2018 Annual Action Plan Report

Context:

Charles Weston School – Coombs is the first school built in the Molonglo Valley. It has been designed to allow for contemporary teaching practices with flexible and inclusive teaching spaces. It has also been designed to accommodate community user groups and provide a point of contact both socially and structurally for the growing Molonglo Valley community. There is a large range of cultural and socio-economic backgrounds as well as school experiences amongst our community members. There has been a 10% increase in student numbers over the course of 2018.

Key components of our action plan include: connecting with the community, developing a robust and engaging curriculum and pedagogical framework centred around inquiry learning, and developing systems to allow for continual improvement as a focus on all that we do at Charles Weston School.

Methodology:

Continuous review of practices, processes and key strategies have occurred throughout the year through surveys, staff meetings and school improvement team meetings, as well as staff professional pathway goals. Progress reports have been made to the board and school community via principal reports and leadership items in the school newsletter. School improvement teams have provided updates on their working progress throughout the year. At the end of semester one their work to date was presented and recorded at a staff meeting (minutes).

Three leadership planning sessions were held (Semester 1 and Semester 2 and for 2019). Staff have reflected on school progress using the National School Improvement Tool. https://goo.gl/th6Ycn . Data discussions have occurred throughout the year with all teaching staff and a range of administrative staff members. These focussed discussions have led to decisions and review of teaching practice and school systems.

Data has been compiled from the school satisfaction survey, NAPLAN, PIPs, PAT assessments, Sentral, PBL tracking, in school assessment (PM online, SENA, CogAT, writing samples, MiniLit, EAL/D progress etc) as well as a range of systems and processes.

In 2018 we also undertook our first NQS preschool assessment and rating review, the report has helped to inform our practice in the Early Childhood area.

Evaluation of Performance:

Detailed in the following tables.

Priority	Develop and sustain a collaborative teaching and learning culture with high expectations of success for all students

Targets

- Achieve the ACT education directorate NAPLAN mean score in reading and numeracy.
- Percentage of students demonstrating at or above expected growth (years 3-5) in reading and numeracy.
- Increase the percentage of students making expected or greater than expected growth in PIPs reading from 40% in 2016 to 65% in 2019.
- 75% of students ILP (Individual learning plans) learning goals achieved (which indicates a balance between aspiration and practicality in ILPs)
- 85% of parents agree/strongly agree that they are *satisfied with their child's education at this school* from the 2016 baseline of 84%.
- 90% of teachers agree/strongly agree that *Teachers at this school use results from system testing and system processes to inform planning* from the 2016 baseline of 88%.

Progression against School Plan targets:

At CWSC we achieved above the NAPLAN mean scores in year 3 for reading and numeracy and also year 5 reading, however we fell below in year 5 numeracy.

In 2018 at CWSC we had 67% of our year 5 students achieve above expected growth in numeracy and 80% in reading.

Our PIPs results showed an increase from 40% attaining expected growth or above in reading in 2016 to 68% in 2018.

At the end of 2018 our ILP reports showed that 76% of student learning goals were achieved.

Our parent satisfaction data in 2018 showed that 91% agree/strongly agree they are *satisfied with their child's education*, which is 6% up on our 2016 baseline data.

Our teacher satisfaction data in 2018 showed that 76% agree/strongly agree that *Teachers use results from system testing and processes to inform planning*, which is down on our 2016 baseline data.

Key improvement strategy		
Develop our school based inquiry curriculum		
Budget Set	Inquiry Curriculum $2,500	Inquiry spent $2,199
Specific Actions	**Outcome of strategy**	**Success indicators**
Continue supporting an inquiry approach through collaborative planning sessions	An inquiry approach is apparent in all classrooms. All teachers are capably planning and implementing inquiry based learning experiences.	Weekly collaborative team planning is timetabled (90mins) and supported by leadership team with a focus on inquiry pedagogy through units of inquiry and also within English and Maths. Teams use Rubicon Atlas to document their inquiry approach.

	Students are engaged and accessing the curriculum at their own level, demonstrating new understandings through taking action.	Students are provided with a cohort wide inquiry approach to their learning which enable them to tap into prior knowledge, existing skills, develop new understanding through authentic, relevant and meaningful experiences. All students can participate and engage in the learning at their own level. Concept and skill based curriculum development rather than content knowledge. Specialist links to inquiry through content where authentic links exist and through concepts and skills where there are not content links. Increased student agency to be built through consultation at all stages of planning and delivery. Annual POI reviews involve students and parents.
Develop a whole year programme (B year) of inquiry using Rubicon Atlas	A finalised POI for year A and year B have been developed and are accessible to all staff via the CWSC portal and Rubicon Atlas.	School has a whole year programme of inquiry for A year and B year which the inquiry team have led the development of in consultation with the whole staff. Each year level is using Rubicon Atlas to plan, document and reflect on their units of inquiry. The B year POI provides all staff with a scope and sequence of inquiry learning across our P-6 cohorts, taking into consideration the Australian Curriculum achievement standards, concepts and skills. There should be no repetition of inquiry units for students from 2017. The skills and concepts learnt should build on those taught in 2017.
Align English and mathematics content to within and outside inquiry units.	All units of inquiry P-6 are documented in Rubicon Atlas with Maths and English content planned for using either the 'within UOI' or 'outside of UOI' template boxes, demonstrating how best to support student understanding and acquiring of skills. Students are engaged in more meaningful learning experiences where both English and Maths skills have a clear purpose, audience and intent.	Each teaching team developed 5-6 units of inquiry throughout the year. The English and Maths content to be covered was planned and documented in Rubicon Atlas according to whether it supported the current unit of inquiry (within) or needs to stand alone (outside). The template in Rubicon Atlas supports the development of English and Maths planning for both opportunities.

Key improvement strategy		
Embed effective pedagogical practices.		
Budget Set	English Curriculum $5000 Maths Curriculum $500	English spent $11,034 ● $300 Daily 5 ● $300 Cafe Books ● MiniLit resources ● Guided reading sets ● The Writing Book resource ● goal/feedback stamps Maths spent $848 ● Inquiry maths books ● Hand on materials for inquiry learning ● Resources for maths home learning kits
Specific Actions	**Outcome of strategy**	**Success indicators**
Implement a balanced literacy program using elements of Daily Five and school agreed CAFE strategies from P-6.	Teachers and students are all familiar with using CAFE language and can articulate relevant reading goals linked to their stage of development. Students are engaged in daily opportunities to read and write for a purpose via Daily 5 or similar approach. Staff and students have access to quality texts that are authentic and accessible within and outside of the classroom. Classrooms provide a print rich environment with relevant and accessible resources.	The English team (consisting of staff across K-6 as well as specialists) all attended the Christine Topher 10 Essential Literacy Practices recommended by the directorate. This PL guided their decision making in terms of clarifying and refining best practice at CWSC. The team ran a whole of staff PL based on what they learnt. Audits of practice were conducted across P-6. The team collated, reviewed and purchased family and guided (levelled) readers, with a focus on more books for beginner readers to ensure that accessible and authentic opportunities to engage in reading were available within and outside of the classroom. Systems and processes were established for staff and students to access these resources and clearly communicated. Teams used the 2017 established CAFE scope and sequence to guide their planning for when to introduce, teach or consolidate the various reading strategies.

	Mainstream students are achieving reading benchmarks and writing standards. EAL/D students are making progress relevant to their stage of development. Students with additional needs in literacy are making evident gains which is documented through TIPs, MiniLit or other RTI data, or ABLES. All students have individual literacy goals (mostly reading and/or writing) at a minimum created in consultation with students and families once a semester.	Goal stamps purchased for each classroom teacher supporting direct feedback to students about their goals and progress. Handwriting guidelines book created for K-2 teacher and.extended to 3/4 to include cursive. Developed to ensure consistent practices as students moved up through the grades to minimise issues with the functional attributes of writing. In August the team undertook Literacy practice observations to do an audit of the classroom environment. Across P-6 results showed: CAFE reading strategies were observable in 56% of classrooms Daily 5 elements were evident in 50% 75% of classrooms were considered print rich 69% had student literacy work visible 63% of classrooms had student literacy goals visible 63% of classrooms had collaboratively made anchor charts visible 88% had access to quality literature and good fit books in the classroom 81% had an established class library/reading area Writing stations and resources were present in 75% of classrooms 56% of classrooms had rich print and vocabulary visible
Implement whole school writing practices aligning first steps and supported by the Writing Book.	All teachers providing students daily opportunities to write for a purpose and audience. Students have opportunities to share their writing within the class, at assemblies and with families via Seesaw. Students achieving their writing goals. Teacher competency and confidence in teaching writing increased as evidenced through our graphing exercise.	Whole of staff attended Writing Book PL at beginning of term 1. A writing data wall based on First Steps was set up and used by teachers in semester one with writing samples and annotations provided as supports. An author's chair was purchased and successfully implemented as part of our fortnightly assemblies to celebrate and share student writing. A competence/confidence interval graph was provided to staff at the beginning of the year and again in term 3 to ascertain staff efficacy in regards to teaching writing. An evident shift in confidence and competence was noted.

	Bump it up walls being used in classrooms to support students to develop their writing further.	Bump it up walls were observed in numerous classrooms across the school and actively being used by students. This is an area to continue working on in 2019 to ensure common practice school wide. In semester two the literacy team developed a new writing assessment document and annotated work samples using the ACARA literacy progressions as the guide. This enabled teachers to align writing feedback and assessment to the AC achievement standard. It was developed with the First Steps continuum framework in mind to ensure staff still had access to 'where to next' to support student writing progress and development of writing goals. PL was provided to staff at whole staff meetings on how to use the writing assessment tool. Staff were involved in the moderation of work samples. Each teaching team provided student writing samples with annotations to assist the development of the writing guidelines and assessment booklet. The literacy team compiled all of the work ready for distribution at the beginning of 2019. The literacy team supported all staff with how to write purposeful and supportive feedback regarding student writing in end of year reports using the new literacy progressions writing document as a guide. Our workload reduction funding was put towards inbuilt relief whereby staff in SITs were provided release on a rotating basis (weekly/fortnightly) to work on progressing these actions.

Continue to strengthen the use of CMIT in K-2 classes	All K-2 teachers are confidently using CMIT to support student learning in maths and sufficient resources are available to support this. Relevant staff have been able to access CMIT PL or in house coaching to further their expertise. Develop home learning kits with parents to support maths learning continuation outside of school.	CMIT resources are being used in the junior end of the school which is evidenced in planning on ATLAS. Look to extend this with grades 1 and 2 in 2019. The maths SIT along with the Community Coordinator held a working bee with parents to develop home learning kits. Kits were made up to match SENA levels and ensure home learning is targeted at student point of need. The kits will be accessible as of beginning 2019.
Continue to implement the use of MYMC across the senior school	Audit and gauge staff knowledge and understanding in MYMC as well as the MYMC resources within CWSC to determine point of need.	MYMC program being used in grades 3 - 6 as evidenced in planning on ATLAS. All years 3-6 used the MYMC assessments and resources to support student learning. Students across 3-6 undertook MYMC assessments in terms 1 and 3. This data was used to formulate a Response To Intervention approach in number. This led to establishment of flexible maths grouping in number across both the Year 3/4 and 5/6 cohorts. These sessions focused on developing fluency and mental computation skills and were conducted separately to other mathematical substrands, which were taught within the regular roll groupings. As an outcome, there was noticeable growth in most student's MYMC data from the 3rd assessment conducted in early Term 4.
Whole school professional learning focussed on Maths by Inquiry	Members of maths team attend PL with Peter Sullivan. Maths team share learning with whole staff via PL presentations Inquiry maths will become evident in collaborative planning documents.	In Term One 2018, three staff members attended an inquiry based maths professional learning facilitated by Peter Sullivan. This knowledge was presented to CWSC staff in Term two. Staff were encouraged to employ and trial these resources within their mathematics teaching. The Mathematics School Improvement Team conducted whole school walk through observations in Term Three, sighting evidence of maths by inquiry practices being implemented.

| | Undertake an inquiry maths audit.

Develop a bank of Maths by inquiry resources. | Four staff members attended the Anita Chin Professional Learning workshop Effective differentiating Primary Mathematics. Along with the Maths SIT Team leader, staff from Years 3/4, Years 1/2 and Kindergarten were represented. These staff reported this learning back to staff as part of a school based professional learning workshop. Participants were provided with a range of resources to use in their classrooms. Further Maths SIT team whole school observations indicated that these strategies were being employed in classrooms.

The Maths SIT has created a list of online resources that are available to all staff. Additionally, teacher resources books to support ideas for inquiry Maths teaching have been purchased and placed in the planning room. These have been advertised to teaching staff on a regular basis.
All teaching staff have participated in the Resolve Maths by Inquiry Professional learning series. Staff have been encouraged to trial and create inquiry maths resources, and store these on the school's staff portal.

As above, teaching staff from the Mathematics SIT team conducted walk through observations in terms 3 and 4. These were to sight examples of maths by inquiry teaching practice being employed within the school. The observations checklist was based on a resource provided to participating school in the PANLS program in 2017. These audits indicated evidence of increasing use of maths by inquiry practices/ resources.

A central location for maths by inquiry resources was created on the staff portal, under curriculum. Teachers were encouraged to place resources in this location. Designing and creating Maths by inquiry resources became an expected school practice in term 4, 2018 with teams required to plan using this approach in ATLAS. |
| Re-evaluate our current maths assessments and investigate ways to | Develop a SENA Tracker

Develop whole school mathematical rich tasks aligned to inquiry pedagogy. | A whole school SENA tracker was created to store this information centrally. Teaching staff can access this via our school portal.
In Term 1, in house professional learning was provided on how to use the tracker to ensure that data was recorded consistently. The expectation as |

| track student progress for inquiry maths | | per our assessment schedule is that staff conduct the assessment in term 1 and then again as required to show student progress and ensure planning to meet student/cohort needs.

In Term 3, a mathematical rich task was designed and trialled to ascertain student knowledge in place value. This type of assessment reflects the schools overarching inquiry teaching approach. Two separate tasks, junior and senior were created with the intent to map students against the national numeracy progressions in place value. This task was outlined to staff in collaborative sessions, trialled and reviewed to refine future use. An outcome of this task was the establishment of a Mathematics data wall, plotting every student from years K-6.

Our workload reduction funding was put towards inbuilt relief whereby staff in SITs were provided release on a rotating basis (weekly/fortnightly) to work on progressing these actions. |
|---|---|---|
| Undertake professional learning on inquiry pedagogy | Send out 'Google Form' to ask questions around inquiry PD. For example
- Do you feel comfortable teaching inquiry? Are you confident?
- What is your understanding of the concepts and skills?
- Would you gain something from observing a lesson? What would you like to focus on in the observation?
- What sort of PD would you like example online blogs, expert, videos

Deliver point of need PL to whole staff, teaching teams, individuals to increase self-efficacy in using an inquiry approach. | The inquiry team presented 3 x PL sessions to staff in 2018.
In term 3 the team created videos of lessons across the school to show how an inquiry approach can be used in different curriculum areas. These were uploaded to the school website. Teachers trialled their own inquiry lessons following the PL and reported back their reflections at a follow up staff meeting. The inquiry team were used as 'experts' who could provide coaching, shoulder to shoulder teaching opportunities and assist with planning inquiry lessons.

3 staff meetings were spent examining summative tasks, their potential for differentiation and their curriculum links mapped against the Years K-6 Scope and Sequence of Achievement Standards.

 5 staff meetings, including one shared at Miles Franklin School were dedicated to exploring the IB potentials. Our whole staff indicated through |

	Provide time for coaching, observations and shoulder to shoulder teaching of inquiry.	these consultation sessions that they felt pursuing the IB PYP program would be an effective next step for our school. A padlet feedback board evidences staff buy in and interest in pursuing IB for our school. Key staff attended PYP school exhibitions at 4 local IB network schools and brought back findings which were shared with all staff. An IB Seesaw class was started as was a shared google folder with Miles Franklin School. Time was scheduled in our weekly release timetable for SITs to work on actions. Much of this time in semester two was given to teachers observing each other's practice or filming inquiry lessons to reflect on and share with colleagues. Our workload reduction funding was put towards inbuilt relief whereby staff in SITs were provided release on a rotating basis (weekly/fortnightly) to work on progressing these actions.
Create a scholarship program to support teachers who are undertaking advanced certification or wanting to pursue further study or passion areas.	School Board approved Professional Development $10,000 (includes scholarship program)	No ledger line was created in 2018 budget. $5000 has been put into draft 2019 budget for board approval. Minutes of 2017 Sept Board Meeting show discussion was had to support this however no ledger line was found. No staff requested support to undertake further study or certification in 2018. A number of staff have indicated interest in passion areas connected to education or undertaking a masters or working towards certification in 2019.

Key improvement strategy		
Develop a culture of analysis and discussion of data to inform teaching and learning.		
Budget Set	Nil Set	

Specific Actions	Outcome of strategy	Success indicators
Continue to develop school wide timetable for teaching teams to use disciplined data discussion to analyse cohort data as part of collaborative planning.	Continue disciplined data discussions twice a term in collaborative planning, focussing on Maths and reading. Create a timetable with particular data sets for each term. Collaborative planning sessions twice a term to have a focus on student data, one maths, one reading. Teachers are regularly using data to inform practice. A collaborative planning template is developed that includes data discussion prompt questions to facilitate analysis of data and forward planning.	After staff consultation it was determined that data analysis should not be timetabled but used regularly as needed with planning, e.g referring to reading data wall in collaborative planning room when looking at reading strategies and similarly the writing data to inform grouping students or targeting specific areas to teach. Data wall - in term 4 the math SIT developed place value rich tasks K-6 and plotted students on the maths data wall. Staff discussed results and used information for future learning in collaborative planning. Will review and extend to other maths strands in 2019. Data discussion were held in staff meetings a minimum of once a term as evidenced in our 2018 communication roster. Data analysis was undertaken for maths, reading, PBL, Kidsmatter, ATLAS, Sentral negative incidents, achievement data set to determine focus students. Collaborative planning document created for teams to use as a guide using PLC questions to help data inform our planning.
Continue to participate in the implementation of the School Administration System	Transition from the CWSC behaviour tracker to using Sentral negative incident tracking. All attendance marking to be done on Sentral, as well as setting up absence heat mapping alerts to notify leadership of attendance concerns. Activities lists used to record all excursion information. Student plans to be uploaded to their profiles via the shell.	All negative incidents are recorded in Sentral and the CWSC behaviour tracker is defunct. All absences were recorded in Sentral and notifications of attendance concerns addressed by leadership through notification alerts. Student plans are uploaded to their profiles for all staff access. We have opted to be a semester 1 trial school for reporting on Sentral in 2019. All staff capably using Sentral for administrative purposes. Sentral home page set up with links to key documents such as timetables, planning documents, Seesaw, room bookings etc. All staff notices and changes to daily routines accessed by staff. All calendar items on Sentral calendar.

	Transition from CWSC staff portal for notices, calendar and accessing key communication documents to Sentral home page.	
Undertake professional learning with a focus on data analysis skills.	Regular data conversations held in both staff and school improvement team meetings to determine our areas of focus. Use of discipline data dialogue tool to guide conversations and forward planning.	Staff familiar with and comfortable using the DDD tool to analyse trends and determine needs. SIT analyse data as part of their regular meetings. PBL team is leading the way with this and other SIT are modelling their practice on what has been demonstrated by PBL team. The literacy and maths SIT used the survey/walk through and analysis of what is observed model used for Classroom Systems in PBL.
Continue to analyse assessment data to determine the success of Daily 5 and the implementation of CAFE strategies.	Look at trends on PM online reading assessment data in relation to levels of comprehension. Look at PAT reading comprehension trend data.	At the end of term 4 each cohort in collaborative planning mapped the CAFE strategies they had covered throughout the year. Discussions were had about whether the scope and sequence created in 2017 was useful and accurate in terms of timing of teaching the strategies. It was agreed that we should continue using it as is again in 2019 and revisit its effectiveness with change of cohort structures (e.g year 1/2 becoming year and and year 2 separately). Daily 5 was used predominantly in the K-4 grades in 2018. Following the Christine Topher 10 Essential Literacy Practices PL, attended by the English SIT and delivered to whole staff, discussions commenced about whether Daily 5 was our 'expected practice' or whether we should be more flexible in approaches as long as the 10 essentials were being covered. This will need to be examined further as a staff in 2019. We need to look at what the data is showing and ensure we are making evidence based decisions in 2019 and not just following hunches.

		Beyond teachers looking at our PM reading data and PAT comprehension data to inform their planning an analysis of the data against our teaching approach did not occur.

Key improvement strategy		
Differentiate teaching and learning to meet the needs of all students.		
Budget Set	Nil Set	How much spent in this area? $1500 MinLit kit $450 MiniLit books $1500 MacLit kit $60 MiniLit resources
Specific Actions	**Outcome of strategy**	**Success indicators**
Continue to use data wall for planning with Response To Intervention (RTI) support.	RTI team using reading data wall to inform intervention and extension support. Groups formulated based on evident need in particular cohorts or connected to particular reading strategies. RTI team providing in class coaching support, small group tutorials and 1:1 withdrawal support depending on EAL/D literacy progression data in writing.	The RTI team, led by Kadiya & Sam (MiniLit and EAL/D) responded to student need as indicated by teams and the reading data provided each term. Year 1/2 were the focus cohort with the greatest proportion of students under benchmark and the high EAL/D needs. A small group of year 3/4 students still not meeting benchmark were also targeted using MacLit. In term 4 the focus shifted to Kindergarten students who were not making sufficient progress with letters and sounds or reading. Our MultiLit intervention data summary indicates that 23 Kindergarten students were provided tier 2 support for reading in term 4 with 3 reaching benchmark. In our year 1/2 cohort 33 students received support for reading throughout the year with 17 of these students exiting the program due to reaching appropriate benchmarks. 8 students in year 3/4 were provided a combination of MiniLit and MacqLit as well as EAL/D support with two reaching benchmark. 4 students in year 5/6 participated in a tier 2 MacqLit intervention group in term 4.

		Our EAL/D data was summarised to show progress of students based on interventions provided from 2016 to 2018. At the end of 2018 we had decreased the number of students in the beginning phase below any other previous year and greatly increased the amount of students in the consolidating phase.
Continue to use and record the three prompts (core, enabling and extending) and record on ATLAS - Lit and Maths planning with key words from K-6	Teachers confident to talk about and plan outcomes for students at all levels differentiating for both content and skills.	ATLAS shows documented records for content outcomes at each level, core, enabling and extending for each inquiry. ATLAS shows documented records for the three levels in the five broad categories of skills (thinking, collaboration, communication, research, self management) - this will need to adapt as we move into the PYP skills. Mathematics and literacy big picture planning is documented on ATLAS for "within unit of inquiry" and "outside unit of inquiry".
Continue to Identify tier 2 and 3 students through RTI team who meet on a fortnightly basis. One RTI planning session a term to plan and get together as a team. Include preschool students.	Regular meetings discussing issues and progress. Case conference process continued and students of tier 2 and 3 identified and referred to school psychologist as necessary. Termly big picture planning including timelines for RTI reporting (Tips). Results discussed and analysed at RTI and leadership meetings to ascertain viability of continuance of program.	Initial RTI team (Nicole, Anne, Penny, Holly E and Sam). Team assessed all new students for reading while we awaited Minilit training and the kit. Minilit program began week 8 term 1 in years 1 and 2. Term 3 Kadiya Bilston employed to oversee minilit. Program extended in term 3 to years 1-4 Term 4 program extended to identified kinder and 5/6 students. PL for whole staff of minilit program. Parent information session held each term. Minilit teachers met with families just prior to three goal review and setting interviews.

		Continuing to look at ways to improve and refine collaborations with classroom teachers about the program. See saw minilit class established and regularly updated - to ensure parents can work with the progam.
Implement Minilit as a tool for supporting literacy development of Tier 2 students who have not made progress with regular RTI practices.	RTI teachers engaged in MiniLit PL to determine the suitability of the program for our setting and student need. Purchase of appropriate resources to support literacy intervention. Recruitment of staff with specialisation in providing RTI literacy support.	Nicole attended MiniLit PL and RTI team determined this would be the best approach for our current student needs. RTI team purchased MiniLit resources. Recruitment of Holly Edney with previous MiniLit experience to run the program and upskill other staff. Recruitment of Kadiya with skillset of establishing MacqLit programs school wide as a Tier 2 intervention for literacy. Throughout 2018 68 students engaged in program in across K-6. Of these students 17 of our 33 year 1/2 students 'graduated' due to meeting benchmark. 12 students in years 3-6 started on the MacqLit program in semester two. Kindergarten commenced in term 4. Throughout the course of the year we had 5 staff/volunteers supporting the delivery of the program. Established the 'GROW' room as a RTI space for those students requiring intensive small group work. Parent workshops held to inform families of students involved in the program. Slideshows from the parent information session were also uploaded to Seesaw for easy parent reference. Targeted intervention plans created with specific literacy goals, and follow up reports forwarded to families via Seesaw.
Continue the sharing of effective EAL/D	All teachers continue to view themselves as teachers of EAL/D.	Our EAL/D data was summarised to show progress of students based on interventions provided from 2016 to 2018. At the end of 2018 we had

| practice | Teachers use strategies shared by EAL/D specialists to ensure all learners can access and participate in learning activities regardless of their English proficiency.

Consideration is made in developing units of inquiry and maths lessons to front loading students with appropriate vocabulary required for effective participation and comprehension.

EAL/D specialists works predominantly in a coaching/co-teaching role due to our large number of EAL/D students to upskill staff.
Some small group and 1:1 withdrawal sessions timetabled for our beginning students. | decreased the number of students in the beginning phase below any other previous year and greatly increased the amount of students in the consolidating phase.

Semester one - coaching with 4 Kindy teachers. Goals linked to AC looking at writing for 3 classes and oral language with 1 class. First term planned together, Sam modelled lessons then progressed to team teaching. Then in term 3 moved to small group as tier 2, evolved flexibly, teachers now had capacity to continue. Focused on nursery rhymes and drama, also letter and sound strategies for blending/initial writing skills. Experimental writing work - building safe environment to have a go. This showed great progression from drawing pictures to attempting writing.
Used national literacy progression to see how students progressed. Every student in Kindy made progress in writing.
Working on writing and supporting EAL/D learners
Developing new moderation assessment practices at CWSC.
1:1 support - 10 students
Letter/sounds revision group in Kindy, writing focus with 1/2 in T3-4, Term 4 ¾ writing focus in small group, Term 1-3 small group 5/6 inquiry focus to support summative tasks. |
| RTI support for tier 2 and 3 students | Tier 2 intervention provided via:
● EAL/D in class shoulder to shoulder teaching/coaching or small group support based on census & literacy progression data
● literacy intervention provided for reading via the MultiLit program based on PM reading benchmark data
● small group SEL program run by Community Coordinator to explicitly teach pro social | How many students in each cohort accessing tier 2 (MiniLit, EALD support or Peer Support groups)?
How many students on Shannon's load or NSET caseload (Tier 3)?

xx students classified as ISP funded and were supported by the Inclusion Support Teacher in 2018.

Inclusion support teacher co-taught in xx classrooms throughout 2018. |

	behaviour and practice replacement behaviour based on PBL data ● TIPs created for students receiving Tier 2 support Tier 3 support provided via Inclusion Support Teacher working shoulder to shoulder with classroom teachers, supporting planning of differentiated learning opportunities and using the adjustment matrix or some targeted small group and 1:1 explicit teaching of skills linked to ILP goals. Coaching of LSA staff to support students with working towards ILP goals. ILPs developed for all tier 3 students. Tier 3 students identified due to Social Emotional needs to be supported via NSET involvement and development of appropriate plans.	2 students enrolled across dual campuses. Days at CWSC were focused on social/emotional learning. ILPs developed in conjunction with partner specialist school setting. 6 students placed on ILPs due to being in care, Gifted & Talented or at parent request. 5 NSET caseloads occured in 2018. Of these 2 were exited. Four cases were for speech, two of which will continue into 2019, 2 speech cases were exited. 1 case had plans created to support SEL learning development.
Create Targeted Intervention Plans (TIP) for tier 2 students and Individual Learning Plans (ILP) for tier 3 students.	All students receiving Tier 2 academic intervention have a targeted intervention plan developed and shared with families. All tier 3 students have an ILP developed in consultation with families, the teacher and support workers (directorate and external). Reporting processes established to inform families of progress against TIP and ILP goals.	68 TIPs created for students accessing MacqLIT. All were uploaded to Seesaw for parent information. As students completed their intervention a TIP report was written and uploaded to inform parents of progress and achievement. In 2019 look to extend Tier 2 intervention TIPs to include social emotional and not just academic interventions. 23 ILPs were developed in 2018. Of these 17 received ILP reports at the end of the year. All ILPs were written with family and paraprofessional input. ILP

Use ABLES to support ILPs and curriculum development for tier 3 students	ABLES accessed by Inclusions Support Teacher to assess and track student progress for those who sit outside of the Foundation - Yr 10 ACARA curriculum standards in any learning area.	reviews were conducted mid year, all being updated at least once a semester, many once a term. For some students (particularly 5/6) the ILP goals aligned to the goals students set in their 3 way conferences.
		Two students were assessed using ABLES. Both made significant progress against their iLP goals and this was evidenced in ABLES data in semester 1..
		Unfortunately with our inclusion support teacher leaving the school during term 4 we did not get a final report on how effective ABLES was for reporting tier 3 student progress over the whole year. This is an area to revisit and explore further in 2019.

Priority	Create and foster a positive and welcoming school culture
Targets	

Targets

- All components of Kidsmatter have been completed and visibly actioned in all classes evidenced by staff survey and learning walks.
- 96% of students agree/strongly agree that *my school gives me opportunities to do interesting things* from the 2016 baseline of 96%.
- 95% of students agree/strongly agree that *I feel safe at my school.*from the 2016 baseline of 91%.
- 85% of parents agree/strongly agree that *community partnerships are valued and maintained* from the 2016 baseline of 80%.
- 90% of parents agree/strongly agree that *This school takes parents' opinions seriously* from the 2016 baseline of 85%.

Progression against School plan targets:

In 2018 the KidsMatter team delivered components 2 and 3 to the whole staff during staff meetings.

We did not meet our targets in regards to students satisfaction against the two statements prioritised. Student agreement that *'my school gives me opportunities to do interesting things'* fell to 91% in the 2018 student satisfaction survey. Similarly student agreement that *'I feel safe at my school'* dropped to 77%.

In the parent satisfaction survey data in 2018 agreement that *'community partnerships are valued'* rose to 88%, surpassing both our baseline and target.

Similarly we had an increase on our baseline data for the statement *'this school takes parents' opinions seriously'* from 85 to 86%.

Key improvement strategy		
Implement Positive Behaviours for Learning (PBL).		
Budget Set	PBL $500	PBL budget spent = $2,277 $1443 Badgemaker $290 Certificate paper $347 Signs $197 Spot prizes/Rewards
Specific Actions	**Outcome of strategy**	**Success indicators**
Induct new staff into CWSC PBL practices	All new staff to CWSC in 2018 are familiar with our PBL practices, have colleagues they can go to for mentoring and are supported to implement PBL with fidelity.	New staff were placed in teams with existing staff who could mentor them on our PBL practice, the PBL team delivered PL at the beginning of the year as a refresher and to support continuity of practice.
Conduct professional learning on PBL Classroom Systems	CWSC staff will become familiar with PBL Essential Classroom Practices. They will begin to implement concepts and key features covered in the Professional learning.	6 staff meetings were dedicated to PBL classroom systems training for teachers. ECP sessions 1 - 7 were delivered to staff. Refresher PL was conducted by PBL team after data showed gaps in 80% uptake.

Implement PBL classroom systems	Staff will implement key concepts and key features covered in the ECP 1 - 7 Professional Learning with an uptake of 80% from staff.
	
	Data about implementation success to be gathered and analysed by the PBL team via learning walks and observational surveys.
		5 Audits were completed which included walk throughs and observation data which was collected via Google Forms Observation data
		
		Data on ECP 1 - relationships was extremely positive with 85+% success in all components.
		ECP 2 - Classroom environments revealed two areas for further attention:
		    1. student work displays
		    2. visual lesson schedules
		ECP 3 - Classroom expectations was extremely well implemented with only one area to refine, which was students being able to articulate the class expectations when asked.

		slideshow of observation data This information was shared back with staff at a meeting in term 4. Our workload reduction funding was put towards inbuilt relief whereby staff in SITs were provided release on a weekly basis to work on progressing these actions. Jennie as our internal coach had regular sessions with Leeona (external coach) in a mentoring capacity. Whilst time was allocated for the PBL team to observe practice and analyse the data, there was insufficient time to complete assessment of all 7 ECP areas in the semester. Further time to observe and evaluate implementation is required throughout 2019. SET results The school achievied a score of 97.3% which was a 1.4% improvement from last year's result of 95.9%. SAS results- SAS results data BOQ results - Overall percentage of 94% Development of rules, data entry 100% accuracy Areas for development - lesson plans for teaching expectations 89%, complete staff commitment 83%
Align social skills program (Friendly Schools Plus) to PBL scope & sequence	CWSC to develop alignment of preferred SEL program 'Friendly Schools Plus' to our PBL expectations.	Numerous conversations between the KidsMatter and PBL SITs were held as well as consultation with the staff about how best this could occur. No structured plan was created.

		Consultation with staff led to a decision that PBL is our universal approach to teaching SEL and Friendly Schools Plus is our selected program that supports explicit teaching of SEL to groups/cohorts as required in response to PBL data revealing certain areas of need. This will need to be revisited and documented in future.
Follow actions on PBL action plan	The PBL team will continue supporting and implementing PBL practices and expectations throughout the school. Monthly meetings will take place, led by our internal coach and where possible supported by ESO external coaches.	PBL Action plan was developed throughout the year. Key implementation strategies were achieved. Expectations created for new spaces and added to both the matrix and visual signage. Classroom expectations set up in each learning space Scope and Sequence developed. Communication procedures developed and fortnightly focus added to the newsletter and assembly . Spot prizes used to acknowledge positive behaviours. New milestones created. Steps to refocus procedure developed and shared with staff. Sentral used to document negative behaviours. Collection of assets created to ensure future PBL signage, presentations, merchandise use established images. 2018 Action Plan
Key improvement strategy		
Embed Kidsmatter at CWSC		
Budget Set	NIL Set	Staff PL costs
Specific Actions	**Outcome of strategy**	**Success indicators**

Develop the Kidsmatter Action team (staff, community members and students)	A school improvement team is developed with interested staff members who will carry out the implementation plan for 2018.	A team of 6 staff members and 2 community representatives formed the KidsMatter Action team. We will need to look at expanding to include student input in future.
Complete Kidsmatter component 2 & 3 in 2018	Components two and three completed before the end of the year.	4 staff meetings were dedicated to the delivery of KidsMatter content. The team upskilled staff on both components two and three and consulted with KidsMatter experts. Two meetings were held with KidsMatter experts who discussed the transition to Be You.
Undertake professional learning for CWSC staff (in house and external training) for component 3 & 4 of Kidsmatter.	Upskill new staff via attendance at KidsMatter training	Two staff members participated in KidsMatter with the consultant and were able to support the team to deliver PL to the whole staff.

Key improvement strategy		
Facilitate enrichment opportunities for students, staff and the in-school community and broader Coombs community.		
Budget Set	NIL Set	Staffing cost of the Community Coordinator role (SOGC 80%)
Specific Actions	**Outcome of strategy**	**Success indicators**
Continue to map opportunities for students and create a database to be shared with the community and support planning for 2019. This will be	Database collated of extra curricular/enrichment opportunities available to students Extra-curricular activities promoted in the newsletter, at assemblies and on the website.	Enrichment opportunities data The enrichment opportunities available to students in 2018 expanded from previous years. Students had a range of performing arts, STEM, sporting and academic activities that they could participate in beyond the classroom. Our K-6 Passions and Pursuits program also expanded with a greater variety of interest areas offered including mosaics,

		coding, soccer, bike education, pottery, dance, board games, cooking, drawing, culture club, genius hour and more.
distributed at the end of each term as an attachment in the newsletter and attached on the school website.		Tournament of Minds was a major focus in 2018 as a student enrichment opportunity. We had three teams of seven students enter the local competition in the areas of language literature, STEM and the Arts. Our language literature team made it to the ACT final and was then selected to compete at the International TOMs tournament in Darwin in October. The broader school community/Molonglo Valley came together and raised over $7500 to fund the team to attend the tournament. The distribution of information in the newsletter and on the website was not achieved as per the original plan. The end of year newsletter instead highlighted a summary of opportunities and throughout the year information was distributed at the point of time it occurred. Regular updates about student opportunities were also communicated via Seesaw posts to families.
Continue to build our parent skills database and use the expertise of our parents to support student learning.	Update our parent skills database in the planning room so that staff can utilise parent expertise in both the classroom and extra curricular domains. Look at how Seesaw can support the development of a database.	The hardcopy parent skills database was not being utilised by staff and so we refocused to increasing the involvement of families within the school. This refocus increased the utilisation of parent skills within the classroom, through school netball teams, various passions and pursuits classes and in the library. The new community coordinator role became a conduit for teachers to enhance parent/carer involvement and parent/carers expertise were regularly and successfully sought

		via newsletter and seesaw. The role of a Community Coordinator provide a contact person for parents/carers/ community members keen to be involved.
Develop the role of community coordinator.	Complete one full year at CWSC with a Community Coordinator employed. Leadership team to work with Community Coordinator to develop an outline of what the role entails based on needs of the CWSC community.	Due to the high success of the position in meeting community needs the position was advertised and permanently filled. The role has developed and is broad in nature, including: ● family engagement via playgroups, story time for 0-5 year olds, English conversations groups, Circles of Security parenting program ● supporting individual families who require wrap around multi-agency involvement and support to connect with appropriate services ● running small group tier 2 intervention based on PBL data for students who require social skill development ● individual work with students or parents who have complex needs ● assisting teachers to connect and communicate effectively with disengaged or non-english speaking families ● working with the P+C to align priorities and broaden the diversity of parents volunteering ● establish and coordinate a school volunteers group.
Investigate models and design a proposal to enable staff to pursue areas of personal interest through projects,	Provide support for staff to pursue areas of personal interest that will enhance teaching and learning. This may occur through enrolment in courses, further study or via Passions & Pursuits program.	Staff were made aware of this opportunity during professional pathways discussions. Some staff are considering areas to explore in 2019. This will be further communicated and supported in 2019 via the School Board funding and professional development conversations.

research and training.		
Key improvement strategy		
Communication structures to connect parents and the community to the school and ensure effective reporting mechanisms.		
Budget Set	NIL Set	Seesaw annual subscription $1029 Epraise annual subscription $557 Both subscriptions were covered via bookpacks/donations
Specific Actions	**Outcome of strategy**	**Success indicators**
Continue to work collaboratively with school board and P&C	Members of the community are engaged in purposeful learning about the school's pedagogy and curriculum. The P+C and School Board continue to build a community that is actively involved in student learning and are committed to the wellbeing of the broader Molonglo Community.	The School Board endorsed the school's proposal to apply for IB PYP candidacy. The Board endorsed a number of new policies and supported the school through the NQS assessment and rating process. Two curriculum information sessions were held for parents as part of our PYP feasibility study. Questions and feedback were collected via a padlet. Members of both the school board and P+C contributed a parent perspective (along with students) at our new staff information session and parent information sessions/tours. Members of the P+C attended student parliament sessions and welcomed student ministers to P+C committee meetings to work collaboratively on initiatives and fundraising. P+C supported students to attend the international TOMS competition in Darwin, gathering sponsorship from the community to the amount of $7,500. P+C ran many successful events including Mother's Day and Father's Day gatherings, discos, and a movie night. Parents attended the school as incursion experts connected to our units of inquiry. Parents participated in curriculum review meetings in term 4.

		Our Community Coordinator attended all P+C meeting to assist in broadening and diversifying parent membership,
Provide professional learning for new staff on the basic features of Seesaw as an parental engagement tool.	All staff participate in timely PL to assist with induction, further learning, and reporting using Seesaw as a tool. Families are provided timely communication about student learning, school events, and progress.	In 2018 all staff were connected to and regularly using Seesaw as a communication tool and digital portfolio for their classes. This included specialist teachers. Over 95% of families were connected to Seesaw. On average teachers were making 585 posts per week collectively. There were 25,409 items posted, with over 34,800 likes and 5,200 comments by families.
Provide professional learning for all staff to develop our skills and practices in using Seesaw for reporting and moderation.		Time was provided once per term to focus on developing staff Seesaw skills. This was delivered via Seesaw coaches and staff mentoring/expertise. Individual coaching was provided to teachers on a needs basis Families were provided PL and assistance to upload Seesaw to their devices as needed. PL progressed to establishing and using folders in Seesaw to house examples of student learning in specific curriculum areas. Preschool staff worked on connecting student posts to the EYLF. Staff were then able to reference specific pieces of work as markers of progress for mid/end of year reporting and during our three way goal setting interviews.
Continue to embed the use of ePraise as a reporting tool for student achievement in meeting the behavioural	Increased parent activity on epraise. Aware that a transition to Sentral will need to occur over the next few years.	In 2018 over 35,000 epraise points were awarded. These were allocated across the four branches of our GROW tree with Growth Mindset = 10,986, Respect = 10,422, Organisation = 13,382 and Wellbeing = 6,035. Across the year levels points were awarded mostly to Year 1 students, followed by year 2, 3, 4, Kinder, 5, 6, and preschool.

		Points were distributed relatively evenly by gender for 2018 with boys on average receiving 72.5 points and girls 69 points. The proportion of points awarded across the house groups was relatively even with Wattle earning 73.2 per student, Rosewood 72.9, Grevillea 69.5 and Olearia 63.9 per student. In 2018 there were 535 milestones achieved. Of these we had: Growth Mindset = 86 bronze, 32 silver, 1 gold Respect = 86 bronze, 41 silver, 1 gold Organisation = 86 bronze, 53 silver, 5 gold Wellbeing = 48 bronze, 3 silver, 0 gold Forest of Fame = 91 bronze (30 in each), 2 silver (80 in each) Our first bronze seedling was awarded in organisation (200+). These point earners were recognised with bronze, silver and gold certificates in their respective categories at assembly and in the newsletter. The forest of fame recipients each term got to attend a special event with the leadership team and had their photos on display At the end of 2018 there were 72 active parents on epraise.
expectations of the school.		
Create opportunities for a variety of community members to be involved in our school including; playgroups, library time for under 5's, English conversation	Increased parent engagement and attendance in school events and activities offered. Increased sense of belonging. Community Coordinator has a core group of families engaging in relevant programs to support their connection with the school.	Our community coordinator has successfully established a range of groups which families and broader community members can engage in. Feedback from families about access to our school has been extremely positive. Transitions for our youngest students have been smooth and families feel we have a welcoming and supportive environment. Community Coordinator Statistics

| classes, volunteers in schools program. | Parents involved in Passions and Pursuits and supporting our Units of Inquiry with areas of expertise.

P+C gaining wider membership of parents and offers of support for school activities. | Multiple families connected with the school in 2018 through our Passions and Pursuits program. In total we had approximately 20 parents involved either on a regular basis supporting a group with their expertise or coming in to do a one off session such as cooking. Both the cooking and mosaics P&P groups attracted lots of parent interest and the mosaic group has continued with a core group of parents meeting regularly to continue the project.

In 2018 the P+C grew from a core group of 4 parent members to 12. The cultural diversity of the group was also more representative of our community than previous years.
At special events such as the disco, Mother's & Father's day celebrations, numeracy resources working bee the volunteer rates increased dramatically showing that families want to be involved and are willing to support school events despite not attending meetings. |