1 – 4)	66% (PM 5- 9)	20% (PM 10 +)	86%
Year 1	36%	24%	40%	64%
Year 2	15%	25%	60%	85%
Year 3	32%	43%	25%	68%
Year 4	23%	42%	35%	77%
Year 5	23% (PM 27 or below)	24% (PM 28 & 29)	53% (PM 30 and above)	77%
Year 6	24%	48%	27%	75%
Average	23%	39%	38%	77%

At or Above ACT Benchmark in Reading 2013 – 2017

	ACT Benchmark Levels	2013 At or above	2014 At or above	2015 At and above	2016 At and above	2017 At and above
Kinder	5-8	83%	74%	56%	71%	86%
Year 1	14-16	76%	80%	53%	74%	64%
Year 2	20-22	80%	79%	81%	61%	85%
Year 3	24-26	81%	65%	77%	65%	68%
Year 4	25,26	76%	100%	89%	86%	77%
Year 5	27,28	67%	57%	86%	84%	77%
Year 6	29,30	68%	40%	56%	86%	75%
Average		75.8%	70.7 %	71.1%	75%	77%

Over the year, our internal tracking document shows that we are improving in our reading levels. All students, including our students in the additional needs classes, are included in this calculation. In 2018 professional learning, we revisited the Daily Five and CAFÉ strategies to ensure that all teams are working towards improvement. The Kindergarten reading levels from last year were very exciting and it is hoped this growth will continue into the lower primary years. It will also be of interest to track the impact of the Field Officer and Executive Teacher Professional Practice over time working across the school in a more targeted way. The implementation of a very specific phonics program may also have had a positive effect on the growth in reading in Kindergarten.

NAPLAN

Although the school met its targets in Year 3 Numeracy and Year 5 Reading, the percentage of students who did not meet the national minimum standards was lower than the previous year in some areas. In 2017, the percentage of students not meeting national benchmark in Year 3 reading was 10% compared with 10.8% in 2016. Interestingly, 79.3% of students in year 3 who sat the NAPLAN test scored in the top four bands, suggesting that our students performed slightly better in the test than overall for the year using school data.

In year 5, the percentage for reading was identical for the number of students who did not meet the national minimum standard from the previous year; however more students in year 5 did not meet the national minimum standard in numeracy by 6 %. In Year 3, all students who did not reach minimum standard are all students who are identified as having additional learning needs. In year 5 reading, 2.6 % (one student) of the students who did not meet minimum standard are identified as indigenous and in a mainstream class. In numeracy, 2.6% (one student) is identified as EALD.

The school did not meet its target of 92% of matched students to continue the growth of the last four years - 73.5% of matched students met or exceeded expected growth and 79.9% of students met or exceeded expected growth in numeracy.

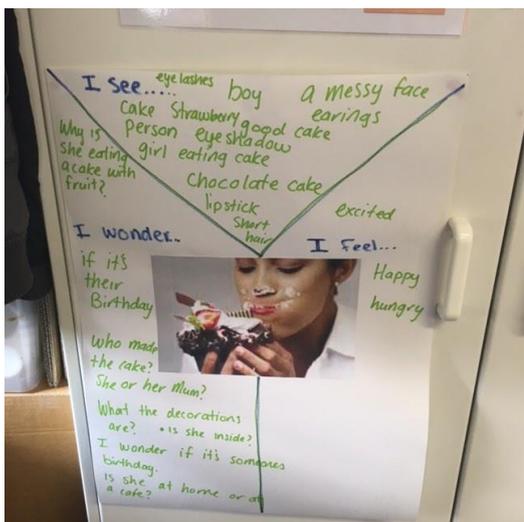
When comparing the NAPLAN and internal school tracking results, the evidence suggests that students' results are accurate but the internal tracking data, especially in the year 3/4 cohort, suggests good growth using Hattie's Effect Size Calculations. Using the PAT Reading Tests in year 3, tests 2 and 3; the overall growth for the cohort was 0.82 which is an excellent result. In the development of our data plan in the latter part of the year, it was evident a more concise use of data to track student growth was needed. A PLC was led by an executive teacher and representatives from each teaching team contributed to the development of this data plan. It is anticipated that all teams will track key learning areas and use Hattie's Effect Size Calculations to continually track progress each semester.

Each of the teaching teams will focus on improving student ability to use inference in reading NAPLAN questions. Our analysis shows that we need to improve student inference skills and interpretation of poetry particularly in year 3. This was evident in years 3 and 5.

Last year the school implemented the Response to Intervention (RTI) Program for students in years 1 – 3. The intervention used was MiniLit with two staff implementing it three days per week. A third staff member was able to work with the same students on a fourth day to increase student growth. In term four, one of the teaching staff undertook the training for MacqLit which will support students in years 4-6 in 2018.

One of our key improvement areas was writing. Teaching staff attended professional learning in January with a focus on writing. This professional learning was led by Sheena Cameron and Louise Dempsey from New Zealand. Evidence using writing samples across the school demonstrated that students had improved in their writing skills, their enthusiasm for writing had improved and students were more engaged in writing. Our classrooms were vibrant hubs that supported student writing with anchor charts, word walls, grammar and punctuation charts. Teachers and students worked collaboratively to create individual and group writing targets to further support learning.

Examples of our Vibrant Classrooms



We continued our focus from previous years on the Triple Word Theory. Spelling data across the school showed growth in all year levels. In Kindergarten and year 1, progress was made in phonological awareness. In years 3 -6 students developed more strategies and knowledge in morphological strategies. Of note, our NAPLAN spelling results showed a decline in results, but our writing scores improved. Students spelling words in context was good. In analysing the questions from NAPLAN, more questions focused on orthographic knowledge rather than morphological which could explain the difference in results.

Our preschool program continues to stimulate and excite our young learners. At the end of the year we had an unannounced compliance visit. As a result, there are some areas to be addressed such as child health and safety policies and procedures. This is not a serious breach in procedures but a requirement to have copies of documentation and policies readily available. We have responded to these requests in a timely manner.

Strategic Priority 2: To ensure wellbeing is part of our core business.

By the end of 2017 we will aim to:

- increase the percentage of students with additional needs who successfully participate in mainstream programs for longer periods of time
- establish a Staff Mentor Program to support colleagues using trauma informed teaching practices
- visual supports will be used by all staff in every classroom to promote appropriate behaviour
- student engagement in classroom learning will be consistent in all classrooms, every day
- flow charts will be visible in every classroom relating to student management. Sensory refocus tables will be available in all classrooms
- the leadership team will continue to build a strong culture of mutual trust and support among teachers and the community
- the school will continue to ensure that parents are treated as partners in the promotion of student learning and wellbeing
- the school will seek the views of parents on the effectiveness of value added projects.

The inclusion of our additional needs students was more successful in 2017. All teachers engaged in ensuring that students from the Additional Needs Team (ANTS) joined them in purposeful learning and reflected Australian Curriculum content descriptors. It is no longer acceptable that these additional needs students are physically in the room, they also need to be engaged positively in the learning of all students in the cohort. Throughout the year there were wonderful examples of our mainstream students supporting their peers in areas such as bike riding.

The school continues to implement trauma sensitive practices. New staff are supported to attend the TRUST Trauma Training at the beginning of the year.

All classrooms have visual displays for emotional check-ins, similar to those in Deep Blue so that there is a consistency of message across the school that all staff use. Many staff wear the visuals around their neck on a lanyard.

In keeping with our staff induction procedures, staff were made aware of our Student Management Policy and Procedures document. A revised policy document was presented to the School Board in term 4, 2017. The updated policy was approved.

We regularly publish articles from Parenting Ideas in the newsletter and via the School app. We will continue to support our parents and carers through this medium. In 2017, the Australian School Climate and School Identification Measurement Tool (ASCSIMT) identified that 93% of students reported adequate or excellent levels of staff and student relations that are supportive, respectful and fair.

One hundred percent of students reported as adequate or excellent a sense of belonging and connection to the school, and 98% of students reported as adequate or excellent that they feel safe and emotionally connected to others at school.

In both of the last two instances, this rated higher than the ACT average. Of interest though is that in 2017, 90% of students rated disruption to learning and no conformity to teacher direction as moderate which was in line with the ACT average. Finally, 100% of students reported as adequate the excellent engagement in their learning.

The school will continue to review its Student Management Policy and implement any changes that need to be made. The staff continue to ensure that Social and Emotional Learning (SEL) curriculum is taught regularly and any instances of inappropriate behaviour are dealt with in a timely manner.

The data shows that this has declined since 2013, but in some ways also reflects the data from across the ACT. The data is discouraging from the student perspective across all our intended targets, eg students at this school can talk to teachers about their concerns. In 2015 and 2016, 97% and 96% of staff feel that students can talk to their teachers about their concerns, whereas students believe only 54% and 59%, respectively, can talk about their concerns. For the same period 99% and 90% of parents say that they can talk with their child's teacher about their concerns. Throughout the year, this figure has not dropped below 93%. Using the School Climate Survey 2014–2016, 100% of students reported excellent (72%) to adequate (28%) levels of staff and student relations. One hundred percent of staff reported that they perceived their relations with students supportive, respectful and fair. This has been the consistent belief since 2015 and in line with the ACT mean. In 2017, 100% of staff felt a sense of belonging and connection to the school and a sense of cohesiveness and high staff morale.

Strategic Priority 3: The school actively seeks to enhance student learning and wellbeing by partnering with parents and families and other education and training institutions, local businesses and community organisations.

- Increase community partnerships.
- Community volunteers will continue to support the school in a variety of ways, including as reading volunteers to support student learning.
- Increase parents' satisfaction with regard to information received about their child's progress.
- Develop processes to ensure that the school continues to take parents' opinions seriously and investigates ways of communicating this to parents. Develop processes for communicating with parents as to how behaviour is managed at this school.
- Recognise parents and families as integral members of the school community and partners in their child's education.
- Establish strategic partnerships to address student needs.
- Continue to ensure procedures are in place for effective communication between stakeholders.

Our original goal in 2013 was to invite and support the local and extended community to be a part of our school. These partnerships were carefully sought based on need and purpose rather than collecting many partners.

At the beginning of this school improvement journey we identified the need to run a Breakfast Club once a week to support our families. This is still running successfully today thanks to our amazing partners from St Paul's Ginninderra and our parent body. Many children love to attend regularly and staff will use Breakfast Club as a way of 'checking in' with some of our students with extra needs. Staff often visit and chat to students as part of our wellbeing priority.

Parents are invited to attend a welcome interview in week 3, term 1 and then receive a paper report at the end of term 1. This is an integral part of our practice.

LJ Hooker remains an integral part of our community partnership. They present a monthly award to students for citizenship. Their continued association with our school and the partnership has been enhanced because staff have clear expectations and guidelines regarding giving an LJ Hooker award. This award is highly prized by the community as evidenced by a family who left the school and were saddened that their children had not received the award.

Our relationship with MCSS has been very supportive. They provide many opportunities for our students to participate in the arts. They provide teachers to teach our students dance so they can participate in their concerts. They provide the opportunity and venue to be a part of the Magellan Project. We continue to use the College theatre for our end of year concert. Specialist staff from The Arts Department support our staff in using the lighting and sound box.

Another valued partnership is with Bunnings hardware store. We hold community BBQs at the Belconnen Store but more recently, because of a link with a staff member, staff from the store have run workshops in one of our additional needs classes to make Mother's and Father's Day gifts. They have recently donated two buddy benches for our playground.

External tertiary education establishments have also enhanced our community relationships such as our ANU relationship through the TRUST program; and trainee Occupational Therapist students who have supported us to provide sensory profiles.

It is heartening to note that in 2017, 100% of parents who completed the School Climate Survey reported adequate or excellent levels of shared values and approach. This was the same result as in the previous year, however, more parents (17.8%) reported as excellent a welcoming atmosphere, clear rules and recognition of success are acknowledged. However, parents identified that school and family connections needs improvement by the largest proportion so far. In 2017, 86% of parents reported adequate or excellent for school and family connections; 14% reported low levels of school and family connections. This is lower than the ACT average, however, more parents rated relations as excellent compared with 2016.

We use the School App constantly as a source of instant updates, for example, closing dates for excursions; some parents openly admit they don't use it; the weekly newsletter, our main source of information, is not

read. We also send home paper notes for excursions and activities and these are uploaded to our website for access at any time. We actively respond to parents' concerns. An example of this is a discussion at a P&C meeting early in 2017 about the timing of the payments for school camp and being able to pay them off over several months prior to the camp. We addressed this in our administration and parents were notified of a periodic payment process available the following week.

Regardless of the reasons why parents believe that our communication is not as successful as it should be, a communication strategy will be written in 2018 after consultation with the community.

REFLECTIONS

We believe that we have been consistent in our goal setting and vision in the Annual Action Plan which we believe has contributed to our success in driving improvement. We have adapted actions as needed, but have maintained the same three priorities in order to embed practice and to ensure that staff has a clear idea of what has to be done to continue to drive improvement. We have been very successful in raising standards in numeracy. In 2012, data showed that the school was below or substantially below the national mean in all areas except Year 3 numeracy, with the effect size as showing a severe problem. We have managed to turn this story around and although the results this year don't match this commentary, our school data does not paint such a dark picture. For example, the effect size for MYMC shows that students in year 4 have an effect size of 0.90 which translates to double a year's growth in MYMC. Students in year 5 made 2 and a half times the expected growth- their effect size was 1.16. This confirms the importance of internal data so we are not solely relying on external testing to measure growth.

There has been a definite shift in the importance and value of focusing on learning and wellbeing. This includes such things as increased use of explicit teaching strategies, greater differentiation in reading, spelling and mathematics, the use of learning intentions and success criteria, a systematic behaviour approach and revitalised whole school values. There also has been a greater emphasis on using data to inform planning and teaching.

We are proud of our achievements.