

Gordon Primary School

Annual Action Plan Report 2017

Context

Gordon Primary School is situated in the Southern region of the Australian Capital Territory. It caters for students from Preschool through to year six.

Gordon Primary School strives to enable students to be confident, respectful and tolerant individuals who are joyful about their learning.

As a member of the Lanyon Cluster of Schools Gordon Primary School pursues the Cluster Vision of learning that;

- Engages, motivates and values students as individuals,
- Provides programs of high intellectual quality designed to challenge and support students
- Is connected to real world issues and C21st skills which are relevant to students' lives

Four key values are emphasised at Gordon Primary School, responsibility, honesty, tolerance and respect. Additional values of importance include, striving for personal best, integrity, understanding, care, compassion and inclusion. Also Gordon Primary School accords high priority to promoting warm, courteous relationships in which the rights and needs of all are respected and resilience is developed.

Methodology

An important element of the improvement process at Gordon Primary School is the application of the Plan-Do-Study-Act (PDSA) cycle. This process involves staff collaboratively developing and adopting the annual improvement plan, undertaking actions in accordance with the strategic priorities of that plan, studying the outcome of the actions and acting on the findings of their study. Teachers undertake formal Action Research (also known as Action Learning) projects as part of this process.

To obtain an overall understanding of the success of continuous improvement efforts, the Executive Team, in consultation with staff, formally reviews whole school performance each semester noting achievements against the priorities of the Annual Action Plan. The Gordon Primary School Data and Assessment Plan guides the gathering and analysis of student learning and wellbeing data. Each year the Executive Team conducts a comprehensive review of performance in Term 4. Data analysed in this end-of-year comprehensive review is utilised to develop the subsequent Annual Action Plan. The School Board approves annual Action Plans.

In 2017 the school was in the first year of the school improvement cycle. The school's strategic plan is focused on improving outcomes for students in literacy and

numeracy and to enhance students' sense of satisfaction, enjoyment of learning and wellbeing.

The school's self-assessment and the Report of the External Review Panel were used to determine the priorities, strategies, actions and targets that comprise the 2017 -2021 Strategic Plan and the 2017 Annual Action Plan.

Evaluation of Performance

Priority 1

Improve Learning Outcomes in Literacy and Numeracy

Targets

- 60 percent of within school matched students demonstrate expected growth, or better, in Year 3 to Year 5 NAPLAN Numeracy (improved from 55 percent in 2016)
- Of all within school matched students, 70 percent achieve 60 percent of expected growth or better in NAPLAN Numeracy
- 85 percent of Kindergarten students achieve expected growth or better in PIPS Numeracy (improved from 82 percent mean 2013-16)
- 75 percent of Kindergarten students achieve expected growth or better in PIPS Reading (improved from 70 percent mean 2013-16)
- 65 percent of students demonstrate expected growth in Writing in the Gordon Primary School Writing Assessment (K-Y6)
- 80 percent of student achieve at least 60 percent of the expected growth in the Gordon Primary School Writing Assessment (K-Y6)

Progress

The schools first key improvement strategy was to **refine and expand the Response to Instruction (RTI) approach to include Tier 2 and Tier 3 Instructional strategies for Numeracy**. The first action outlined in the Annual action Plan (AAP) was to streamline school wide systems to identify students who require Tier 2 and Tier 3 support. This action was supplemented by the actions of defining a system of Tier 2 and 3 support that integrates with the school's targeted support and learning programs and a review and refining the Tier 1,2 and 3 numeracy program. A key performance indicator was that Gordon's Assessment and Data Plan clearly outlines the mechanism for identifying students who are not achieving expected growth in Numeracy and are therefore potentially requiring Tier 2 or 3 interventions. The regular use of the Evidence for Learning App and the Gordon Data Tracker is evidence of the success in this strategy.

The Data and Assessment team, involving executive and specialist teachers, was created in Term 1. A Tier 2 resourcing team was created in Term 2, also with executive team leaders. This team met to plan resourcing for numeracy support in Term 2 and define a mechanism for identification. This team created a definition of Tier 2 and 3 students, and developed a system of identification for numeracy. This was saved in the Google Team Drive and shared with all staff.

The Data Tracker was reviewed for numeracy criteria with new specific drop-down items added that allowed for targeted interventions and differentiation within classes. The tool and systems around it have gone through a refinement process over time seeking the best way to implement it within the resourcing limitations. Teachers regularly use this tool with the file history showing teachers accessing it several times a week. That the data is up to date is further evidence of its role in day-to-day collection of data. Executive also regularly uses the Data Tracker for data analysis

and whole school planning, with analysis graphs informing discussions at Executive Conference and during Executive meetings. Targeted support teachers use the Data Tracker to plan interventions and areas of need. This is evident through informal and formal discussions and emails referencing this data.

Seven students in Year 1/2 received a specific Tier 2 intervention for numeracy in Term 3, with progress recorded and shared with class teachers. Students in Years 5/6 received Tier 2 extension interventions for numeracy in Terms 3 and 4. Students in K-6 classes received Tier 2 support within class, using data analysis for differentiated teaching and small group work.

The action of reviewing and refining the Tier 1,2 and 3 Numeracy program received consideration in Team Meetings and Case Conferences but will continue in 2018. The introduction of learning walks late in 2017 is a precursor for more work on this to take place throughout 2018.

The second key strategy was to **develop and Implement a Response to Instruction (RTI) approach for Reading and Writing (Tier 1, 2 and 3)**. The enhancement of the current RTI system to assess student need as content descriptors and achievement standards in the Australian Writing Curriculum were addressed became the first step towards implementing this strategy. Progress was made through the school supporting staff to attend ACT Education Directorate (ACTED) workshops on the Australian Curriculum. Other actions, aimed at mapping alignment of Achievement Standards from the Australian Curriculum with pedagogical descriptors from the First Steps Writing Resource and the development and Implementation of school wide professional learning to build teacher capacity in the use of data to inform a balanced writing program, were commenced. A Writing Fair was held in term three and attended by most Gordon Teachers. Teaching Teams also undertook an audit of practice with regard to teaching Writing, both in terms of time devoted and quality of pedagogy. Further work on these actions was deferred pending involvement of all teaching staff in the Tuggeranong Network Writing Project. The timeline has been adjusted so that significant professional learning on the teaching of writing will take place in the final week of Stand Down in January 2018.

Other actions that occurred in 2017 include; discussions and planning for reviewing implementation of First Steps benchmarks across the school.

Review of spelling and writing benchmarks, and reading benchmarks for students over PM Benchmark Level 25.

Seventy-one students received Tier 2 or Tier 3 support during 2017 for literacy and numeracy, and forty-five students received individual summaries of progress and recommendations. These summaries were shared with all staff.

In 2017 Gordon Primary had a degree of success in meeting Numeracy and Literacy targets.

47 percent of within school matched students demonstrated expected growth, or better, in year 3 to year 5 National Assessment Program in Literacy & Numeracy (NAPLAN) Numeracy, falling short of the target of 60 percent.

However 80 percent of within school-matched students achieved 60 percent of expected growth or better in NAPLAN Numeracy, exceeding the target of 70 percent. Importantly the school met all of the Education Directorate Targets set down for 2017

in both Year 3 and 5 for Numeracy and Literacy, with the year 3 outcomes in the top end of the range.

	Year 3		Year 5	
	ACTED Target	Achieved	ACTED Target	Achieved
Reading	410 ± 20	428.5	488 ± 20	478.7
Numeracy	379 ± 16	394.2	467 ± 18	453.1

In terms of PIPS targets the school met both of its goals, with 88 percent of students achieving expected or better than expected growth in Numeracy and 75 percent doing so in reading.

Reading	2013	2014	2015	2016	2017
Less than expected growth %	36	41	31	20	25
Expected Growth %	57	51	50	54	57
Better than expected growth %	7	8	19	25	18 (75)

Numeracy	2013	2014	2015	2016	2017
Less than expected growth %	21	21	21	14	23
Expected Growth %	62	62	58	52	53
Better than expected growth %	17	18	21	33	25 (88)

Initially the school identified the use of a school based Writing assessment tool to set a target. Because a decision regarding a school writing assessment tool had not been finalised it was decided to use the NAPLAN results instead.

55 percent of students achieved expected growth in Writing in 2017, 10 percent lower than the target. A similar result occurred against the target of 80 percent of students achieving at least 60 percent of expected growth. The result was 70 percent achieving 60 percent of expected growth, again 10 percent short of the target. Analysis has occurred regarding the reasons for the shortfall and measures planned to improve performance against targets in future.

Priority 2

Enhance student's sense of satisfaction, enjoyment of learning and sense of wellbeing.

Targets

- 80 percent positive responses to the statement **'Teachers at my school treat students fairly'** within the Gordon Primary Year 3-6 Student Satisfaction Survey having improved from a 76 percent positive response in 2016
- 75 percent positive responses to the statement **'I feel safe at School'** within the Gordon Primary Year 3-6 Student Satisfaction Survey having improved from a 70 percent positive response in 2016
- 75 percent positive responses to the statement **'I can talk to teachers about my concerns'** within the Gordon Primary Year 3-6 Student Satisfaction Survey having improved from a 67 percent positive response in 2016
- 50 percent positive responses to the statement **'Student behaviour is well managed'** within the Gordon Primary Year 3-6 Student Satisfaction Survey having improved from a 31 percent positive response in 2016
- 80 percent positive responses to the statement **'I like being at school'** within the Gordon Primary Year 3-6 Student Satisfaction Survey having improved from a 72 percent positive response in 2016
- 75 percent positive responses to the statement **'The school celebrates the achievements of students'** within the Gordon Primary Year 3-6 Student Satisfaction Survey having improved from a 70 percent positive response in 2016

Progress

To plan for the explicit teaching and learning of social skills, values and Choice Theory concepts for all students was an important strategy. The first actions against this strategy were to co-ordinate the collaborative planning of Learning modules. All Social Skills learning elements planned and implemented across the school, incorporated choice theory concepts. Subsequent actions, of orienting staff to these new learning elements and the review of the success of these learning elements, were also successfully undertaken across the school, in all classrooms. Planning for implementation of these learning elements in term 1 of 2018 is already under way.

At Gordon Primary School Teachers consistently demonstrate the Indicators of success as outlined in the NSIT Narrative on "A Culture that Promotes Learning". These indicators are:

- Positive class and school culture evident;
- School Satisfaction Survey and School Climate Survey indicates positive feedback from parents and students;
- Bounce Back lessons evident in classrooms;
- Student and staff well-being reflects positivity;
- Maze records reflect more positive displays of Behaviour;
- Common language used across the school- bucket filling, Bounce back
- Code of Cooperation in all classrooms;

- Glasser aligned language common across the school;
- KAGAN Cooperative Learning Structures evident across the school;
- Circle Time structures evident in classrooms;

This is something that is a continual focus in all aspects of school life from targeted professional learning to professional discussions and staff meetings. There is a strong sense, as reflected in the outstanding school satisfaction data, that there is a strong culture of learning across the school.

Empowering staff to support an optimal learning environment for every student all of the time was a key strategy. An audit of staff capacity in social skilling, Choice Theory, Reality Therapy and Restorative Practices was undertaken with differentiated professional learning planned as a result. Training on the application of Glasser's Choice Theory and Reality Therapy was again undertaken as part of a cluster initiative. Fifteen staff attended and the school has 95 percent of staff trained in these processes. It was planned that, as an adjunct to this work, the school would implement Positive Behaviour for Learning (PBL). Training has started and a PBL team has been established. This team has identified desired behaviours and created a PBL vision statement for the school to put in place in 2018. Staff capacity matrices indicated a high level of confidence in implementing Choice Theory.

A further indicator of success is the atmosphere present in classrooms at all times, but particularly observed during walkthroughs. Classrooms are calm but active with interruptions to learning kept to a minimum.

The initial action to achieve the establishment of **an ongoing system to monitor students' satisfaction and other student well-being information** was to reproduce the student satisfaction survey as a Google form as a means of acquiring student feedback each term. In 2017 this survey was implemented across years 3 to 6. This data is reported back to executive meetings.

Allied to this analysis of student data is the work, mentioned earlier, around the ongoing implementation of PBL. It is planned that, in 2018, that the PBL team will provide recommendations for student wellbeing data collection and reporting. Another strategy was to **refine the whole school approach to managing student behaviour**. This took the form of 'Executive on Call', which timetabled both Executive Teachers and Classroom teachers to be free to deal with behaviour issues as they arose. Following evaluation this process was refined as the year progressed resulting in better communication about student behaviour and the response to that behaviour. Behaviour Plans, including an adjustment matrix, have been created for particular students and are aimed at preventing behaviour management issues developing or escalating. An important indicator of the success of this strategy is that these new management systems are widely understood and consistently implemented across the school. An important aspect of this process was Feedback by Friday with staff feedback being sought on behaviour management and any further actions that may be required.

The **ongoing celebration of student demonstration of Gordon Values** was another strategy related to this priority. In 2017 a Year 6 Graduation with Merit system was developed, in consultation with parents and students. Explicit and

descriptive comments are the expectation when preparing awards for assemblies. Gordon Values are an important focus for these awards.

Facebook continues to be a strong source of celebrations of student achievement and the successes of the school. This is also true for events that allow for sharing and celebration of student work. Open Days and Parent and Grandparents Day were examples of this in 2017.

In terms of targets related to this priority results have been very positive. In each of the areas of the school satisfaction survey for which data have been collected the results achieved exceed the targets set. The chart below shows the targets and the student response achieved. The extent to which each target has been exceeded is also shown.

School Satisfaction Survey results	Students %			Parents/ Carers 2017
	Target	2017	Plus	
Items				
Teachers at my school treat students fairly	80	86	6	86
I feel safe at School	75	80	5	88
I can talk to teachers about my concerns	75	83	8	91
Student behaviour is well managed	50	54	4	70
I like being at school	80	89	9	90
The school celebrates the achievements of students	75	95	20	90

That the school exceeded all its targets is an impressive indicator of success in this area. Impressively 95 percent of students positively responded to the statement that the school celebrates achievements of students. This is very positive evidence of a culture that focuses on student learning. In addition there is strong correlation between parents and students with the results against the same items aligning closely.