

Miles Franklin Primary School

Annual Action Plan Report 2017

Context

In 2016 we commenced the final phase of our ongoing school review, ready to report our achievements to the school community as part of the five yearly School Review process. The School Review panel assessed us against the nine domains of the National School Improvement Tool. We were very happy with the panel's assessment where our findings aligned with their review findings in the 'outstanding' category of Systematic Curriculum Delivery, Effective Pedagogical Practices and School-Community Partnerships. In all other domains our staff's findings we were closely aligned with the panel's statements in the 'high' category. The information in our Summative Evaluation Report has been carefully assessed against a range of data sources over time (in school assessment results, satisfaction surveys, NAPLAN, PIPS, anecdotal discussions amongst staff etc.), our International Baccalaureate (IB) Verification Report from 2015 and our Preschool Accreditation Report also from 2015. In all of these areas we have performed exceptionally well: our PIPS and NAPLAN results have improved markedly, our satisfaction results are above the system average, we received commendations in our IB Verification Report and our Preschool was rated as Exceeding the National Quality Standard. Evaluating this broad spread of evidence with our staff has resulted in agreeing we should have three main foci for children in our Strategic Plan: Improving their wellbeing and engagement, improving their writing and improving their mathematical skills. Our School Board have been fully informed of this process and have agreed on these identified areas. Our pathway of school improvement, as articulated in this strategic plan, acknowledges and respects our journey to date and is focused on our future vision of being *a globally- minded community of inquiring, compassionate and lifelong learners* with our mission of *recognising, valuing and celebrating the academic and social needs of every student*.

Methodology

We have a very clear agenda for improvement:

- Improve student engagement and learning behaviours
- Improve student writing and teacher pedagogical skills
- Improve children's mathematical understanding and teacher pedagogical skills

In preparing our Annual Action Plan report we have used the following data to assess our growth in these three domains:

- Satisfaction Surveys (98 students, 36 staff and 200 parents responded)
- NAPLAN data
- Level of achievement of specific actions under the Key Improvement Strategies
- Progressive Achievement Test (PAT) results in eWrite and PAT-Maths

Our School Board have been consulted throughout and their ideas and feedback, along with feedback from our broader community, staff and parents, have greatly assisted our achievements to

date.

Evaluation of Performance (up to two pages for each priority)

Evaluate the effectiveness of each priority and strategy as evidenced by progress against each target and supporting key performance indicators. This approach will allow for the evaluation of practices and overall performance. Clear direction for future action should be a direct result of this reflective process.

Priority 1

Improve student engagement and learning behaviours

Targets

By the end of 2021 the school will achieve:

85% of children, parents and staff will affirm children feel safe in the school by 2021

85% of children, parents and staff will affirm behaviour is well managed in the school by 2021

85% of students, parents and staff will affirm students feel safe in the school by 2021 **Target Met**

- Students: 89.7% agree, 80.6% high/strongly agree **+21.2% on 2016**
- Parents: 98.5% agree, 95.5% high/strongly agree **96 +2% on 2016**
- Staff: 100% agree, 97% high/strongly agree **+14.9% on 2016**

85% of students, parents and staff will affirm behaviour is well managed in the school by 2021 **Target Met**

- Students: 77.5% agree, 60.2% high/strongly agree **+23 on 2016**
- Parents: 91% agree, 80.5% high/strongly agree **+15% on 2016**
- Staff: 94.4% agree, 86.1% high/strongly agree **+12.3% on 2016**

Develop a strong sense of belonging and pride in the school (students and parents). Improvement in the satisfaction survey data that students enjoy coming to school **Target Met**

- (Students) 87.7% agree, 74.4% high/strongly agree **37% on 2016**
- (Parents/Carers) 97% agree, 94% high/strongly agree **5.4% on 2016**

Improvement in the satisfaction survey data that (students): **Target Met**

- The school takes students' opinions seriously: 85.7% agree, 71% high/strongly agree **+26% on 2016**
- That student behaviour is well managed: 77.5% agree, 60.2% high/strongly agree **+23 on 2017**
- I can talk to my teachers about my concerns: 83.6% agree, 65.3% high/strongly agree **+34.8% on 2017**
- My teachers motivate me to learn: 94.8% agree, 90.8% high/strongly agree **+7.7% on 2016**

Improvement in the satisfaction survey data that (parents): **Target Met**

- Student behaviour is well managed: 91% agree, 80.5% high/strongly agree **+15.1% on 2016**
- I can talk to my teachers about my concerns: 98% agree, 96% high/strongly agree **+3.1% on 2016**
- My teachers motivate me to learn: 95.5% agree, 91% high/strongly agree **+12.3% on 2016**

Progress

Provide details of your progress towards this priority. You may adapt the template to meet your reporting needs. For example, you may provide a general statement of progress against the priority that is supported by a series of reports against Key Improvement Strategies including progress against each target and key performance indicator.

Key Improvement Strategy:

Develop a strong sense of belonging and pride in the school

Action:

- Targeted use of school resources to upgrade BSO position and funds to employ an additional part-time BSO to complete school upgrades

This was completed later in the year than was originally hoped for. Firstly the BSO position was upgraded in Term One 2017 and this allowed the school to employ an officer with skills to work autonomously and strategically. However due to staffing constraints the additional BSO position was not filled until the end of the year but we are now ready to build upon this strategy going into 2018.

Key Improvement Strategy:

Support teachers to develop a happy, optimistic feel to the school environment which is calm, productive and engaging

Actions:

- Data on student wellbeing and behaviour is reflected upon to inform school policies and procedures
- Formalised coaching program developed and embedded across the school
- Friendly Schools Plus committee established with terms of reference developed
- Commence leadership program with Year Six students

We use a behaviour slip (called a Playground Passport) and have started tracking the incidents, children involved and place/area these are happening in. This has given us baseline data to assist the placement of teachers on duty and targeting our social skills programs in the classroom to meet these areas of need. It has also provided us with greater evidence to support children and families address these behaviours. By the end of the year this was already showing benefits with a reduction of

The formalised coaching program commenced in Term Three with 6 coaching partnerships across our Annual Action Plan priority areas. This was supplemented by training in Essential Skills and Team Teach run by the Belconnen Network Student Engagement Team (NSET).

The Friendly Schools Plus committee was established with one staff member from each team and parent representatives although the terms of reference are still being developed.

The Leadership program with Year Six children started immediately. Years Four, Five and Six children selected five school leaders (one had the French Ambassador role) who performed their role

beautifully throughout the year and were a credit to the school. We also commenced our “You Don’t Need a Label to be a Leader” initiative which highlighted there were many ways to lead, you didn’t need to have a specific title. This was very powerful for the many children who were not selected by their peers but are exemplary leaders. We had five community members and five parents speak to our children on the following:

- What, where and when was your leadership role?
- Why was leadership important to you?
- Can you give 1-3 pieces of leadership advice?
- Can you give the children a challenge that would build their leadership?

Our aim in 2018 is to double the number of community speakers and parents to show a broader range of leadership opportunities for the children in Year Six and further develop this for our Year Five children to prepare them earlier for leadership. Our House Captains also gained additional expectations to run lunchtime games for children, a role they were excited to do.

Key Improvement Strategy:

- Enhance opportunities for school-community partnerships to improve student outcomes

Actions:

- Parent Friendly Schools Plus committee formed with representation on the whole school committee
- Parent information sessions on Friendly Schools Plus program and enhanced parental engagement opportunities

A Friendly Schools Plus committee was established with at least one teacher representative from each year level from Preschool to Year Six. Parents were invited to join the committee, with two parents attending meetings and representing the interests of the school community. Teachers involved in the Friendly Schools Plus committee hosted a workshop last year outlining the structure of the program and how it is delivered. Parents were provided with strategies to use at home and were given an opportunity to ask questions. However it should be noted we had fewer parents than we expected and so are looking at ways we can draw additional family members into the school in 2018 to be a fully engaged part of this initiative.

Key Improvement Strategy:

Collaboratively develop and implement infrastructure projects to enhance the school environment in partnership with the Education Directorate, P&C and community partnerships

Actions:

- Specialist art room created by end of term 1, 2017
- New sound system for hall to be installed by mid-2017
- Covered Outdoor Learning Area completed by end of 2017
- Concrete for steps to Big Portable by end of 2017

Our target in this domain was to survey the community to ascertain whether the enhancements have met their expectations and in this the target was met with 96.5% agreeing (with 89.5% high/strongly agreeing) *I believe the school is well maintained*, up 3.7% on our 2016 result. The Specialist Art Room was created in the first few weeks of Term One with the addition of new furniture to supplement the structural changes made. In unison with the P&C and parent helpers we were able to upgrade the Hall sound system in time for our biennial whole school concert. The improvement over the previous system was amazing and has finally allowed all parents in the hall to be able to hear their children singing or speaking in the assemblies. The Covered Outdoor Learning Area (COLA) was agreed to be jointly funded by the P&C, school and Directorate with major works taking place to level the ground and enhance it with line marking for various games as well as building the structure. We have also taken the opportunity to wait for this to happen before concreting the area by Big and Small Portables to reduce the cost. Tendering for the surface work started at the end of 2017 with expected completion of all works related to the COLA by the end of May 2018 as by the time these areas were all agreed upon the company constructing the COLA could not have this ready until the start of 2018. These are all major infrastructure projects which enhance the learning experience for children and parents and are wonderful additions to the school to assist us enhance the learning environment of the school.

Priority 2

Improve student writing and teacher pedagogical skills

Targets

By the end of 2021 the school will achieve:

NAPLAN results to be within the average range for like schools

An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels

*Staff survey question will show 80% or more of class teachers believe their data literacy and pedagogical skills in teaching writing have improved **Target Met***

My ability to analyse writing data has improved.

- 91.6% agree
- 75% identified high/significant growth

My pedagogy for writing has improved

- 94.4% agree
- 77.7% identified high/significant growth

*Staff survey question will show 80% or more of class teachers believe their data literacy and pedagogical skills in teaching numeracy have improved **Target Met***

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

The number of students exempt from testing based on nationally agreed criteria,

Year 3 students exempt from NAPLAN 2017: 5%

Year 5 students exempt from NAPLAN 2017: 7%

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

Table: Miles Franklin Primary 2017 NAPLAN Means Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	468	446	508	521
Writing	452	416	468	480
Spelling	419	414	484	499
Grammar & Punctuation	464	446	473	508
Numeracy	433	419	486	499

Evaluation of Miles Franklin Primary Annual Action Plan Priorities:

Priority: ***Improve student writing and teacher pedagogical skills***

By the end of 2021 the school will achieve: NAPLAN results to be within the average range for like schools, with a focus on writing.

Table: Miles Franklin Primary 2017 NAPLAN Result comparison 2016-2017

Year 3

Skill	2016	2017	Achievement: Increase/Decrease
Reading	445.7	467.8	22.1 mean score points increase
Writing	418.8	451.8	33 mean score points increase
Spelling	419.1	419.5	Comparable
Grammar/Punctuation	446.3	464.0	17.7 mean score points increase
Numeracy	411.9	433.3	21.4 mean score points increase

Year 5

Skill	2016	2017	Achievement: Increase/Decrease
Reading	519.4	507.7	11.7 mean score points decrease
Writing	484.3	467.9	16.4 mean score points decrease
Spelling	500.6	484.4	16.2 mean score points decrease
Grammar/Punctuation	515.1	472.8	42.3 mean score points decrease
Numeracy	499.0	486.5	12.5 mean score points decrease

The school achieved above the ACT mean in all test domains in Year Three. Improvement in all skill areas will need to be addressed in year 5, especially punctuation and grammar. In particular the school results, in Year Three were significantly above the ACT mean in all domains.

Progress

Provide details of your progress towards this priority. You may adapt the template to meet your reporting needs. For example, you may provide a general statement of progress against the priority that is supported by a series of reports against Key Improvement Strategies including progress against each target and key performance indicator.

Key Improvement: Collaboratively develop and embed school wide evidence based pedagogical practices for writing

Actions:

- Establish writing implementation committee
- Whole staff professional learning in writing
- Review our current teaching practices in writing
- Develop peer coaching program and model
- PYP language policy updated

In 2017 we established two committees to address the writing needs of the school; writing and a spelling implementation committee in order to apply a whole school approach to supporting students with their writing. We began the year with network-wide professional learning on writing with Sheena Cameron and Louise Dempsey. This was further enhanced throughout the year with regular Learning Walk and Talks where the majority of the Executive team participated in visiting other schools, hosting our own Walk and Talk and Principal symposiums on writing within the Belconnen network. Extending this whole school approach included a continued emphasis on

Writers Notebook and the Triple Word Form Theory approach (where we look at the morphological, phonological and orthographical mapping of words) and we will continue to develop this in 2018 through professional development with Deb Sukarna and Tessa Daffern to develop staff skills in writing, spelling, grammar and punctuation. Staff mentors have been set up to assist new and experienced educators in areas of writing and spelling rotations through coaching and in-school workshops. We also developed a peer coaching group to support teacher's skills and knowledge in spelling.

The PYP language policy was updated with whole staff input and collaboration to ensure consistency. This was ratified by the School Board in Term Four.

Key Improvement: *Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing*

Actions:

- Review IB Assessment Policy
- Establish baseline data of student performance, identifying trends and gaps
- Track growth of student performance where teachers have been involved in the formal coaching program in writing
- Implement use of online writing assessment software for Years Five and Six
- Commence peer coaching in writing strategies

Our IB Assessment Policy was reviewed and agreed upon by the School Board. We initiated a process through collaborative planning sessions and staff meetings to ensure alignment of our actual assessment practices to ensure we were assessing the things that mattered comprehensively and not assessing things that were not used to build children's achievement or reflected upon by teachers in differentiating their teaching. The policy is the culmination of the rich discussions our teams have had over the course of the year on the value of assessment and the relative merits of some assessments over others and which of those we need to use to inform our decisions.

We used PAT Spelling, Words their Way assessments and student writing samples to triangulate data to inform teaching practices for spelling. This was informative, helping us to establish where children's skill level is now and differentiate our teaching to meet individual needs. Furthermore it showed the areas where we had strengths in a cohort and where there were gaps or the skill level was not as strong.

The implementation of the ACER (Australian Council for Education Research) eWrite program has been very successful. It provides instant diagnostic feedback on children's skills across a range of writing genres. eWrite automatically marks the writing (there are no spellchecker or grammar correction tools) and produces a detailed report, pinpointing their writing strengths and areas for growth. Class and year level cohort reports are also generated. This has been a wonderful addition to our suite of assessments. It has provided greater confidence in our teachers of what they are analysing in children's writing, improved moderation of writing skills and the commencement of baseline data in writing.

The spelling committee commenced workshops to assist with the setting up and running of a whole school approach to spelling. These were also developed in writing. However this is a long-term

initiative which when reflected upon has not generated enough data over one year to conclusively show its effectiveness but is a key action we will be continuing with to build the capacity of our staff.

In 2018 professional development workshops with Tessa Daffern and the spelling committee's in house workshops will aim to develop staff knowledge of how best to assist students with the skills and knowledge to become confident spellers.

Priority 3

Improve children's mathematical understanding and teacher pedagogical skills

Targets

By the end of 2021 the school will achieve:

NAPLAN results to be within the average range for like schools

An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six, resulting in a 25% increase in 2016 mean ACER PAT-Maths scores for all year levels

Staff survey question will show 80% or more of class teachers believe their data literacy and pedagogical skills in teaching numeracy have improved **Target Met**

My ability to analyse mathematics data has improved.

- 88.8% agree
- 61.1% identified high/significant growth

My pedagogy for mathematics has improved.

- 88.8% agreed with this statement
- 75% identified high/significant growth

Progress

Provide details of your progress towards this priority. You may adapt the template to meet your reporting needs. For example, you may provide a general statement of progress against the priority that is supported by a series of reports against Key Improvement Strategies including progress against each target and key performance indicator.

Key Improvement: *Collaboratively develop and embed school wide evidence based pedagogical practices for numeracy*

Actions:

- Establish numeracy implementation committee
- Whole staff professional learning in inquiry maths and PANL (Principals as Numeracy Leaders) strategies
- Review our current teaching practices in numeracy
- Develop peer coaching program and model
- PYP numeracy policy development

The school focus on implementing an inquiry approach to teach mathematics continued in 2017. A Numeracy Implementation Committee was established to support the school's involvement

in the 2017 Principals as Numeracy Leaders (PANL) program. Committee members attended four full days of professional learning over the year as part of a network of PANL schools.

The Numeracy committee met weekly to discuss ways to embed mathematical practices across the school. An audit of current teaching practices in numeracy was conducted in Term One to establish 'Where are we now with maths at Miles Franklin?' The audit revealed:

- As an IB World School offering the PYP, the school has a clearly articulated vision for numeracy; teaching through an inquiry approach using knowledge and concepts from the Australian Curriculum and Early Years Learning Framework to teach maths through a real world, transdisciplinary approach.
- Although the school's five year PYP Action Plan incorporated maths implementation, there was not a clear numeracy action plan prior to 2017.
- The school has a dedicated PYP coordinator role and this person leads the planning for numeracy development at the school.
- The school did not have sufficient hands-on student resources and teacher resources to implement PANL practices.
- Numeracy data is collected annually at the school however targets are not set or monitored to the same level as in literacy.
- Numeracy intervention was the responsibility of classroom teachers.
- Successful mathematics professional learning had been undertaken in the past 12 months at the school.
- Parent and community involvement in numeracy was not as high as desired.

The committee then developed a PANL Implementation Plan to address the gap between the audit and the school's vision. Priorities were established for 2017 and budgetary implications accounted for within the plan, including provisions for ongoing staff professional development with PANL presenter Peter Farmer at the start of 2018 and purchasing maths resource kits for all classrooms.

The Mathematics Policy was collaboratively updated with staff to clarify expectations around what an inquiry approach to mathematics looks like at the school. The revised policy was ratified by the School Board in December 2017.

We held two successful mathematics parent information sessions, the first involving parents and children learning a range of hands on games together and the second session had the same format but within a regular classroom maths session.

Two staff participated in a successful coaching partnership in Semester Two, researching best practices for how to plan using mathematical concepts as part of our PYP framework. An outcome of the partnership included developing a planning template that incorporated differentiated learning engagements for students that was then trialled across teaching teams. However, as with the coaching partnerships in spelling and writing this also requires more time to fully embed to see the long-term results.

Key Improvement: *Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in numeracy*

Actions:

- Review IB Assessment Policy

- Establish baseline data of student performance, identifying trends and gaps
- Track growth of student performance where teachers have been involved in the formal coaching program in numeracy
- Implement use of online numeracy assessment software for Years Two to Six
- Commence peer coaching in inquiry maths strategies

A key improvement strategy in 2017 was the introduction of online PAT assessments (Progressive Achievement Tests) in Mathematics. Moving to online PAT testing allowed teachers to access timely student data with inbuilt data comparison tools for individuals and cohorts. An area of focus revealed in the audit was the need to analyse achievement data over time to inform teaching and learning programs. Teaching teams were shown how to analyse trends and gaps in mathematical knowledge from PAT baseline testing in Term One. Information was used to inform maths planning during the year. 2017 PAT mathematics online data will also be used as a starting point for monitoring children's growth across achievement strands over time as they sit the assessment tests each year. To support the ongoing understanding of the PYP stance on assessment, teaching teams completed an audit of current assessment practices in Semester One during collaborative planning meetings. A strength from the audit was the range of formative assessment tools teachers currently use to monitor children's growth including success criteria, checklists, assessment rubrics and anecdotal note taking from student-teacher conferencing and small group work.

The Assessment Policy was refined to reflect the school's decision in 2015 to move away from using portfolios to show 'products' children have produced, to documenting the 'process' of learning across a period of time, as documented authentically daily in children's work books. The revised policy was ratified by the School Board in December 2017.

A culture of collaboration was evident during the year as teachers shared best practices in how to implement PANL maths teaching strategies in staff and team meetings. This was further developed as we partnered with Forrest and Red Hill Primary schools (also PANL Round One schools) and had regular meetings to share practice and understandings between the PANL teams along with walk-throughs of our classes to see the development of these with our children. This has been a very powerful aspect of the PANL program and one that has been acknowledged and celebrated by the Curriculum and Pedagogy section of the Education Directorate.

A formal coaching program was trialled in Semester Two with a group of two teachers choosing a focus on teaching mathematics. It was not possible to meet the action of tracking growth of student performance where teachers have been involved in the formal coaching program in numeracy, as the coaching partnership focussed on trialling a new approach to programming mathematics. However, this long-term initiative of peer-to-peer coaching, as with writing and spelling, will continue to be used and monitored to build capacity over time.