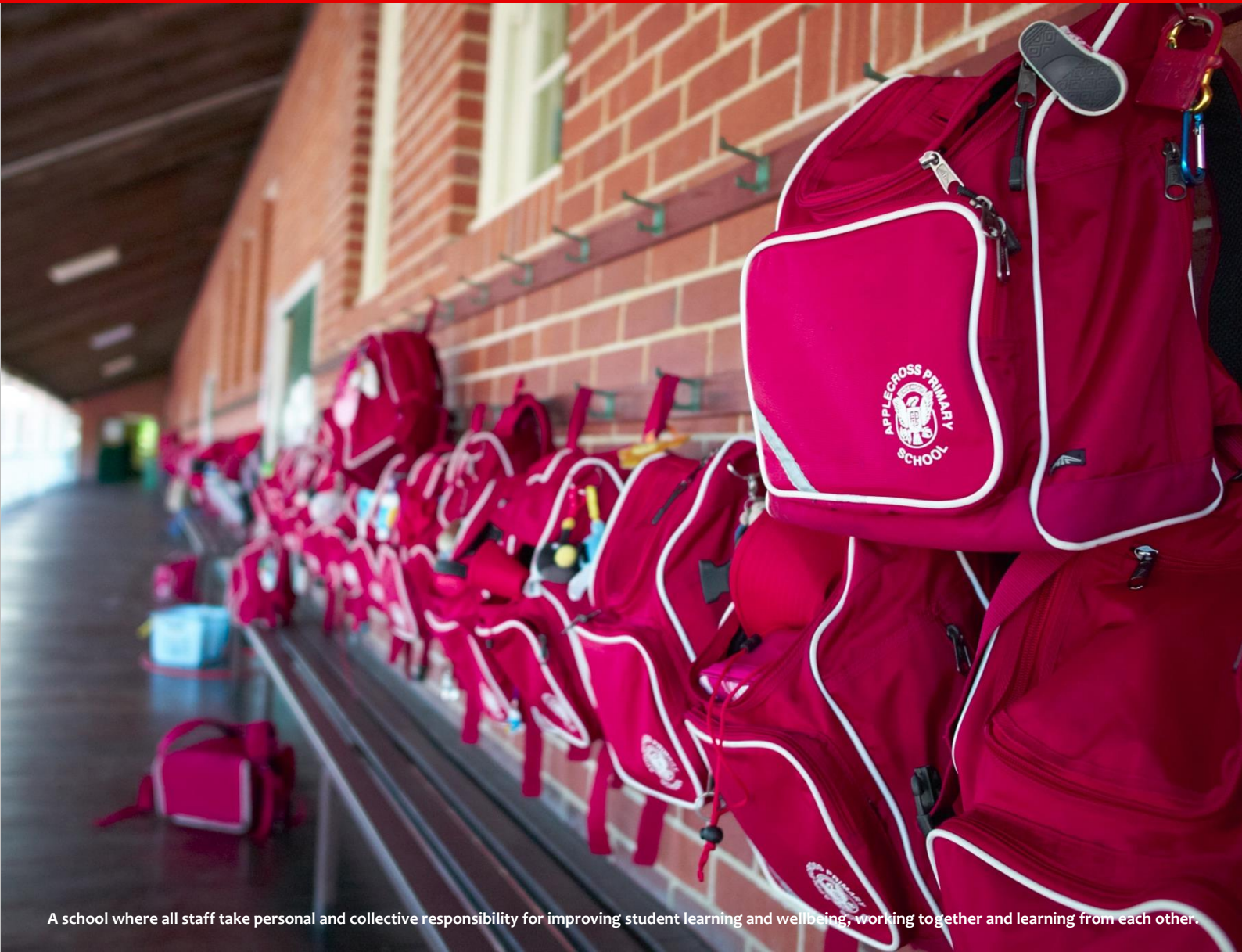# Measuring Our Effectiveness in the Context of Our School

Success is not what you achieve it's what you should achieve with what you've got!

A school where all staff take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other.
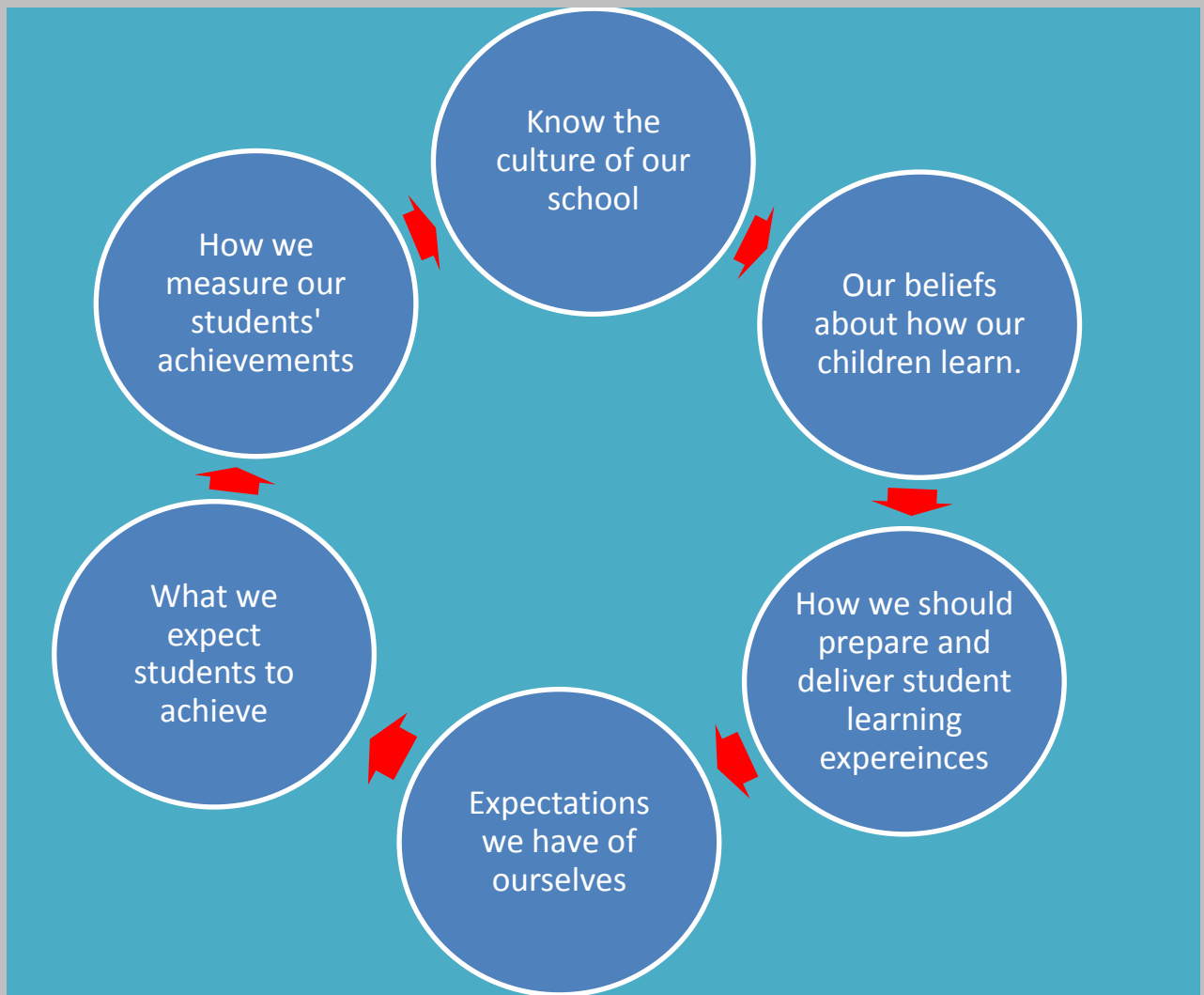
Applecross Primary School has a proud tradition of high student achievement, strong community participation and committed professional staff. It is the school agenda to seek continual improvement whilst maintaining a perspective on what is an acceptable level of outcomes for our students and what is an exceptional educational experience catering for the whole child. This document sets out the rationale and process by which we hold ourselves accountable to our students, our community and us while clearly articulating acceptable standards of achievement for our students.

In order to review our effectiveness it is important that we are clear about the context of our students, have a clear understanding of the expectations of their parents, setting ourselves clear and measurable targets for them to achieve

The following six steps establish a foundation upon which we can be sure our judgements about student progress at Applecross is thorough and accurate.

Measuring Our Effectiveness

- Know the culture of our school
- Our beliefs about how our children learn.
- How we should prepare and deliver student learning expereinces
- Expectations we have of ourselves
- What we expect students to achieve
- How we measure our students' achievements

Applecross Primary School is a happy and productive place where students, staff and the community work closely together to maintain an excellent culture and place of learning. There is a strong tradition of high achievement at the school that is actively pursued by all who are involved in the school.

Location:

Applecross PS is located on the southern banks of the Swan River between the Canning Bridge crossing and Majestic Point. The suburb of Applecross enjoys a very high socio-economic status and it residents reflect an increasing cultural diversity. Present within the area are a number of families whose historical link to the area is generational. The school was founded in 1905 and the grounds include buildings of cultural and historical significance.

Socio-economic Circumstances:

The index of community socio-educational advantage (ICSEA) is 1164 (an index of 1000 would reflect an average community). The students from this suburb enjoy factors of positive influence on their lives that allow them to learn and grow to their potential.

Cultural Diversity:

The suburb of Applecross has, in recent years, undergone a significant cultural change with an influx of many families from a diverse range of countries world-wide. It is not unusual to hear students speaking in Russian, Chinese, Arabic, Malaysian or French in addition to standard Australian English. 13% of the total student population (560) have an

EAL/D background. Due to the professions many of the parents have, there is a degree of transiency within the student population as families move away to other countries to pursue work opportunities.

This cultural diversity influences the programs that the school needs to consider and the expertise of the staff with the inclusion of an ESL teaching staff member. The parents of many of these students have high expectations for their children's academic achievements.

The indigenous heritage of the area on which the school stands is recognised and honoured. The bushland surrounding the school has been restored, highlighting the scar trees that are within the grounds. Newly erected information boards have been installed. In working closely with Aboriginal Elders and academics from surrounding universities, the school community acknowledges the strong ties to the land and the significant contribution Aboriginal people have made to the area.

Parent Expectations:

The parental expectations of all programs and experiences at Applecross PS are very high. The school has an established reputation as a place where children achieve strong academic results; families make a conscious decision to move into the area so that their children can attend the school. In doing so they make a major financial commitment as real-estate values in the area are significant.

The achievement and progress of the students is a very high priority to parents; consequently with most having high expectations of individual teacher performance. There is a significant expectation of staff by parents to provide what they see as an appropriate educational experience for their children. Many of the students who attend Applecross Primary School also receive extra academic tutoring outside of school hours.

Parent Involvement:

Through the traditional channels of the P&C Association and in more recent times the School Board there is significant parental involvement in the daily activities of the school. The Board plays a significant supporting role for the school programs and processes. It guides the strategic intent and direction of the school through this avenue. The P&C Association is very active in its support of the school providing financial support through the funding of many resources. Traditionally this organisation contributes approximately $50000 annually to school initiatives.

Social Issues:

Within the total student population there are a number of children from blended and single parent families, and the school needs to take this into account when dealing with individual children. In addition many families have both parents working long hours and their children attend out of school care facilities. The school has identified a lack of resiliency in many students as an issue that requires consideration across the whole school.

Staff Expertise:

All staff members are qualified and competent to fulfil their job tasks. The teaching staff profile ranges from beginning teachers to highly qualified, experienced and acknowledged practitioners with five holding L3 Teacher status. All staff members at Applecross have high expectations of the students.

Student Expectations:

A National School Opinion Survey 2016 indicated that the students (98%) either agree or strongly agree that their teachers expect them to do their best. Further information from this survey indicates that 75% expect to achieve highly during their stay at Applecross Primary School.

Student Achievement:

Through the Nationally recognised testing regime, NAPLAN, the students at Applecross consistently record exceptional levels of achievement in both year three and year five. Year 3 Numeracy scores (2014 – 2016) have recorded means between 441 and 460. For Year 5 the range is 538 – 548. Similar scores in Reading, Writing, Spelling and Punctuation & Grammar place the performance of students at Applecross in the top 15% of all schools across Australia and regularly see us outperform schools of similar socio-economic advantage (ICSEA).

Financial Status:

The school is well managed financially with a responsible approach applied to the allocation of annual funding balanced with the need to provide for resource replacement. Some aspects of this process could be more efficient with staff working collaboratively to share the use and purchase of resources based on the needs of the whole school as opposed to individual classroom supplies/initiatives. While the school has adequate funds to operate on an annual basis the availability of "surplus" funding is minimal. The school also receives considerable financial support from the P&C Association.

Educational Resources:

The school is extremely well resourced. Although the challenge of offering high quality educational programs requires to continual upgrading of resources the school is able to acquire these through support of the P&C Association and its financial management practices.

Curriculum Provision:

At Applecross Primary School, education programs are designed and delivered to meet the needs of our students.   Whole-school approaches to, pedagogy and program delivery are at the forefront of our planning. The development of a whole-school literacy plan; the proposed equivalent for numeracy, based on the ENVISION mathematics program from PP–6; technology and the cross-curricula principles of STEAM (Science, Technology, Engineering, The Arts and Mathematics) provides students with seamless learning experiences. The scope and sequence programs for years K–2 are based on the Early Years

Framework and the Kathy Walker experiential play-based learning philosophy. The SMART words program is used throughout the school to address an identified need to improve spelling, grammar and punctuation.

Programs in music, physical education, health and the arts are delivered by specialist teachers from Years 1–6. French is taught in Years 3–6. French, music and art teachers work together to provide students with cross-curricula learning experiences. Annual school musical productions and art exhibitions feature strongly.

Experiences are provided for children to develop skills for life including resilience, problem solving, and creativity thinking skills, self-concept and intrinsic motivation. Students have the opportunity to extend and enrich their learning experiences through a range of extra and cross-curricula programs such as PEAC (Primary Extension and Challenge) program, additional literacy boost classes, doing maths-online, learning an instrument through the School of Instrumental Music, playing interschool sport, joining a learning extension group that oversees projects such as designing and building a play-based nature playground and joining the school choir.

A set of values developed by the school community form the basis of student behaviour expectations. Students participate in leadership programs, are acknowledged for displaying values and participate in events through the year to develop citizenship skills supported by the chaplain and values committee. There is ample opportunity for students to become 'leaders' at several different levels including school prefect, house leader, duty ranger, a class monitor, flag bearer or conducting the morning fitness program.

Individual educational plans (IEP) and group educational plans (GEP) are prepared for students at educational risk or having special needs. Plans are developed and reviewed in a collaborative case management approach. EAL/D students are supported by specialist staff.

The school has a number of programs that are specific to the needs of different cohorts of students. These include academic extension programs, Coding, PATHS (whole of school program), Science, Literacy/Numeracy Support, Chaplaincy Support (whole of school program) and Leadership Development. Currently through the direction of the school's Business Plan, staff are planning to implement a common teaching approach across the school K-6 that takes into consideration the development of cooperative learning skills, oral language development, inquiry based learning and resiliency development.

Our Beliefs about how the Children at Applecross Learn Best

Based on our knowledge and understanding of the "culture" of Applecross Primary School we believe that students here learn best when the following conditions are present:

There is opportunity for them to learn; learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.

• Learning opportunities are organised • There is a wide variety of educational resources • The children are mindful of themselves, each other and the educational environment around them • Learning experiences are uninterrupted	• There is good rapport between teachers and parents • Students are assured of success – both in progress and achievement • Learning is visible • Learning is appropriate to integrated learning units

There is connection and challenge in their experiences; learning experiences should connect with students' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

• It is meaningful
• Students challenged
• Parents are involved

There is action and reflection; learning experiences should be meaningful and encourage both action and reflection on the part of the learner.	

• There is an end goal :
    -   rubric for marking
    -   achievement, rewards, success
 • Learning is hands on
	• Constructive and meaningful feedback is provided
	 • Concepts are revisited

There is motivation and purpose; experiences should be motivating and their purpose clear to the students.	
• They are given a clear direction • They have a clear purpose, defined expectations and meaningful experiences • There are clear learning goals/objectives	• The teacher is engaged, passionate and knows their content • Students are interested and stimulated • Students are clear about expectations from the school, their parents and their peers

There is inclusivity and difference; the differences between learners should be respected and reflected in the learning experiences.	
• All learners are accepted and catered for • There is flexibility	• Individual needs are met so that children meet their own needs

There is allowance for independence and collaboration; students should be encouraged to learn both independently and from and with others.	
• Independent learning is supported and scaffolded • Students take responsibility and ownership of their learning • Knowledge is shared peer to peer	• They are involved in the direction of their learning • Learning is co-operative/collaborative • Reflection opportunities are provided

There is a supportive environment; where the school and classroom settings are safe and conductive to effective learning.	
• They have a comfortable/safe environment • They have the support of teacher and or parents - to risk take and to have a go • The environment is predictable	• The environment is well organised • It's okay to make mistakes • Mistakes are learning opportunities • There is an established daily routine

Our Beliefs about how we should prepare and deliver learning experiences

If we are clear about the how our students learn best then we need to prepare and deliver their learning experiences in the following ways…..

- Start with the children/ know your learners
- By starting at the finish (SCASA judging standards)
- By researching, knowing and using the content
- By using strong foundation documents i.e. Curriculum Framework

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- Encouraging children along the way and providing timely feedback
- Providing students with open ended tasks
- Explicitly teaching students new skills and knowledge
- Providing students with clear learning goals/objectives
- Giving clear instructions
- Using good questioning techniques
- Setting SMART Goals – Specific, Measurable, Relevant, Timely
- Providing a variety of differentiated learning experiences
- Providing children with a variety of resources which support and extend their learning
- Allow for different learning styles, abilities and backgrounds
- Allow children to learn by doing
- By teaching children the skills of how to learn
- Modelling acceptable behaviour – values, virtues, citizenship

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- Recognising small improvements
- Continuous reflection – of self – group, collaborative – teacher
- Being an enthusiastic teacher
- Working in collaboration with colleagues
- Minimising interruptions
- Being receptive to new ideas
- Accepting responsibility for improving their learning

As a Staff we have expectations of our own behaviours

To improve the educational outcomes for our students we hold ourselves accountable to a professional code of conduct; a standard of behaviour that determines our professional approach to our responsibilities at Applecross Primary School. As such we have determined that the following behaviours will be expectations we have of ourselves.

PERSONAL BEHAVIOUR – As individual members of a cohesive staff group we work with integrity and will be…

• Honest • Fair • Empathetic • Reliable • Approachable and helpful • Respectful • Compassionate • Understanding • Accountable • Good humoured • Considerate	• Enthusiastic • Well mannered • Punctual • United • Supportive • Mindful of our own individual health and wellbeing – emotional, physical, social, cognitive, spiritual • Uphold the School's values – be respectful, be honest and work with integrity

BEING PROFESSIONAL AND RESPONSIBLE TO OURSELVES – As professionals we will…

- Act professionally
- Be realistic
- Be organised and informed
- Dress appropriately
- Code switch
- Behave by a code of conduct
- Take risks
- Be prepared to make mistakes and learn from them
- Develop resilience
- Become more knowledgeable (P.D. & Training)
- Engage in reflective practices
- Be culturally aware
- Be knowledgeable of the curriculum
- Consistently aspiring and working to better ourselves

- To be inclusive and comprehensive in our planning
- Be accountable to parents, children and the school
- Be spontaneous and teach at point of opportunity socially, academically, emotionally
- Measure and monitor our performance
- Be considered and appropriate when communicating..
    - Teacher to teacher
    - Teacher to parent
    - Teacher to student
- Embrace ICT

TEAM WORK MEANS WE ARE UNITED IN OUR PURPOSE – Therefore we will…

- Communicate
- Be collaborative in planning, working and supporting
- Be cohesive
- Apply explicit teaching strategies which cater for individual needs and learning styles
- Maintain Confidentiality
- Learn from our mistakes
- Act as a TEAM

- Display loyalty towards each other
- Look after resources
- Share resources
- Adhere to school plans
- Teach to develop values and life skills
- Be mindful of Applecross IPS and modify and adapt to the community's requirements
- Follow meeting protocols

Given that the preceding information provides us with the foundation for understand our students, knowing capabilities and their backgrounds and the aspirations of the their parents; and in addition outlines how we as a staff of professional educators will endeavour to maximise outcomes for our students through carrying out our professional responsibilities we are now in a position to set aspirations for student achievement in the following areas.

CORE AREA: English
Business Plan 2018 -2020 Commitment

Our school has committed to the development of a whole school approach to the teaching of English. This encompasses common pedagogical approaches as well as the development of scope and sequence documents that guide staff in planning, pedagogy, targeted outcomes and the measurement of student progress.

Objectives	Targets

Objectives

1. To improve reading comprehension skills.

2a. To improve the level of spelling across the school.

2b. To improve the accuracy of spelling in children's writing

3a. To improve the level of writing across the school.

3b. To widen the vocabulary of students and improve their accuracy grammar

4. To improve the level of oral language skills to enable K- 2 students to develop a strong foundation in literacy.

5. To support increasing EAL/D enrolment

Targets

Learning Area	Yr. Level	2018		2019	
		Av.	Range	Av.	Range
Spelling	3	483	476-490	484	478-491
	5		533-546	540	534-547
Punct. & Grammar	3		509-522	509	503-516
	5		567-580	575	569-582
Reading	3		482-495	484	478-491
	5		558-569	563	557-570
Writing	3		452-465	455	449-562
	5		512-525	515	509-522

CORE AREA: Mathematics
Business Plan 2018 -2020 Commitment

Our school has committed to the development of a whole school approach to the teaching of Mathematics. The program consists of comprehensive, flexible, topic based components that ensure our teachers are able to tailor their pedagogy to effectively reach every student.

Objectives	Targets

Objectives

1. To improve the level of maths achievement of students.
2. Improve the quality of teaching of Maths
3. Improved assessment and moderation practice across whole school

Targets

Learning Area	Yr. Level	2018		2019	
		Av.	Range	Av.	Range
Mathematics	3	458	452-464	456	450-462
	5	549	543-556	550	544-557

CORE AREA: Science
Business Plan 2018 -2020 Commitment
Our program enables staff and students to engage in a wide variety of science activities as well the use of integrated technologies. We allow for the provision of experiences in science, in our purpose designed primary science facility by integrating technologies, engineering, arts and maths. The school continues   to have a strong association with Water Corp, Sci Tech and Curtin University.

Objectives	*Targets*
1. Continue the well-established practice of environmental sustainability	∗ **Students in Yrs K-2 are independent learners who are willing to investigate and share their knowledge as part of their learning process**
2. Introduce STEAM in the early years as per requirements in External Review	
3. Continue using Science/Technology centre in school	∗ **K-2 staff will share common planning and assessment documents that outline an investigative learning approach**
4. Embed digital technologies into school curriculum K-6	
5. Develop whole school K-6 Science plan	∗ **Teacher judgements in ABE report will be within half a standard deviation relative to the school's ICSEA**
6. Implement new technologies curriculum	

CORE AREA: HASS
Business Plan 2018 -2020 Commitment
Students are given opportunities to explore the world, past, present and future to appreciate the world in which we live. An integrated approach is linked to child/teacher interest and relevant to individual and group interests. Year level groups have collaborative plans which allows for cross-curricular planning in reading, maths and technologies.

CORE AREA: EAL/D
Business Plan 2018 -2020 Commitment
Students enrolled at Applecross come from 37 different countries with 40 different languages being spoken in the home environment. A qualified EAL/D staff member operates in a consultancy capacity by providing advice on teaching strategies, the use and sourcing of appropriate resources for classroom use and assisting in the tracking of student progress including reporting to parents.

Objectives	*Strategies*
1. To support increasing EAL/D enrolment	• **Assist EAL/D students with standard Australian English (*FTE)**
	• **To assist EAL/D students to understand cultural expectations of assimilating into school environment**
	• **Assist staff with using EAL/D progress maps for planning, assessing and reporting.**

CORE AREA: GATE
Business Plan 2018 -2020 Commitment
Applecross Primary School has a strong cohort of students who are considered to be gifted and or talented in a wide range of areas including academics, music and art. As a whole school we run extra curricula activities that offer these students the opportunity to work together to share their ideas, learn from each other and develop their areas of strength.

CORE AREA: Students at Educational Risk
Business Plan 2018 -2020 Commitment
An approach of strong collaboration between staff, parents, students and external agencies provides optimal learning opportunities for these students in an environment of equity. Accurate and appropriate individual education plans are developed for identified children and effective transition processes are in place.

CORE AREA: Social/Emotional		
Business Plan 2018 -2020 Commitment		
Student wellbeing and values education receives a strong emphasis at Applecross Primary School. Whole school programs including PATHS, a faction token reward system, Diversity Games Day, Harmony Day to recognise and celebrate cultural heritage are supported by the implementation of specific programs run by our school Chaplin.		
Self-Regulation *Resilience* *Organisation* *Persistence* *Co-operation* *Leadership* *Behaviour*	**ABE Distribution** 1. Works to the best of his/her ability 2. Shows self-respect and care 3. Shows courtesy and respect for the rights of others 4. Participates responsibly in social and civic activities 5. Co-operates productively and builds positive relationships with others 6.Is enthusiastic about learning 7. Sets goals and works towards them with perseverance 8. Shows confidence in making positive choices and decisionS	A minimum 75% of all students will be judged as displaying these traits on a consistent basis.

How we measure student achievement
(Data collection schedule)

The collection of data that indicates student achievement is essential to being able to judge our effectiveness. Data is collected on two levels; through teachers using their preferred data collection tool to gain information on student achievement so they can ultimately report on student progress and at a whole of school level where data collection tools are used for the purpose of establishing whole of school outcome trends and to ascertain the achievement or otherwise of whole school planning targets.

At a whole school level data collected should be precise and the result of use of a valid instrument. The number and type of data collection tools is to be limited and they are not to be onerous in their application.

CLASSROOM DATA COLLECTION TOOLS FOR POSSIBLE USE BY TEACHERS

Curriculum Area	Data Collection Tool	Year Level/s				
Literacy		Kindy	PP	Yrs 1-2	Yrs 3-6	Comment
-Reading	Running Records			*	*	
	First Steps				*	
	Teacher constructed test	*	*	*	*	
	Teacher developed rubric		*	*	*	
	Common Assessment task			*	*	
	Phonological tests	*	*	*	*	
	Phonological Awareness	*	*	*		
	On Entry tests		*			
	Holbourne Reading Test				*	
	Literacy screen	*				
	Old NAPLAN				*	

	PM Benchmark Reading	*	*	*		
	Walker Checklist	*	*	*		
	ACER Literacy				*	
	Guided Reading				*	
-Writing	Running Records	*	*	*	*	
	Anecdotal notes	*	*	*	*	
	Teacher constructed test	*	*	*	*	
	Teacher developed rubric		*	*	*	
	Common Assessment task		*	*	*	
	Old NAPLAN				*	
	Writing samples/rubrics			*	*	
-Spelling	Smartwords		*	*	*	
	Smartwords placement		*	*	*	
	Running Records	*	*	*	*	
	Sth Aust Spelling Test				*	
	Old NAPLAN				*	
	Schonell Spelling Test				*	
	Dictation test				*	
Numeracy	Running Records		*	*	*	
	Teacher constructed test		*	*	*	
	Common Assessment task			*	*	
	Numeracy screen	*				
	Old NAPLAN				*	
	Numeracy Placement Test			*	*	
	Envision Pre & Post		*	*	*	
	Envision task sheets		*	*	*	

	Kindy Numeracy Assess.	*				
	Speed maths				*	
	Mental maths tests				*	
Languages	Oral presentations				*	
The Arts						
-Music	Observation			*	*	
	Filming			*	*	
	MAI music test Yr 2-6			*	*	
-Art	Observation			*	*	
	Teacher developed rubric			*	*	
	Visual Art - Exhibition			*	*	
Social Development	Anecdotal notes	*	*	*	*	
	Teacher developed rubric			*	*	
Science	Teacher constructed test			*	*	
	Scratch assessment			*	*	
Physical Education	Anecdotal notes		*	*	*	
	Observation		*	*	*	
	Teacher developed rubric		*	*	*	
EAL/D	Progress maps	*	*	*	*	
HASS	Monologues key figures				*	

WHOLE SCHOOL DATA COLLECTION REGIME

Curriculum Area	Data Collection Tool	Year Level/s				
Literacy		Kindy	PP	Yrs 1-2	Yrs 3-6	Timeline/Leader
-Reading	NAPLAN				3&5	Louis Term 2 Wk 3
	On Entry Testing		*			Jude/Monique?
See Jude	K-2 PM Benchmark	*	*	*		Helen/Vanessa?
	IPI Testing (Comprehension)				*	End of Term 1 into Term 2 – prep for reporting
- Oral Language	SAIS Data	*	*	*	*	Kim Terms 2&4
-Writing	NAPLAN				3&5	Louis Term 2 Wk 3
	Moderation Task			*	*	Antionette Terms 2&4
-Spelling	NAPLAN				3&5	Louis: Term 2 Wk 3
Numeracy	NAPLAN				*	Louis: Term 2 Wk 3
	Envision			*	*	Orla: Testing Terms 2&4
Languages	SAIS Data				*	Kim: End of Terms 2&4
The Arts						
- Music	SAIS Data		*	*	*	Kim: End of Terms 2&4
-Art	SAIS Data		*	*	*	Kim: End of Terms 2&4
Social Development (A,B,E)	SAIS Data		*	*	*	Kim: End of Terms 2&4
Science	Moderation task		*	*	*	Vanessa: Term 3
Physical Education		*	*	*	*	Kim: End of Terms 2&4
EAL/D	Progress Maps Updating	*	*	*	*	Gillian end of Terms 2&4
HASS			*	*	*	Kim: End of Terms 2&4
Technologies	Capabilities Checklist	*	*	*	*	All staff end term 3