

2018 Weetangera School Operating Plan Report

Weetangera School is situated in Belconnen in the north of the Australian Capital Territory. It caters for students from preschool to year 6. The school community consists of approximately 497 students with around 46 staff employed to cater for the needs of our students. Our priority enrolment area is Weetangera and our shared enrolment areas are Page and Scullin. Of our student population over the past 6 years, on average, 2 percent identified themselves as Indigenous and 20 percent had a language background other than English.

The Weetangera School Annual Action Plan 2018 commenced the fourth year of Weetangera School Strategic plan 2015-2019 with a focus on whole school improvement in teaching, learning and community partnerships.

The School Annual Action Report was developed through a collaborative process involving all key stakeholders. The school improvement team established and implemented an improvement agenda expressed in measurable student outcomes, explicit and clear school wide targets. The school action plan report incorporates the feedback from stakeholders as well as school wide analysis of systematically collected school and national data on student outcomes, including academic, attendance, behavioural and student wellbeing. Weetangera School used the National School Improvement Tool and National Safe Schools Framework Audit Tool, School Satisfaction and Climate Survey data in 2018 to support decision making and school improvement. This process involved staff, the School Board, P&C and students.

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

Priority 1

Maximise student achievement

Targets

By the end of 2018

- Mean achievement scores of students years 3 and 5 in numeracy meet the targets set for Weetangera School in NAPLAN 2018 and are greater than state and SSSG
- Mean achievement scores of students years 3 and 5 in reading meet the targets set for Weetangera School in NAPLAN 2018 and are greater than state and SSSG
- Greater than 90% of students at or above expected growth in PIPS Reading
- Greater than 93% of students are at or above expected growth in PIPS Mathematics

Progress

A number of specific whole school strategies were identified in the annual school action plan and successfully implemented in 2018. Specific strategies included, developing a model of differentiation from Kindergarten to year 6, advancing teacher expertise in literacy and numeracy through coaching and mentoring and enhancing the professional learning community model.

In relation to our first strategy: **Develop a model of differentiation from Kindergarten to year 6** in 2018 the school:

- Developed whole school plan for curriculum delivery; reviewed and created K- 6 scope and sequences for English, Mathematics, Science, Languages, PE & Health, Arts – Music, Humanities and Social Sciences and Technologies
- Embedded and reviewed Tier 1- 3 core programs in a Response to Intervention Framework which was established in collaboration with teaching teams, school improvement team and the school’s student learning support team to provide timely, targeted, systematic interventions to all students who demonstrate the need in the core learning programs. To create the Student Welfare and Engagement Team (SWET) and processes
- Further embedded an agreed pedagogical framework including a formative assessment system into teaching and learning programs Years P-6
- Developed a whole school biennial scope and sequence P-6 developmental curriculum with established sequenced guided inquiry learning programs and whole school Units of Inquiry planners
- Embedded whole school K-6 biennial developmental curriculum for Humanities and Social Sciences Units of Inquiry
- Reviewed a whole school approach to tracking student learning through the use of the Data Plan and Student Learning Trackers developed, to provide evidence of impact of learning and inform teaching and learning cycles
- Reviewed a whole school spelling approach to establish *Word Study*: Word conscious classrooms, learners, community and School, using a core resource *Guiding Thinking for Effective Spelling* and a whole school scope and sequence.

Our evidence of success in this strategy is measured by:

- 100% of curriculum learning areas have K- 6 whole school curriculum plan overviews and assessment plan, with a balanced coverage of general capabilities and cross-curricular perspectives and a range and balance of assessment

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

In our second strategy: **Advance teacher expertise in literacy and numeracy through coaching and mentoring** during 2018 the school further developed and embedded the school's based approach to coaching and mentoring implementing a 5 week coaching cycle for all teaching staff, embedded whole school literacy practices with a focus in writing and using the workshop model from Kindergarten to Year 6. The professional learning plan focused on essential instructional practices for literacy learning to enable students to make meaning from and in a wide range of texts they will encounter and produce at school and the implementation of effective writing strategies, student conferencing and learning goals and a writing analysis tool at Weetangera School to improve literacy outcomes. The professional learning plan developed teacher knowledge and practice in teaching students the skills to be effective writers through the use of evidence based pedagogies, feedback and student learning goals to improve student outcomes. The whole school development of teaching writing effectively included time to support the professional growth of all staff to participate in regular professional learning community Team and Year level meetings, reflecting on developing practice and growth of knowledge using the workshop model, engage in collegial discussions, sharing resources with colleagues and participating in a 5 week coaching cycle. The teacher performance and development process implementation was used as framework to investigate areas of teacher development and future coaching and mentoring opportunities across the school and schools in the Directorate on the schools' focus of developing independent and effective writers. Teachers met with an executive teacher each term to identify areas of strength as well as areas of development. Literacy and Numeracy coordinators aligned teaching staff with mentors to build capacity and coached teachers aligned with whole school professional learning priorities. Coaching worked as a cycle of out of class meetings and in class teaching then out of class meeting and in class teaching. The out of class meeting was a time to reflect on the previous in class teaching session and plan for the next in class teaching session. Analysing the students' learning was central to the coaching framework to improve the effectiveness of teaching and learning. The Preschool team further embedded a scaffolded play-based approach to integration of literacy and numeracy student development. A whole school approach to number sense and mental computation strategies Mathematics classroom practice was established with key staff attending professional development and training the whole school staff for implementation in 2019 using SENA, CMIT and MYMC.

A major focus in 2018 was to improve the effectiveness of the coaching and mentoring model for all staff into the planning, assessment and coaching timetable (PACT timetable). All teaching staff completed an intense 5 week coaching cycle focusing on the school

priorities and personally identified professional learning goals, and worked with the school improvement executive staff member at weekly team meetings and year level meetings to continue to use student learning data to inform teaching and learning programs.

We were again successful within this strategy with:

- 89% of staff agree they receive useful feedback about their work at the school
- 100% of staff indicated improved practice as a result of participating in the coaching cycle
- 100% of staff agreed they have received useful feedback about their teaching and professional learning in the coaching cycle

With respect to our third strategy: **Enhance the professional learning community model P-6** in 2018 the school developed a shared understanding Professional Learning Community Model to enhance an evidence informed approach to teaching and learning and team meetings focusing on teaching writing. A whole school professional learning plan was developed and implemented for all staff. The continuation of a whole school transformation with assessment for learning included time to support the professional growth of all staff to participate in regular weekly Professional Learning Community meetings, with a focus on getting the teaching and learning more effective by evidencing the impact on students' learning. Teachers then had the opportunity to professionally embed planning teaching and learning programs informed with the use of qualitative and quantitative student learning data.

Our success in this strategy is evidenced by:

- 100% of teaching teams agree they use an evidence informed approach to plan the teaching and learning cycle for Writing
- 100% of teaching team meetings agree they use an evidenced informed approach to plan the teaching and learning cycle for Number

In 2018 the school also further embedded the Weetangera Pedagogical model to teaching and learning, including the instructional framework, an assessment for learning action plan, and a focus on clarifying, sharing and understanding learning intentions and success criteria.

These actions assisted Weetangera School in meeting the targets of mean achievement scores for NAPLAN 2018 for both years 3 and 5 students in reading as well as numeracy as shown in the table below.

Table: 2018 NAPLAN Means scores against ACT Directorate Targets

Sector	Yr 3 Reading	Yr 3 Numeracy	Yr 5 Reading	Yr 5 Numeracy
School Target	465 ± 22	439 ± 18	531 ±20	517 ± 18
School Mean	466.5	447.8	545.3	518.8
SSSG	476.38	446.35	545.46	529.14
State	437.63	413.63	511.31	499.3

Source: SCOUT Data November, 2018 and Planning and Performance, 2018

In 2018 87% of students were at or above expected growth in Reading and 75% of students were at or above expected growth in Mathematics. Compared to 2017 the result was a 3% decrease in reading and a 18% decrease in Mathematics. An early years focus on professional learning, teaching and assessing number will be a focus in 2019 using SENA and CMIT.

In 2019 the school will continue to focus on consolidating the strengths of our current approaches to the teaching of reading and numeracy. The school has identified a continued need to focus on writing:

- Further embed Writing using the *Writing Book*, including the explicit and effective teaching of writing strategies
- Consistently model writing processes using high quality exemplars, feedback, student conferencing and student learning goals in reading and writing
- K- 1 pedagogical approach to the teaching of foundational skills, including; decoding (phonics and phonological awareness), comprehension strategies, oral language development and building vocabulary
- Explicit learning intentions and success criteria to move learning forward
- Focus on writing analysis using a whole school approach
- Analysis and Discussion of data; using a structured inquiry using a spiral of inquiry approach, learning and action to build adaptive expertise in Writing and Numeracy
- Differentiated teaching and learning
- Whole school approach to teaching number using SENA, CMIT & MYMC
- Further develop a systematic curriculum delivery embedding and reviewing the curriculum programs and assessment plans.

Priority 2

Enhance student well-being and engagement

Targets

By the end of 2018

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

Progress

To achieve this priority in 2018 the school actioned two key improvement strategies:

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

In relation to the first strategy: **Embed a mental health and student well-being framework** in 2018 the school further embedded the Bounce back social and emotional learning program, across years P-6, with the KidsMatter action team and all key stakeholders, and further embedded the KidsMatter Early Childhood framework in the Preschool.

The effectiveness of our approach is again evidenced by all key stakeholders being firmly aware of the KidsMatter framework and the four year plan, of the KidsMatter program and KidsMatter Action team. The school improvement team implemented and actioned the development of a Growth Mindset Learning Community P-6 to support students to learn how to learn. For 2019 the school will investigate Positive behaviour for learning (PBL). The school further embedded the digital technologies, new GSuite to enhance learning K-2 & 3-6 developmental learning program.

In 2018 in actioning the strategy to **implement a social and emotional curriculum** the school further embedded the social emotional learning program from P to Year 6, and continued a review of the student wellbeing data to inform and plan social and emotional learning programs across the school, conducted by the KidsMatter action team and Student Engagement and Welfare Team (SWET) to support student mental health and wellbeing.

Across Kindergarten to year 6, 100% of students participated in the social and emotional learning program, *Bounce Back*, for the fourth year of implementation. The school student management data revealed a further 14% point decrease in student behaviour referrals in 2018.

This approach in 2018 saw Weetangera School successfully meet the target to achieve or surpass the ACT mean in students' satisfaction related to feeling safe and supported at school. In 2018 89.5% of students reported adequate to excellent levels of perceived support and safety at Weetangera School. The school result in 2018 was a 17.1 % point improvement from the 2017 of the proportion of students identifying feeling safe at school. Compared to similar schools the result is above by 14.55%.

In respect of our second target in 2018 at Weetangera School 84.62% of students reported adequate to excellent levels of motivation to learn. Compared to 2017, 84.62% of students at Weetangera School reported adequate to excellent levels of emotional engagement. The 2018 school resulted in a 0% increase from 2017. 83.3% of students reported they could talk to their teachers about their concerns. The 2018 result improved by a 16.4% increase of students' motivation to learn, and compared to similar schools Weetangera School was 12.37% above. Emotional engagement and how much students are interested in their learning at school will remain a focus for 2019.

Priority 3

Effectively promote community partnerships

Targets

By the end of 2018

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

Progress

The school actioned two improvement strategies linked to this priority in 2018.

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

Within the first strategy: **Create an engaging and inclusive school culture** the school enhanced classroom learning environments to maximise student learning engaging with essential literacy practices for literacy learning professional learning plan throughout 2018. Further embedded the Fresh Tastes action plan from P-6 through the establishment of a Community Vegetable Garden. Building an understanding of cultural awareness and identity within the school community was a continued focus with the schools' process and procedures and curriculum delivery. A whole school Reading Challenge and Writing Festival

was successfully embedded to inspire students to further enjoy the pleasure of reading and writing for authentic purposes.

In 2018 in relation to the strategy to **Advance Community Partnerships** the school continued to develop the school website and maintained use of social media to connect with the community through the school Facebook social media link with a focus on student learning as well as maintaining the School App, and commenced a new school administration systems and the implementation of the *SeeSaw* App for all families, focusing on 2 pieces of student work per week shared. The number of students who walk and ride to school has been maintained. A school based sustainability teacher and student team was further embedded and the carbon neutral school action plan reviewed, with links to Greening Australia. The Parent Community Liaison Officer for Weetangera School further engaged the school community establishing a community data-base, including opportunities for student and parent voice, volunteers and partnerships with outside organisations to support student learning. These included authors to support the school's focus on Writing, STEAM projects with CSIRO, PwC, Hawker College and Belconnen High School.

Our actions in 2018 resulted in a 9% point increase in the number of families accessing the school App and a 16% point increase in the number of families accessing Facebook. For 2019 the school will cease using the School App and transfer communication using the Schools' Administration System (SAS).

In 2018 our actions within this priority resulted in the following progress towards the identified targets:

- 87.2% of parents agreed and strongly agreed community partnerships are valued and maintained. Compared to similar schools this is 2.80% above. The target increase of 3% points was not met. The high expectations for community partnerships will continue to be thoroughly developed and maintained
- The proportion of parents who agree that Weetangera School and family connections is of an excellent standard remained consistently high. In 2018 at Weetangera School 94.66% of parents reported adequate to excellent levels of school and family connections. Compared to similar schools Weetangera school is 0.52% above
- 85.50% of parents reported the school works with me to support my child's learning at Weetangera School. This was an increased of 3.45% from 2017 and compared to similar schools is 2.12% above.