

Kingsford Smith School

Annual Action Plan Report 2017



Context

Kingsford Smith School opened in 2009. Currently, the school has an enrolment of 894 students across preschool to year 10. The school was reviewed in 2015 and from this review a strategic plan was developed and implementation began in 2016. At the end of 2016, the senior executive team identified the need to simplify the strategic priorities to be more targeted and systematic. As a result the priorities reduced from four to three. The strategic priorities were changed to:

- Develop an expert teaching team
- Embed systematic curriculum delivery
- Develop positive student well-being and strategic community partnerships

The changes have resulted in succinct and achievable priorities. Reference to effective pedagogical practices within the first priority was removed and highlighted within the first priority through specific key improvement strategies and actions related to formative assessment and mentoring and coaching. The third priority that focused on a culture of data analysis has also been incorporated within the key improvement strategies and specific actions for the first strategic priority.

The staff profile at Kingsford Smith School in 2017 was relatively unchanged. The leadership team remained stable across the year, with only one member of the leadership team returning from maternity leave. Opportunities for HDA were available across the year due to executive team members accessing maternity and long service leave. The teaching staff profile consisted of several beginning teachers in their first three years of teaching as well as experienced teachers and aspiring leaders. A full-time school psychologist was also appointed to the school that has aided in ensuring

consistency in providing access to this service.

Kingsford Smith School has embraced a whole school focus on formative assessment in 2017. Several staff members attended the Hawker Brownlow Thinking and Learning Conference and the school formed a Formative Assessment Focus Group. Along with other primary schools in the Belconnen Network, the primary years were involved in two key writing projects – The Belconnen Writing Project and The Early Years Literacy Project. This has greatly contributed to consistency in the teaching of writing and the systematic development of early year’s literacy practices, particularly teaching approaches to phonological awareness, in K-2 classrooms.

The school has also focused on increasing opportunities for teacher feedback. The Principal and Deputy Principals observed each teacher and provided detailed feedback across the year. In primary school, Learning Walks and Talks were used to provide PLTs with feedback in the area of writing and the high school implemented the lesson study approach for observing practice and providing feedback. Furthermore, a continued focus at KSS has been a focus on “one school”. Several changes were made to the way school-based professional learning and meetings are organised as well as a review of roles and responsibilities across the school.

Methodology

The Kingsford Smith School 2017 self-evaluation process was completed through systematic whole staff consultation at a series of professional learning team, staff, executive, parents and community association and at student focus group meetings. The use of National School Improvement Tool (NSIT) was enhanced in 2017 and used as an effective tool to reflect on the school’s journey and to determine areas of success and areas for development. A NSIT Focus Group was formed that focused on triangulating data by gathering evidence, interviewing staff members and students as well as reflecting on all elements during staff and executive meetings.

Data used to evaluate each of the strategic priorities included school satisfaction survey data (staff, student and parent), NAPLAN data, PIPS data and other performance data including A-E grades, reading benchmarks, South Australia Spelling assessment data. Other sources of data related to student well-being included enrolment data, suspension data and behaviour tracking data. This has ensured that the self-evaluation of the 2017 Annual Action Plan was relevant, accurate and useful to the key stakeholders.

Evaluation of Performance

Priority

Develop an expert teaching team

Targets

- 80% of Year K-5 students meet or exceed PM reading benchmarks by the end of 2017
- 80% of Year K-5 students meet or exceed the expected writing benchmarks against the KSS writing assessment tool
- 80% of Year 6-10 students meet or exceed the expected growth in the use of vocabulary, sentence variation and paragraph structure evidenced by their writing samples
- Average growth in NAPLAN scores increase of 3% across reading, language conventions and numeracy for P-10
- 80% of Year 6 - 8 students meet or exceed the expected growth in reading, vocabulary fluency and decoding skills through TOWRE 2 assessment Progress

KIS #1 Develop a whole school professional learning agenda that focuses on building teachers' understandings of evidence based teaching strategies in literacy and numeracy that align the school's vision and Directorate priorities

Kingsford Smith School was part of the Belconnen Writing PLT in 2016 and developed an action plan for developing and implementing a writing assessment tool. The tool was developed by an executive teacher in collaboration with the primary school deputy principal and was based on the NAPLAN Writing Guide. Teachers were provided with a writing stimulus and guidelines for implementing a common writing assessment task and professional learning sessions were implemented at primary school staff meetings on how to use the tool to assess students writing. Following this, a focus group was formed to review and modify the tool based on feedback from staff. Continued collaboration between the focus group and executive has ensured that the tool meets the identified need.

The assessment tool has been used at four different points across the year. Teachers have used the data during planning days to plan for effective writing instruction. To support staff to analyse the data, a tracker tool on Google Sheets was designed. Following moderation sessions, teachers entered student results into the tracker. The tracker is colour coded to make analysing data efficient. From this data, teachers used to discipline dialogue questions to analysis the data and collaboratively plan explicit writing lessons to cater for individual needs. Data has been used to create consistency in practice and open up a dialogue of sharing of practice amongst teachers. Teachers collaborated during PLT time to plan lessons based on *The Writing Toolkit* resource as well as a range of other resources. The school has seen a shift in focus from merely teaching genres of writing to teaching all components of writing. Particular focus has been given to writing quality sentences, use of vocabulary and editing skills. The primary school also reviewed strategies for giving feedback on students writing that saw the development of custom made writing stamps for each year level. The stamps have been utilised successfully as part of the editing process and have supported students to set individual writing goals.

From the PL with Louise Dempsey and Sheena Cameron, teachers were able to draw on a range of strategies to target teaching both in the classroom and during LINK sessions. Teachers were

provided with feedback on their writing instruction through Learning Walks and Talks that were implemented fortnightly throughout the year. Feedback was largely provided in the areas of formative assessment, print rich environment, feedback and learning intentions.

In 2018, the use of the tool will be enhanced by providing annotated work samples to support teachers' assessment and moderation and processes. The Writing PLT will also focus on ensuring that the writing tool links with the Australian Curriculum Achievement Standards. Staff feedback on the tool has been overwhelmingly positive. Teachers have reported that using the tool has given them increased knowledge of students' abilities as well as the areas of writing that they need to focus on. The data table below outlines the percentage of students who have achieved growth in writing across 2017:

Cohort	% of students who have demonstrated growth
Kindergarten	90%
Year 1	89%
Year 2	84%
Year 3	98%
Year 4	100%
Year 5	79%

In 2017, multiple staff ran literacy and numeracy based Changemaker sessions. A major focus on the sessions was literacy and numeracy. Several staff members who attended the Australian Literacy Association conference held in Hobart presented at the session. The sessions were cross-sectoral. Changemaker sessions have been provided on the following areas:

- Read alouds
- Reading comprehension based on work Stephen Lane
- Hand writing
- Mental computations strategies
- Word conscious classroom
- Writing ILPs update/changes- this one will run twice, once per session. You are expected to attend one of these so chose which of the sessions you wish to go to.
- Dyslexia
- Google Suite
- Differentiation
- Zapperoo
- Music appreciation
- 3D printing
- Literacy and media art with ipads

For 2017 each staff member in High School was required to partner with another teacher who were teaching the same literacy or numeracy skills. This did not require staff to be in the same subject area as literacy and numeracy is the responsibility of all teachers. They were required to work together to plan a lesson and one teacher observed the other teaching that lesson. The teachers analysed the lesson using observational feedback but also with formative assessment data and then retaught the lesson based on the improvements made. The second lesson was also observed and data collected to determine if the changes made a difference. Staff partners were required to present their findings at a staff meeting or a PLT meeting to celebrate their work and ensure

accountability. This enabled staff to focus deeply on their pedagogical practice and staff feedback on the process was very positive.

Formative assessment was identified at the beginning of 2017 as whole school approach to developing an expert teaching team. Eight staff members were selected to attend the Hawker Brownlow Thinking and Learning Conference in Melbourne and as part of this conference, all delegates attended the Dylan William Formative Assessment Institute. These staff members then met regularly to as part of the Formative Assessment Focus Group. Key actions of the formative assessment group have been:

- Trial strategies in the classroom and feedback to Formative Assessment Group
- Formative Assessment Group and executive team read Dylan William's book, Embedding Formative Assessment
- Short presentations at PLT meetings either by a member of formative assessment group or executive

Furthermore, coaching and mentoring has had a focus on formative assessment and the learning walks and talks and lesson study observations have also had a focus on formative assessment. In 2018, formative assessment will continue to remain a focus to improve student learning.

In 2017, the school continued the whole school mentoring program whereby each teacher was matched with an experienced mentor with relevant skills. Of particular success, was the external mentor program. Two retired principals were employed by the school providing aspiring leaders with access to experienced mentor. In 2018, enhancements to this model will continue to be made by increasing access to external mentors for beginning teachers and exploring mentoring opportunities for Learning Support Assistants and administration staff.

Coaching processes continue to be used across the school. Early years educators received frequent coaching from the primary school Literacy Coach as well as an executive teacher. The primary school model ensures that the executive teacher provides coaching for at least two staff members – one from their team and another from a different team. Coaching cycles are regularly discussed at executive level to determine future needs and development. In 2018, increased opportunities for coaches to receive further professional learning are recommended to continue effectively building teacher capacity.

In 2017, the reading benchmarks of children in primary school were recorded systematically. The percentages of students who met or exceeded reading benchmarks by the end of 2017 and the percentage of children demonstrating growth are outlined in the table below. Due to different assessment tools being used in Year 5, growth data is not available. While the data below shows that the school did not achieve the target of 80% of year K-5 students meet or exceed PM reading benchmarks by the end of 2017, the growth data suggests high levels of growth for students in early childhood classrooms.

	% of students who met or exceeded benchmarks	% of students demonstrating growth
Kindergarten	56%	85%
Year 1	51%	92%
Year 2	66%	88%
Year 3	61%	62%
Year 4	90%	59%
Year 5	76%	N/A

The school set targets for years 6-10 students that referenced writing work samples and the TOWRE 2 assessment tool. Due to circumstances beyond the school's control, this data was not collected and will continue to be a focus in 2018.

While the school did not meet all NAPLAN indicators of success, gains were made in year 9 writing, grammar and punctuation and numeracy; year 7 numeracy and year 5 numeracy. The school did reach the reading and numeracy targets as set by the Directorate for Years 5, 7 and 9.

Priority

Embed systematic curriculum delivery

Targets

- Average growth in NAPLAN scores increase of 3% across reading, language conventions and numeracy for P-10
- 80% of Year 2-5 students meet or exceed expected growth using the PAT maths assessment tool
- Increase in the percentage students who achieve ILP goals from 82% in 2015 to 84% in 2017

KIS #2 - Embed a guaranteed and viable curriculum so that there is continuity and progression of learning from P-10 with teaching in each year building onto and extending the learning from the previous year

Developing and teaching according to power standards continued to be a focus in 2017. As part of O Week professional learning, a presentation was given my members of the curriculum team about power standards and guaranteed and viable curriculum. English and Maths power standards were implemented across the school. The power standards were published on the school curriculum website and teachers used the power standards to plan for what was taught. Staff were provided with the opportunity to review the power standards at the end of the year. The review included ensuring that the power standards identified provided all students the opportunity to learn the English and Mathematics achievement standards across each year level.

The curriculum team met regularly to implement processes for identifying power standards in other subject areas. Curriculum team members along with executive staff led PLTs to identify power standards across the following subject areas:

- Science
- The Arts
- Health and PE
- Mandarin
- HASS (including History, Geography, Business Studies and Civics and Citizenship)

- Technology
- Digital Technologies

In the primary school years, Learning I Need to Know (LINK) cycles continued with the use of power standards to inform what was taught in English and Mathematics. After teaching the power standard for a period of three weeks (Tier 1), teachers collaborated using student assessment data to identify student needs, form groups and plan activities that match the power standards (Tier 2). Lesson intentions were made clear to students for each of the 12 lessons in the three week cycle and assessment data collected to determine which students required further intervention (Tier 3).

In the high school subject areas continued to refine their power standards. The LINK process focused on key literacy and numeracy content for each term of the year. Staff collaborated on learning activities and common formative assessments to ensure students were in the correct LINK groups and getting the appropriate teaching. The power standards are now set for all subjects and this will enable the further refinement of the LINK process in 2018 to align completely with the power standards.

As writing was a focus in primary school, a significant amount of time was spent developing with staff components of an effective writing program. This included developing a planning documentation based on The Writing Toolkit as well as the Understanding by Design process. Primary school teachers were provided with additional planning time to meet in PLTs to discuss and analyse data and use the planning proforma to plan for writing each term. This process was well-received by staff and resulted in collaborative planning that was focused on student need.

From preschool to year 5, assessment data was collected, stored and tracked as part of the Primary School Assessment Database. The assessment schedule was reviewed and modified and informed what and when assessment data was to be collected. Some primary school PLTs began using the disciplined dialogue questions to analyse assessment data. High school staff continued to develop assessment tools for cohorts and subject areas. A whole school professional learning session was facilitated by a Deputy Principal in August focused on unpacking NAPLAN data. This session focused on identifying areas of strength and areas of need from item analysis data. This data was used by PLT teams to implement lessons that respond to the learning needs of students.

In 2018, data collection and analysis will continue to be a major focus as well as a review of current LINK processes. The assessment schedule should be finalised to include high school and enhanced processes for analysing data, such as the use of disciplined dialogue questions consistently across the school. The school's assessment agenda should be documented as part of a whole school data plan. Staff will need to be provided with opportunities to analyse school based data using the disciplined dialogue questions and develop plans to respond to individual children needs. A focus on how to use this data to differentiate teaching and learning across all subject areas will be of great importance.

In 2018, the school has invited members of the Directorate's teaching and learning branch, to provide additional professional learning in the Australian Curriculum. Modules that will be covered include:

- Introduction to the Australian Curriculum
- Unpacking achievement standards
- Standards based planning and assessment
- Australian Curriculum and differentiation
- Australian Curriculum and SAS reporting

The school's 2017 NAPLAN data indicates an increase of NAPLAN mean score gain in years 5, 7 and 9 numeracy, year 9 grammar and punctuation as well as year 9 writing. 60.3% and 80.3% of years 5 and 9 students respectively demonstrated significant growth in numeracy.

The 2017 PIPS results indicate a significant increase in the proportion of students achieving expected or better growth in PIPS. 80% of kindergarten student's achieved expected or better growth in mathematics compared to 63% in 2015 and 65% in 2014. 62% of kindergarten students achieved expected or better growth in reading compared to 50% in 2015 and 40% in 2014.

Priority

Develop positive student well-being and strategic community partnerships

Targets

- Increase student attendance rates from 87% in 2016 to 89% in 2017
- Reduce suspension incidents and days each by 5% across the school
- Increase by 10% the proportion of staff that agree or strongly agree that "student behaviour is well managed at my school"
- Increase by 10% the proportion of parents that agree or strongly agree that "student behaviour is well managed at my school"
- Increase by 10% the proportion of students that agree or strongly agree that "I feel safe at my school" and "student behaviour is well managed at my school"

KIS # 1 - Establish deliberate and strategic partnerships with the community for the purpose of improving student learning and wellbeing

In 2017, the school made significant gains in developing strategic community partnerships with a range of community organisations. In the primary school, sports clinic programs continued offering a range of opportunities for children to learn essential skills in range of sports including football, AFL and tennis. The "KSS Kids Read" afternoon reading program continued to attract a core group of families for additional reading support. This program is held after school on Tuesdays and Thursdays and facilitated by a classroom teacher or primary school executive. Through developing relationships with Belconnen Community Services, a KSS Play Group was established that began in Term 2. This program was been well attended and feedback from the community has been extremely positive. Furthermore, the Bungee Resilience program was offered to children in year 3 who were identified as needing support with social and emotional learning skills. The group met once per week with a representative from Belconnen Community Services and the school's psychologist. It is hoped that the program will continue in 2018.

Strategic partnerships continued with Ginninderra Rotary. In Term 4, Rotary sponsored a group of 20 year 5 students to participate in the 'Buoyed Up' Yacht program. The programs aim was to develop team work skills and resilience. Rotary continued to support leadership and community service skills of students across the school through the Interact and Earlyact student groups.

The school has also developed a strategic partnership with Ginninderry, a new land release in West Belconnen. This partnership has already provided successful vocational, social action and community service opportunities. In particular, it has provided more positive pathways for our higher needs students. The Principal as well as student representative met with the officials regularly and will continue to develop this relationship in the coming years. Partnerships with the Salvation Army and Belconnen Community Services were also vital in providing opportunities for our students in vocational education during 2017, and this will continue into the future.

KSS has also worked collaboratively with community organisations to provide educational opportunities for our students. Examples of this include the Writer's Camp where KSS students went away with the University of Canberra Pre-service teachers who provided tutoring and support to the students in their writing. This enriched the student's camp experience and their writing significantly. Other examples include; working with the Tuggeranong Arts Group for performing arts programs, Multicultural Youth Services ACT where students were introduced to dance, swimming and photograph, and the Smith Family with their Learners for Life program. Links with these organisations will continue into 2018.

KSS also fostered numerous community partnerships that had significant impact on the wellbeing of our students and their families. Some of these include; Belconnen Community Services with their work on early childhood programs and also transitions, Menslink with counselling and mentoring services, Ozharvest and Nutrition Australia who delivered nutrition programs, Child Development Service with their early intervention and drop in clinics, and West Belconnen Child and Family Centre who helped with referrals for families as well as providing their Prep for Pre program.

Furthermore, the school continued to provide a range of programs for students who identify as Aboriginal and Torres Strait Islander. Wirra Club continued in Semester One for primary school students however due to staffing changes associated with the community provider, this did not continue in Semester Two. A highlight of our Aboriginal and Torres Strait Islander programs in 2017 was the Sorry Day Bridge Walk. All primary school students participated in this valuable activity which was received very positively by the community.

In 2018, further focus will need to be given to ensuring the needs of Aboriginal and Torres Strait Islander children are being met. It is recommended that the process for writing and implementing Personalised Learning Plans be consistent across the school.

Positive Behaviour for Learning has been a focus for the school in 2017. We have developed a team from across the school, a purpose statement, a set of behaviour expectations for all students to follow, and clarification of what are minor and major student behaviours. This has all been done in collaboration with the whole school staff (teaching and non-teaching) and with over 80% agreement at every decision making stage. All staff have recently developed lesson plans that will be used to teach the behaviour expectations to students for the beginning of 2018.

We still need to instigate a continuum of reinforcers, clarify our response to problem behaviour process and then ensure a systematic approach to data collection and responding to the data. We aim to launch the KSS PBL in Term 3 2018. This will provide a process and a structure to teach KSS students positive behaviours for success at school and within the community.

MindMatters and KidMatters have continued to be a focus in 2017, although much of the focus has shifted to Positive Behaviours for Learning. Professional learning was provided by the KidsMatter

team in 2017 however due to changes in staff, little further action has been achieved. It is recommended that the executive team review the progress of these programs in early 2018 and decide on their future at the school.

The proportion of parents/carers that agree or strongly agree that “community partnerships are valued and maintained” increased from 70% in 2016 to 82% in 2017.

The proportion of parents that agree or strongly agree that “parent/carers get information from this school on how to improve learning” increased from 46% in 2016 to 81% in 2017.

The proportion of responses to the school satisfaction survey from ATSI families increased from 1% in 2016 to 5% in 2017. The proportion of responses to the school satisfaction survey from ATSI students decreased from 9% in 2016 to 6% in 2017.

The proportion of staff who agree or strongly agree that “student behaviour is well managed at my school” decreased from 60% in 2016 to 57% in 2017.

The proportion of parents/carers that agree or strongly agree that “student behaviour is well managed at this school” increased from 65% in 2016 to 66% in 2017.

The proportion of students that agree or strongly agree that “student behaviour is well managed at this school” decreased from 25% in 2016 to 24% in 2017.

The proportion of staff that agree or strongly agree that “I am satisfied that the school has high expectations in all that it does” decreased from 82% in 2016 to 75% in 2017.

The proportion of parents/carers that agree or strongly agree that “I am satisfied that the school has high expectations in all that it does” increased from 72% in 2016 to 80% in 2017.

The proportion of students that agree or strongly agree that “I am satisfied that the school has high expectations in all that it does” decreased from 57% in 2016 to 53% in 2017.

Proportion of students that agree or strongly agree that “I feel safe at my school” increased from 45% in 2016 to 48% in 2017.