



# Gowrie Primary School

## Annual Action Plan Report 2017

### Context:

Gowrie Primary is now moving into the third year of the School Improvement Process. The self-evaluation process undertaken to determine our targets, actions and key improvement strategies for 2018 was rigorous and wide reaching. Throughout the final semester of 2017 the executive team coordinated feedback from students, staff and parents using multiple tools to collect and analyse data. Some data collection tools were system driven evaluations whilst others were school developed evaluation tools. These included:

- School Satisfaction Surveys – Students, Staff and Parents
- Staff Consultation and Feedback – review of AAP and progressive feedback against priorities
- School Board and P&C feedback – regular meetings to address AAP priorities and achievements against the key improvement strategies
- Peer Observations – written feedback to all staff advancing AAP priorities
- Executive Staff Review of 2016 vs 2017 AAP targets at Executive Planning Conference
- NAPLAN
- Staff Perception Survey Monkey in term 3 – gauging teacher growth using the Google Documents, planning tools and alignment of the Australian Curriculum
- PIPs
- School based student data
- Validation report recommendations revisited
- Reviewing Strategic Plan longer term priorities with staff

Please also note there was a change in the leadership team in Semester 2 2017. A new Principal was appointed and a new School Leader C. The new leadership team quickly worked together to continue the achievement of the strategic goals.

### **Methodology:**

This methodology for collecting data allowed the executive team to prepare accurate statements to support our AAP evaluation and summarise our findings as listed in the performance evaluation for 2017. The data collected has also formed the basis of improving our ability to track longitudinal student data with the initiation of student tracking documents into 2017. These documents will also support student transitions and better inform our curriculum planning into the middle years of our Strategic Plan.

### **Priority**

*Improve Student Learning Outcomes P-6 Inclusive of Special Needs Classes and Specialist Classes.*

### **Targets**

By the end of 2020 the school will achieve:

- Year 3 and Year 5 NAPLAN mean scores remain at or above the Tuggeranong Average in 60-80% of testing areas (Numeracy, Writing, Grammar and Punctuation, Spelling, Reading Comprehension)
- 90% of students with special needs achieve 90% of their learning goals
- PIPs data reflecting at or above the ACT system average for each years value added growth 2016-2020
- School developed curriculum and assessment plans are embedded into 100% of teacher planning, assessment and reporting documents
- Maintain the 'Exceeding' rating in the Preschool against all National Quality Standards (NQS)

### **Progress**

#### **Key Improvement Strategy 1:**

*Develop and deliver to staff a common whole of school planning framework for English, Mathematics and Integrated Inquiry Learning along with a systematic assessment plan and reporting plan.*

Specific Actions:

*Develop and implement a mathematics scope and sequence.*

A K-6 Australian Curriculum-aligned Mathematics scope and sequence has been developed and is used by all classroom teachers.

*Create whole school planning documents in the Google platform based on the Mathematics Australian Curriculum and new learning from the PANLs project.*

PANLs training was completed at the end of Semester 1 by a team of executive and classroom teachers. Using the online G Suite, a curriculum map for a whole-school approach to teaching of numeracy was developed, in preparation for further work on a consistent approach to planning and programming in mathematics.

*Develop and implement assessment schedule and reporting timeline for mathematics.*

Due to the new system reporting policy and template, the Gowrie Semester 1 and 2 reports were redesigned to align with the Australian Curriculum achievement standards and the school scope and sequence. The Semester reports align to assessment and reporting timelines for the three strands of mathematics.

*Engage in the Principal as Numeracy Leaders (PANL) project to develop effective leadership in the content and knowledge of numeracy.*

A team of executive and classroom teachers formed the PANLs project team and training was completed by the end of Semester 1. As a result, a series of four professional learning sessions were planned and delivered by the PANLs team during Terms 2 and 3. Staff collaboratively agreed upon a Gowrie Primary numeracy vision statement to guide our whole-school approach to the teaching of numeracy. The essential elements of a balanced numeracy program were identified, and again consensus was reached on a whole-school approach. Feedback from teaching staff at the culmination of the professional learning sessions provided the leadership team with a specific ongoing focus for further implementation of numeracy in 2018.

## **Key Improvement Strategy 2:**

**Develop and deliver to staff a common whole of school data collection tool that links to our planning documents and assessment and reporting plans.**

Specific Actions:

*Implement professional learning to analyse mathematical student data to inform teaching and learning.*

Staff meetings were scheduled to analyse data including PIPS, NAPLAN and school data to inform teaching and learning, including SENA and MYMC assessment tools.

*Develop the Gowrie Response to Intervention (RTI) approach using mathematical data to determine intervention strategies.*

Existing mathematical data is used as the basis for selecting students for intervention for targeted support and extension programs.

ILP/PLP mathematical goals are aligned with Australian Curriculum Achievement Standards.

Staff use the school Mathematics scope and sequence (which is aligned to the Australian Curriculum) and data from school and system tools to inform their students' individual learning plan goals for mathematics.

**Key Improvement Strategy 3:**

**Develop formal coaching and mentoring relationships with staff and identify areas of development for staff through targeted professional learning opportunities.**

*Implement an individual GROWTH coaching and peer coaching model (2 x 10 weeks per year).*

The GROWTH coaching model involved every classroom teacher released for a weekly one-hour session for two terms of the year to work one on one with an executive teacher on their chosen professional learning goals. Professional Learning Team (PLT) meetings, peer observations and structured feedback provided opportunities for teachers to advance their professional learning priorities.

*Engage staff in Cluster professional learning (3 per year).*

All staff engaged in Term 1 and Term 2 cluster professional learning. In Term 1 the focus was the teaching standards for different career stages from Graduate to Principal. In Term 2 Gowrie hosted a series of STEM workshops focusing on integrating Technologies through the curriculum, including coding using Spheros and Ozobots. All staff developed a broad collegial network between cluster schools.

*Staff engage in Peer observation model to inform practice.*

As part of our GROWTH coaching model, staff engaged in peer observations relevant to their professional learning goals.

## Priority 2

**Gowrie Primary School is continuing to embed a whole school culture that supports learning and promotes wellbeing.**

### Targets

By the end of 2020 the school will achieve:

- 100% of students with a disability, students who access additional support, students in care arrangements and indigenous students have a yearly evaluated ILP or PLP
- 5-10% growth in school satisfaction survey parent data in the field of, 'School relationships, connection and engagement' – baseline data 2015 'Belonging to this school community is important to me' 84%
- 5-10% growth in school satisfaction survey student data in the field of, "I like being at my school" – baseline data 2015 87% (agree or strongly agree)
- 5-10% growth in school satisfaction survey student data in the field of, "This school celebrates the achievements of students" – baseline data 2015 78% (agree or strongly agree)

### Progress

The school continues to work with staff and students to develop work skills that promote independence and active engagement from students, promoting inclusive practices (Key Improvement Strategy 1). The RTI model has continued from 2016. This model promotes differentiation of learning within the classroom and this has been demonstrated in the Year 3 - 6 classrooms with the implementation of Google Classrooms to support engagement and independence through personalised learning tasks. This was supported in 2017 with the purchasing of additional Chromebooks which has provided one-to-one device support for these students in Years 5 and 6 and one-to-two device support for students in Years 3 and 4.

The RTI model has also provided opportunities for support educators and executive staff to work with students in small group and one-on-one teaching sessions. Students working in these groups are generally in the second tier of the RTI model, or are requiring extension or consolidation of learning. These groups are fluid and data is used to select students that may benefit from this support. This data is centrally located within the schools Google Site and is accessed by staff and is used as a springboard for teaching programs and targeted support.

Students across the school have created personalised learning goals. These goals are reviewed and developed through student conferencing and sharing of work. The implementation of 'open learning' practices in the Year 5 and 6 classes has supported student independence in learning and aided in the development of accountability for learning from the students. The 'open learning' initiatives have been so successful that the school is looking to adapt this style of learning for Year 3 and 4 students in future years.

In 2016 the school developed a strong inclusion policy for students in the LSU, LSC and LSUA. This policy has been further embed this year and processes have been put into place to ensure targeted and purposeful inclusion of these students in mainstream classroom.

Teaching of social and emotional learning has occurred across the school, commencing in Term 1 with a school wide teaching program on the Gowrie COUNTS values program. Throughout the year teachers have also drawn on resources such as Kidsmatter, Bounce Back, Bullying No Way! and Protective Behaviours to support teaching in this area. There has been occupational therapist support for speech and professional learning for strategies to support students with ASD and trauma. Due to extensive professional learning in other areas, Kidsmatter training was not rolled out with staff in 2017, however, the school will be heading toward training and implementation of the 'Everyone, Everyday' which is a social and emotional learning program that supports inclusion in 2018.

### Parent Workshops and Information Evenings

Gowrie Primary continues to run parent workshops that engage our community and parents, and support student learning. The 'Kindergarten information evening' and 'Preschool Information session' both received positive feedback from parents and carers. These sessions provided a supportive orientation to new parents to our school as well as practical ways that parents can assist their children in transitioning into Gowrie Primary School.

The school ran workshops during the year that provided learning opportunities for parents. These workshops included a comprehensive reading workshop which assisted parents and carers to develop skills that support them when reading with their children at home. This workshop covered guided reading, phonemic awareness and comprehension strategies.

The school also ran a Numeracy Information Evening in Term 4. This evening provided an opportunity for the school to share the work that the school had developed through the 'Principals As Numeracy Literacy Leaders' program (PANL's). This included sharing the schools vision statement that had been created earlier in the term. Parents were also engaged in hands-on experiences that support the teaching and learning of numeracy across the P-6 curriculum. These experiences open ended learning activities and games required limited resources and were easily adaptable for the home setting. His workshop was attended by around thirty parents and received highly positive feedback.

A NAPLAN parent information evening was run in Term 1. The aim of this workshop was to explain to parents what NAPLAN is, the implications of the new online format and how the data is used by the school. Unfortunately this evening was not well attended. The school interprets this as an indication that parent community are interested in practical workshops that assist them in supporting student learning.

### Improve the use of social media to engage in student achievement and support parent learning.

In 2017, the school used Facebook as a means to celebrate student learning and to share community events. Posts regarding topics including Book Week, The ADFA Cadets visit, Student Talent Show, P&C Events, Student Parliament, the SRC support of a Communities at Work Food Bank, STEM an Enrichment projects were all highly viewed and likes by the community. Encouraging parents to like and follow Gowrie Primary School's Facebook page in the Gazette and on the electronic noticeboard has assisted us in boosting parent engagement through social media.