

# Charles Conder Primary School

## Annual Action Plan Report 2017

### Context and Methodology

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Charles Conder Primary School participated in School Review in 2017. This involved self-assessment against the 2013 – 2017 Strategic Plan and self-assessment and reviewer feedback using the National School Improvement Tool and National Safe Schools Framework Audit Tool. The School Review report noted the changes to the plan in 2014 provided a uniform strategic view of two priorities throughout the life of the strategic plan which were reviewed each year.

Three of the commendations noted by the School Review Team included:

- There is an authentic commitment to underpin academic learning with the structured implementation of social and emotional learning.
- There is a high level of trust in the school from the parent community and they feel involved in the learning process.
- One to one conferencing empowers individual student learning and reflection and drives the curriculum delivery in the school.
- The Professional Learning Teams, walk-throughs and coaching and mentoring models are building capacity of teachers.

Recommendations included:

- Confirm an explicit improvement agenda for the school. Develop plans expressed in terms of specific improvements sought in student performances, aligned with national and/or system-wide improvement priorities. Commit staff and community to purposeful, measurable targets with accompanying timelines that are rigorously actioned and supported at every level of the school.
- Continue to develop and implement the school-wide plan for behaviour management that incorporates the work already in progress on social and emotional learning and the Positive Behaviours for Learning model.
- Further develop and implement a curriculum delivery plan that reflects the shared vision for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents. Use the plan as a point of reference for the review of the effectiveness of the inquiry model and other curriculum decisions in serving both the school's vision and systemic expectations.
- Develop and implement a systematic plan for the collection, analysis and use of student achievement and wellbeing data. Test data in literacy, numeracy and science are key elements of this plan

Each semester staff are involved in the self-assessment of school priorities, analysis of data and progress of key improvement strategies within the Annual Action Plan. This will involve capturing progress, deciding next steps and reviewing the plan as needed. This information will also be discussed and added to at School Improvement Team, School Leadership Team and School Board meetings.

In 2017 Charles Conder Primary School met all targets set by the ACT Education Directorate and are working towards the expected growth in NAPLAN results in year three and year five.

# Evaluation of Performance

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## Priority 1

Ensure success and improvement for all students in each learning area, in particular literacy and numeracy

### Targets

- Year 3 Reading 412± 24    Year 3 Numeracy 372±20
- Year 5 Reading 470± 20    Year 5 Numeracy 454 ± 16
- Improve the percentage of students at the proficient standard in NAPLAN tests domains for years 3 and 5 by 1% point annually, based on the previous four year average
- 75% of students achieving at or above their respective year level School PM Reading benchmarks

The school NAPLAN results indicated the below targets were achieved in reading for years 3 and year 5, with a year 3 mean of 446, well above Tuggeranong and national average and year 5 mean of 492. The schools' NAPLAN numeracy results indicate the below targets were achieved in year 3 and in year 5 with year 3 mean of 388 and year 5 mean of 457 with a significant increase from 2016.

**Table: NAPLAN Performance Targets: Charles Conder Primary School**

Test domain	Year 3 Target	Year 3 Actual	Year 5 Target	Year 5 Actual
Reading	<b>412 ± 24</b>	446	<b>470 ± 20</b>	492
Numeracy	<b>372 ± 20</b>	388	<b>454 ± 16</b>	457

Source: SMART Data, December 2017

The Reading benchmark data, tabled below indicates the % of students K – 6 that are reading at the system benchmark for each year level.

Charles Conder reading data shows between 2015-2017, 68% of students are at benchmark across the school, consistent from 2015. There has been a significant growth from 2013 to 2017 in the percentage of students in 3-6 who are at benchmark or above.

**Table: Percentage of students achieving appropriate year level PM benchmark K-6**

Year	2013	2014	2015	2016 results	2017 semester2
K	29	67	62	70	67
1	50	63	38	44	63
2	43	73	70	53	44
3	36	63	70	71	52
4	61	76	65	81	89
5	75	72	80	78	80
6	45	80	90	79	84
Overall	50%	70%	68%	68%	68%

Source: School Data December 2013 - 2017

The school data plan provides a timeline of school based assessments such as the Assessment for Learning Schedule which provides a thorough range of literacy and numeracy diagnostic assessments tools to determine strengths and areas of need developmentally. The key assessments for literacy and numeracy include:

- Oral language tool (P – 2)
- Observational survey (K – 4)
- Reading Benchmarks (K – 6)
- Schedule of Early Number Assessment (S.E.N.A) (K – 2)
- Comprehensive Assessment of Reading Strategies (C.A.M.S)
- Middle Years Mental Computation (M.Y.M.C)
- B.E.E Spelling Inventory
- Writing sample Rubrics
- Audit of student need process and Individual Learning Plans (I.L.Ps)

Teachers utilise these assessment tools with formative assessment strategies to work collaboratively to analyse the data, establish areas of need for individual students, set goals and differentiate instruction in a variety of ways. This process of diagnostic and formative assessment promotes consistency of practice across teams and an evidence based approach to targeted explicit teaching in a workshop model, identify additional needs and small group teaching.

These two areas have been key elements of literacy that have had greater gains to shift as the year 3 means in 2013 and 2014 have been low. During 2016 and 2017 the school has had a focus on writing in respects to Action Learning and the development of writing rubrics and curriculum matrices in order to have consistency in learning intentions and success criteria. During 2016 and 2017 all teachers utilize writing rubrics to analyse writing samples each term and to determine focus areas for explicit teaching in order to scaffold the learning, particularly developing skills in writing. To strengthen our focus and sustain our current improvement the school is taking part in the “Writing Project” in semester 2 and into 2018. This professional learning will enable the school to raise our evidenced based approach and to further build capacity of all teaching staff.

In addition, the school has developed a process of Response to Intervention which is an imperative part of school based data. The student support team consisting of Leadership, Lead Coach, D.E.C.O, School Psychologist and Principal meet weekly to reflect on progress and analysis of targeted support approach, students with I.L.P’s, students in care, referrals and specialized programs to determine the on-going strategic use of resourcing in the school is being used in the best ways to meet the individual needs of students with additional needs.

In summary, the approach to analysing school based targets and system data during the last four years has enabled the school to have an informed process to identify areas of improvement for the future. This close examination indicates the on-going focus will be the analysis and discussion of data more regularly and specific in PLT’s, targeted use of school resources with the Response to Intervention model and shoulder to shoulder coaching in the classroom with formative walkthroughs to strengthen the expert teaching team.

**In addition, the strategies that have been most successful and will continue to be a focus are:**

- Strengthen the PLT model with a focus on analysis of student learning samples and specific class data
- Strategic teaching and learning committee of teachers that work on specific action as part of the Annual Action Plans, such as; K – 6 writing rubrics, moderation matrices with achievement standards and work samples and development of Curriculum Framework of Inquiry K - 6
- All classes having visible student learning goals in reading, writing and numeracy and reviewed regularly
- Develop ACER assessments across literacy and Mathematics from year 2 – 6 for diagnostics and target setting purposes
- Thorough review and development of the assessment and reporting process including mainstream preschool, primary and disability education school based reports
- Embed formative assessment practices K – 6 with a focus on learning targets as questions and success criteria clearly stated in classrooms with some use of effective capacity matrices for teacher and self-assessment
- Review and implement a systematic delivery of Integrated Inquiry using the Kath Murdoch evidence base and Asset of Life Model
- Strengthen the leadership team focus on an instructional leadership approach
- Refine coaching and mentoring model with pedagogy coach in the classroom shoulder to shoulder and align teacher goal setting with Australian Teacher Professional Standards
- Build capacity of high quality teachers with whole school consistent teaching practices P – 6 through PLT's focus on regular analysis of a range of data
- Strategic preschool to kindergarten transition program from term 1 - 4
- Data plan in place and evidenced based approach to utilizing resources strategically
- Embed a targeted support teaching model with more teachers in classrooms and a strategic use of L.S.A's in class support
- Whole school review of our beliefs and practices in light of the focus on the 'what and how to' curriculum
- Response to Intervention P – 6 approach with a focused student support team including, School Leaders, School Psychologist, Disability Education Coordinator (D.E.C.O) and Lead Coach
- Thorough review of performance development procedures for all staff including admin, L.S.A's and B.S.O

## Priority 2

Strengthen the school culture and values through positive partnerships with all stakeholders

### Targets

- 5% point increase in the proportion of parents who indicate satisfaction related to community partnerships are valued and maintained and the school takes parents' opinions seriously compared to 2016.
- 5% point increase in the proportion of students who indicate an overall satisfaction of a good education at the school compared to the previous year.
- 10% point increase in the proportion of students who indicate satisfaction in related to my school takes students' opinions seriously compared to the previous year.
- 10% point increase in the proportion of parents who indicate satisfaction related to student behaviour being well managed and that their child feels safe at school compared to the previous year.

The priority for the school leadership team was to strengthen relationships across the school in order to build a positive school culture with a focus on improved learning outcomes for students. The development of a strong Professional Learning Community (PLC) has been and is a key driver in bringing about change at Charles Conder. Through the establishment of collaborative teaching teams and strategic working committees we have developed a strong focus on whole school improvement, analysing data and reflecting regularly. Reflections are based on how we can adjust learning for individuals and cohorts of students as well as the overall progress we have made towards our whole school goals.

A key improvement strategy in building our positive school culture has been to embed a focus on SEL (Social and Emotional Learning) from preschool to year 6. From 2015 - 2017 staff attended professional learning sessions for *KidsMatter Component 2 and 3 : Social and emotional learning for students* and mental and health and wellbeing related this to the school's Friendly Five Values of:

- Show support and care for others
- It's ok to be different
- Respect yourself and others
- Cooperate
- Be fair, honest and responsible.

These values are explicitly taught throughout the year and regularly promoted through Friendly Five awards being given to students who are caught following the Friendly Five values. Teachers explicitly teach the skills to become socially and emotionally respectful towards others and the language has become a part of everyday conversations across the school and with families.

In addition, in 2015 and 2016 the school became a part of the TRUST in Schools program from the Australian Child & Adolescent Trauma, Loss & Grief Network (ACATLGN). The program is funded by the Australian Government and supported by The Australian National University (ANU). TRUST (Trauma, Understanding & Sensitive Teaching) in Schools is an Australian adaptation of trauma sensitive programs that have been implemented in the United States of America. Executive staff from Charles Conder met with ANU staff early in 2015 and worked collaboratively with them to map where we were in relationship to the BRACE (Belonging, Routine, Attachment, Capacity, Emotions) framework. We identified areas we were addressing well and areas we needed to strengthen in order to better support students across the school. Professional learning for the whole staff was provided by the team from the ANU throughout terms two and three of 2015. Each element of the BRACE framework was unpacked and staff considered how this framework looked in their classroom, on the playground and in their interactions with students and members of the community.

At Charles Conder SEL is a driver of further improvement in whole school learning, community wellbeing, engaging families and providing a sense of belonging to engage students in lifelong learning so they can thrive.

Some key aspects that have driven improvement in SEL across the school include:

- Strong leadership with an inclusive focus on targeted intervention
- Whole school processes and the development of a clear metalanguage around the school values and new PBL language( Be safe, be respectful, Be a learner)
- Implementing the Kidsmatter Components 1 – 3 during the last four years
- Consistent wellbeing procedures such as collaborative problem solving when students are becoming heightened
- Targeted student support team with a strong response to intervention approach focusing on social and emotional learning, academic progress and student wellbeing including mental health
- Introducing the whole school manifesto: - Know the Child, Grow the Child
- Empowering teachers to build relationships with students and parents and communicate regularly on student progress.
- Development and implementation of the PBL (Positive Behaviour for Learning) Framework with analysis of SET (school wide evaluation tool) and the SAS (Self-assessment survey)
- Providing numerous enrichment programs in and outside the school from agency support such as; Buoyed Up, Nutrilicious, RedCap, Bungee, Kidshope and Girls group

The impact of this change process can be seen by looking at trend data from our school satisfaction surveys over the past four years. These two tables identify key elements from the above data indicating substantial growth in the percentage of parents who agree or strongly agree with the statements from the survey:

### Parent Responses to School Satisfaction Survey 2013 - 2017

Statement	Percentage of parents who agree or strongly agree				
	2013 (30)	2014	2015	2016 (75)	2017 (92)
Community partnerships are valued and maintained	54%	82%	84%	84%	87%
Overall I am satisfied with my child's education at this school	53%	81%	76%	81%	86%
I can talk to my child's teachers about my concerns	81%	98%	98%	99%	95%
Teachers at this school expect my child to do his or her best	77%	94%	94%	96%	94%
Teachers provide my child with useful feedback about his or her school work	53%	86%	96%	85%	94%
Student behaviour is well managed at this school	36%	61%	65%	70%	68%
This school looks for ways to improve	64%	89%	94%	87%	90%
This school takes parents' opinions seriously	46%	79%	79%	85%	84%
This school works with me to support my child's learning.	55%	81%	90%	85%	88%

### Student Responses to School Satisfaction Survey 2013 – 2017

Statement	Percentage of parents who agree or strongly agree				
	2013	2014	2015	2016	2017
The school celebrates the achievements of students	63%	62%	75%	81%	56%
Overall I am satisfied I am getting a good education at this school	64%	67%	81%	85%	56%

Overall I am satisfied this school has high expectations in all that it does	58%	70%	86%	88%	67%
I feel safe at my school	45%	60%	52%	70%	64%
My school looks for ways to improve	66%	72%	89%	88%	71%
This school takes students' opinions seriously	57%	59%	68%	82%	45%
My teachers motivate me to learn.	72%	80%	90%	86%	68%

The trend data from student school satisfaction surveys between 2013 - 2017 shows growth in many areas such as **motivation to learn** and **the school has high expectations**. It also highlights why Charles Conder has a strong focus on SEL. As only 45% of year 5/6 students in 2013 agreed that **they feel safe at school** it was vital that we assist them in developing the skills to resolve conflict situations peacefully. The development of a SEL scope of learning (preschool - year 6) has been an important whole school initiative and is contributing to further developing a common language across the school.

In summary, the vision of 'know the child grow the child' has provided the strategic plan with a holistic approach to ensure we educate the whole child. The focus on building high quality education with high quality teachers remains the focus and has improved learning outcomes across the life of the plan. The parents who indicated their satisfaction relation to their child's learning needs were being met resulted at 84%. There has been some significant decrease in satisfaction in a few areas of the student satisfaction whereby the teaching staff have develop some key inquiry processes to clarify the student voices and determine key actions for semester 2 2017 and beyond.

**The local analysis of this information indicates the most notable strategies for success for Priority 2 include;**

- Analyse and utilize the student well-being data to inform Social and Emotional learning
- Implementing the PBL (Positive Behaviour for Learning) Framework improving whole school practices for student safety, well-being and student relationship procedures
- Strategies for connectedness to school, student safety and connectedness to peers
- Strategic teacher committees focused on student engagement and community engagement
- Embed the social and emotional daily check ins, mindfulness and circle time activities daily as part of the BRACE Framework and development of the Conder Reading Cafe
- Response to Intervention P – 6 approach with a focused student support team including, School Leaders, School Psychologist, Disability Education Coordinator (D.E.C.O) and Lead Coach

- Sustain a collective agency and Directorate approach in supporting vulnerable students and families; including accessing community partnership groups such as; Salvation Army, YWCA, Kids Hope and Premier Youth care
- Review and developed improved communication strategies amongst all staff, including the use of G.A.F.E (Google Apps for Education), staff shout outs, and restricting admin meeting times
- Implement key trauma sensitive school strategies and NeuED Principles into the curriculum including an investment in indoor sensory areas (Chill zone) and outdoor sensory spaces
- Strategic preschool to kindergarten transition program from term 1 - 4
- Embed the See Saw App as a key measure to strengthen school to home communication increasing parental engagement and involvement, along with Home Led learning initiatives
- Strengthen the culture of mutual trust among, students, parents and staff as partners in learning; including parent and staff working committees, thorough formal learning together process, purposeful parent and student workshops and evening activities and a range of on-going community events
- Visible learning to be purposeful and co constructed with relevant use of student thinking and learning
- A focus on outdoor learning environments such as; K – 2 outdoor play area, tiered learning area, productive gardens area and the sensory garden area
- Engaged parent groups that work as part of the P&C, parent volunteers, school banking and uniform shop
- A strategic focus on teacher wellbeing and workload management with deliberate teacher professional learning from central office and key strategies for teachers to incorporate into their toolkits such as; school membership with Happy School (regular articles on teacher well-being), weekly yoga classes, weekly personalized training sessions and massages.

The School Leadership Team and staff share the belief that Charles Conder Primary School students can improve and with intentional high quality teaching practice and a culture of high expectations for improvement, accountability and best practice they are capable of performing even better through systematic curriculum delivery and intellectual rigour every day. This will be a focus throughout the 2018 – 2022 Strategic Plan as we embed whole school pedagogical practices, refine inquiry curriculum delivery and focus on wellbeing as well as academic success.