Campbell Primary School

Network: North Canberra/ Gungahlin

Impact Report 2018

The purpose of this document

This document flows directly from our Action Plan (AP) for 2018 which translated our priorities into actions to be taken in the current year of our five-year school improvement cycle. This included continuing the emphasis on; improving student outcomes, monitoring and implementation of an inquiry approach to action school improvement, and monitoring and inquiry to inform daily teaching.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

DATA NOT FINALISED – TO BE PROVIDED FROM LATE 2019

DATA NOT FINALISED – TO BE PROVIDED FROM LATE 2019

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Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

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Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA NOT FINALISED – TO BE PROVIDED FROM LATE 2019

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Reporting against our priorities

Priority 1: Develop consistent and effective school wide approaches to teaching and learning

Targets or measures

By the end of 2018 we will achieve:

- The proportion of 'within school' matched students achieving expected growth in NAPLAN in all domains
- The proportion of students who achieve expected growth and above in PIPs reading and numeracy based on a four-year average
- Proportion of within school matched students achieving at the proficiency standards in year 5.

In 2018 we implemented this priority through the following strategies.

- Increase 63% of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN reading
- Increase 77 % of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN writing
- Improve 55.7% 'within school match' yr 5 students meet or exceed expected growth in NAPLAN spelling
- Increase 73.5% of 'within school match' yr 5 students meet or exceed expected growth in NAPLAN grammar and punctuation
- Increase 65.1% of 'within school match' yr5 students meet or exceed expected growth in NAPLAN numeracy

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data: PIPs

Targets or Measures	Base 2013	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
Reading	64%	64%	95%	73%	51%	90%
Numeracy	78%	88%	91%	75%	60%	84%

Student learning data: NAPLAN

Targets or Measures	Base 2013	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
Reading	50%	67%	50%	78%	68%	96%
Grammar and Punctuation	65%	78%	78%	75%	72%	85%
Spelling	85%	67%	50%	78%	41%	62%
Writing	90%	67%	61%		62%	62%
Numeracy	65%	56%	56%	75%	75%	50%

Analysis → Priorities → Strategies → Actions → Impact (for student)
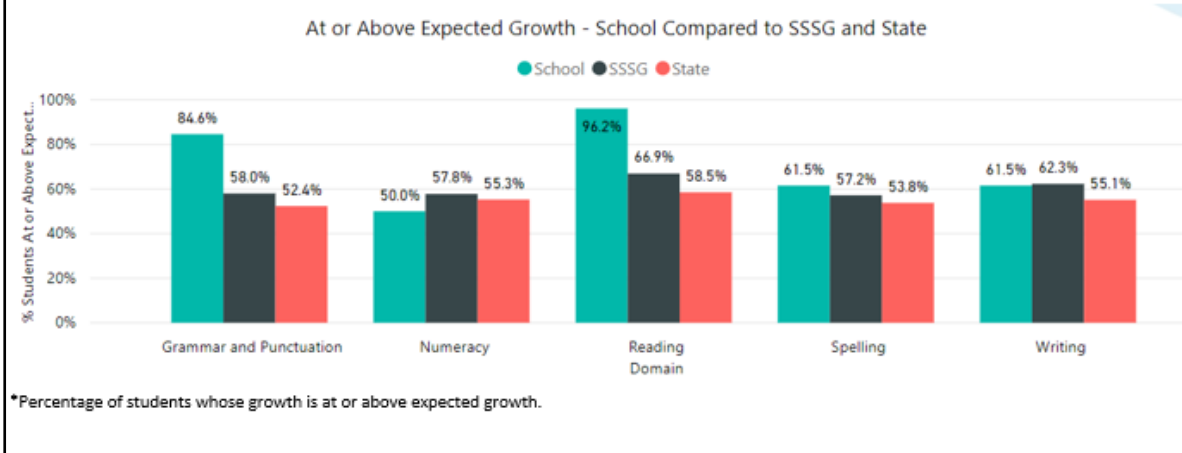
Measure

Year 3-5
Student Expected Growth*
Source: Scout
[compared to ACT and NSW Statistically Similar School Group(SSSG) and all ACT and NSW schools]

At or Above Expected Growth - School Compared to SSSG and State

● School ● SSSG ● State

*Percentage of students whose growth is at or above expected growth.

What this evidence tells us

Example shown for 2016-2018 Year 3-5 Reading, Writing and Numeracy

Reading
- 2014-2016, 77.8% students achieved above expected growth
- 2015-2017, 67.9% students achieved above expected growth
- 2016-2018, 96.2% students achieved at or above expected growth

Writing
- 2014-2016, data not available
- 2015-2017, 67.9% students achieved above expected growth
- 2016-2018, 61.5% students achieved at or above expected growth

Numeracy
- 2014-2016, 75.0% students achieved above expected growth
- 2015-2017, 70.4% students achieved above expected growth
- 2016-2018, 50.0% students achieved above expected growth

This year's NAPLAN data indicates that CPS has exceeded our growth targets in reading, spelling and grammar and punctuation where we achieved levels of growth of 96% in reading (63% target), 62% in spelling (56% target) and 85% in spelling (74% target). In the areas of numeracy and writing we did not meet expected growth where we achieved 62% in writing (77% target) and 50% in numeracy (65% target). This evidence suggests that the adoption of CARS and STARS from year 3 to year 6 has made positive impacts on student learning where all targets were met and exceeded with reading, spelling and grammar and punctuation. Although our writing target was below the 77% goal, in comparison to statistically similar schools CPS were only 1% below and against the ACT our achieved growth rate was above the ACT by 6%. The result in numeracy points to an area for development and a need for assessing the current practices. Since 2015, there has however been a school-wide focus upon developing Literacy practice. As part of the 2019 Action Plan, numeracy pedagogy will be a focus and efforts towards this have already started through participation in Professional Development for a team of our teachers.

Analysis → Priorities → Strategies → Actions → Impact (for student)

The 2018 cohort's performance in PIPS indicated the highest levels since the 2015 cohort for both reading and numeracy. The data itself does not show consistency in improvement with PIPS where the data from year to year is rather sporadic. This year's reading data points to success with the implementation of a synthetic phonics approach across the school starting from Kindergarten. Student's in the 2018 Kindergarten classes were exposed to this teaching approach from the very beginning of the school year.

Our achievements for this priority

<u>Embed a culture of analysis and discussion of data to inform teaching</u>

Professional Learning to build staff skills in analysing and interpreting data:

- Formulation of the data and assessment committee to review current effectiveness of the data collection and analysis processes embedded. This team has revised the School data tracker using the National School Improvement tool to critically review our existing practices. As a result, CPS has adopted a variety of different data sets to assist teachers to use evidence to support the learning and teaching in the classroom. It has been recognised through assessing the current reality that there is a need for continued emphasis on formative assessment strategies and the collection of alternative data sets to inform evidence-based practice in the classroom in 2019.

- Professional learning sessions were conducted in Term 1 and Term 3 to discuss our data in the areas of PAT, NAPLAN and PIPs. This professional learning has assisted teachers in understanding the data and the value of systematically collecting and analysing data to support instructional improvements and improved student outcomes. The dialogue generated from the professional learning sessions highlighted the importance of both system data and school-based data incorporating both quantitative and qualitative measures to gain a complete student learning profile.

- To continue to develop our strength in collaboration the leadership team has been working in both the North Gungahlin and Belconnen networks, determining best practice in assessing student growth in writing against the Australian Curriculum Standards. The skills and knowledge gained has been shared directly with the staff at CPS and continued in-depth development in assessing writing will be a focus in 2019.

Create time in contractual day for in-depth discussion of achievement data and strategies for improvement:

- In 2018, CPS has strengthened the collaborative culture within the school through creating additional opportunities in the contractual school day for teachers to work in professional groups to evaluate student learning, critique the data and form professional judgements to maximise student learning. Engaging in weekly professional dialogue in a professional learning team has enabled teachers to reflect and improve of their teaching practice; building the collective capacity of the team.
- In 2019, CPS will concentrate its effort during weekly data discussions to focus upon one area instead of a number of curriculum areas. This approach is supported by Helen Timperley's spiral of inquiry approach and leading effective PLCs.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Implement coaching and mentoring regimes to improve teaching practice

Development of a professional learning plan to support school priorities and build the capacity of staff in literacy:

- CPS is currently working 'within' our current 5-year plan on the professional development of staff. This plan was commenced in 2016 and has been reviewed and refined in 2018 to become an increasingly comprehensive and strategic document.

- The plan is directly linked to the School Strategic plan, Annual Action plans and the Professional Development Plans of teachers and School leaders. The plan demonstrates and documents how CPS is facilitating effective and high-quality professional Learning for teachers against the school strategic directions while addressing the reflective practice of teachers and building staff capacity through targeting personal goals for professional growth.

- In alignment with **AITSL Professional Standards for Teachers** and the **Quality Teaching model**, curriculum leaders have built capacity through school-based, shoulder to shoulder modelling, professional dialogue, observations and feedback cycles. The coach/mentor model at CPS guided the planning and redesign of activities, lessons and units of work and provided opportunities for teachers to talk about pedagogy and to understand what constitutes quality teaching with a focus on literacy and writing.

- Through innovation and documentation, teachers were guided through best practice, reflection and analysis. This included teachers, individually and in groups, analysing current classroom practices to understand how those practices might subsequently be improved.

- The conversations provided valuable opportunities for:
  - Planning, implementing, evaluating and modifying of teaching and learning programs
  - Creation of productive learning environments that engage all students
  - Teachers to use the knowledge of individual students, learning processes, curriculum content and a range of teaching and assessment strategies
  - Improvement of student outcomes.

All teachers participate and engage in a cycle of reflective practice around their pedagogy, skills and knowledge to increase student learning outcomes in writing:

- To foster school wide improvements in the teaching and learning of literacy across the school numerous external and internal professional learning opportunities have occurred throughout the life of the plan. In 2018 specifically, nine classroom teachers and three members of the executive team engaged in professional learning on: Essential Literacy Practices, K-6 - 10 essential practices to improve literacy outcomes, delivered by Christine Topfer. Six staff went on to deepen their literacy knowledge with Christine Topfer and complete professional learning on Word Conscious Classrooms - going deeper with 4 of the 10 essential practices.

- Staff have engaged in professional readings and small group professional dialogue around research and evidence based best-practice in the areas of spelling, reading, grammar and punctuation and writing. Teachers collaboratively identified essential understandings across all areas of literacy and examined best- practice based on the evidence and how students

Analysis → Priorities → Strategies → Actions → Impact (for student)

learn best. These understandings are now being used to guide consistency of practice and whole school approaches across preschool to year 6.

- All staff have participated in school wide professional development in how to teach spelling using the Soundwaves program as a guide. In 2018 all classroom teachers committed to embedding Soundwaves strategies into their literacy programs to ensure children were exposed to common practices and scaffolded lessons across all year groups. Staff now report feeling more confident in their ability to teach spelling and meet the needs of the learners in the classroom. Additional professional learning in spelling has been scheduled for early 2019.

Embed a Campbell Primary curriculum and pedagogical framework based on ELYF and AC
Professional development is provided to build staff skills in curriculum planning and development:

- CPS has facilitated high quality professional learning for staff to deepen their understanding of the Australian Curriculum.   All classroom teachers at CPS engaged in a full day program based on unpacking the Australian Curriculum and understanding the Achievement Standards. As the focus at CPS is on continual improvement a Curriculum committee was formed to review the current reality of the CPS documentation in relation to our new learning and to support staff with continual development in their understanding and documentation of the learning in relation to the AC. Professional development throughout the year has been continuous with the Curriculum committee presenting regularly during staff meetings. Classroom teachers have been actively enabled to implement their new learnings and contribute to refined "I can" statements through trialling the updated curriculum documentation in the Areas of English and Mathematics.   As the teacher knowledge has deepened the school was able to introduce planning templates for other Key Learning Areas including Science, The Arts, Health and Physical Education.

- The pivotal role of the leadership team in 2018 was to be not only a leader but a participant in the professional learning delivered. The leadership team maintained regular contact with a critical friend in the curriculum section of the directorate to ensure integrity in our decision making and alignment with the strategic directions of the Directorate.

- In 2019, CPS has maintained a strong connection with the Directorate and will be the pilot school examining the general capabilities through Professional Learning (4x workshops). This will involve a series of teacher workshops available both internally at the school and through the professional Learning Calendar at The Hedley Beare Centre for teaching and learning

Challenges we will address in our next Action Plan

-Developing expert teachers in the fields in which they teach. Deepening our understanding in Mathematics while maintaining our momentum and continued work in spelling and writing.

-The school continues to embed multiple sources of data to identify starting points for improvement and monitor progress over time.

-Preparation for School review using the National School Improvement tool

Analysis → Priorities → Strategies → Actions → Impact (for student)

-Formulation of new School Strategic Plan with explicit targets for improvement in student achievement levels.

Priority 2: Enhance Campbell Primary School's reputation as a school of learning with high expectations for all.

Targets or measures

By the end of 2018 we will achieve:

- Proportion of parent, student and staff satisfaction in relation to this school has high expectations in all that it does.
- Proportion of parent satisfaction related to community partnerships are valued and maintained
- Proportion of parent satisfaction related to this school works with me to support my child's learning.

In 2018 we implemented this priority through the following strategies.

- Maintain 86% or above of students report: Overall, I am satisfied this school has high expectations in all that it does
- Maintain 93% of parents agree that community partnerships are valued and maintained
- Maintain 88% or above of parents agree this school works with me to support my child's learning
- Maintain or increase 88%, of parents agree this school has high expectations in all that it does
- Maintain 97% of staff agrees this school has high expectations in all that it does.
- Maintain or increase, 80% of Parents agree computer technology is an integral part of learning and teaching at my child's school
- Maintain 86% and above of parents agree the school is well maintained

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Perception Data

Targets or Measures	Base 2013	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
Parents report: I am satisfied this school has high expectations in all that it does		81%	89%	82%	87%	85%
Parents agree that community partnerships are valued and maintained		76%	78%	80%	93%	87%
Parents agree this school works with me to support my child's learning		79%	90%	87%	88%	89%
Parents agree computer technology is an integral part of learning and teaching at my child's school		56%	78%	77%	80%	82%
Parents agree the school is well maintained		82%	86%	88%	86%	87%
Staff report: I am satisfied this school has high expectations in all that it does		■	96%	89%	97%	94%
Students report: I am satisfied this school has high expectations in all that it does		89%	72%	88%	85%	82%

Analysis → Priorities → Strategies → Actions → Impact (for student)

What this evidence tells us

Our 2018 satisfaction survey results demonstrate that between 2014 and 2018 Campbell Primary School has made improvements against all measures excluding the student target of 'I am satisfied this school has high expectation in all that it does', and the staff target of "I am satisfied this school has high expectations in all that it does'. Against all ACT school's Campbell Primary School is above the ACT average against the parent targets of 'I am satisfied this school has high expectation in all that it does', 'Community partnerships are valued and maintained' and 'This school works with me to support my child's learning'.

Since 2014 the parent perception of Campbell Primary's use of computer technology has continued to make small gains following the large jump after the school's adoption of Google Apps for Education in 2015. We still sit below the system average of 86% in this domain. With an increased focus on the resourcing and communication of technology use in the junior school in 2019, it is predicted further gains will be made in this area.

The evidence also indicates a notable drop in the target area of 'Community Partnerships are valued and maintained'. This is an area that warrants further investigation.
As a matter of note it was observed the amount of families completing the school survey increased sharply due to the system uptake of the Qualtrics system and the ability to send both paper copies and emails. This year CPS had 199 responses in comparison to numbers between 150 and 155 in 2016 and 2017.

In response to our 2018 evidence a few implications have been identified for the 2019 school plan. A focus on resourcing of computer technology in the junior school has been identified and could be linked to our work on positively promoting Campbell PS through targeting School based events and information sharing, as has a need to continue to articulate and promote community partnerships at CPS. Resuming the school's community nights to support our curriculum communication will be key in this regard.

Through observing the data from student survey which only gives voice to our senior students, we have also identified a need to further investigate the breadth of perception data we are collecting as a school. We are currently observing the ACER social and emotional survey to ascertain whether this gives us valuable information to assess our achievement against this strategic priority.

Our achievements for this priority

Develop and embed shared vision and values philosophy and documentation P-6
Link existing vision and values and embed school wide systems using the PBL framework:
- PBL promotes high expectations, supports appropriate behaviour and builds confidence in staff and students. PBL works to:
    Build systems that support teaching, learning and leading
    Create learning environments that encourage pro-social behaviour
    Enhance student and teacher relationships to improve student outcomes
    Explicitly teach all students what is expected of them
    Assist schools to build and maintain strong relationships within the community
    Promote a high level of clarity for behaviour and learning expectations for staff, parents and students

Analysis → Priorities → Strategies → Actions → Impact (for student)

- In recognising and rewarding positive behaviours the school is implementing a proactive approach to promoting positive behaviours for learning rather than responding reactively to negative incidents. In 2018, CPS has introduced 'Stanley the stag' our Safe, Respectful, Learner. In both the playground and the classroom students can earn stags for demonstrating behaviours that adhere to our school SCARFFF values and through demonstrating they are a being a safe, respectful, learner. The stags are linked directly to the school's house system and each fortnight at assembly the winning house is announced and two students from each house are drawn out to win a canteen voucher and Stanley the stag bookmark.
- Individuals receiving stags are being documented on our school data base system to track pro-social behaviours at CPS and to contribute to our multiple sources of data sets.
- When an incident has occurred where someone has been harmed or affected, a meeting takes place in which key questions are asked to help address the issue and reach a resolution. These questions are asked of all the people involved and encourage students to reflect on the incidents that have occurred and consider their actions in relation to the PBL framework. This process is designed to empower students to recognise, develop and respond using effective positive behaviours.

Positively promote Campbell PS through targeted School based events and information sharing

Review of reporting structures and opportunities for parents to participate in their child's learning.

- CPS recognises the important role parents play in the learning and development of children and encourage maximum participation as part of the Campbell Primary School Community.
- To foster better home school communication several opportunities were available for parents to engage with the school. In 2018, parent information evenings were conducted in Term 1, week 3, Parent interviews were held at the end of Term 1 and the beginning of Term 4, Learning journeys took place in Terms 1 and 3 and formalised school reports were completed at the end of Semester 1 and 2. Parents also have the opportunity to book times with the teachers as required throughout the year and have access to communicate via email.
- Our school community blog and Seesaw app (kindergarten only), newsletter and weekly "what's happening" are additional avenues to communicate the schools progress in relation to the learning taking place in the classroom and the school's progress against Directorate and School based priorities.
- In 2018, parents have volunteered their time for building modernisation consultation, excursions, school carnivals, home reading, the school musical production, limelight, cluster spectacular, community run events, P&C and the School Board.

Develop productive partnerships with the parents and the community

Development on a sensory garden as a shared space between school, P&C business CASAC as a learning environment

- The Sensory Garden project has been underway for many years with numerous different iterations of the plan and countless volunteers' hours put into fundraising and planning to see the garden to fruition. In 2017, the school with the assistance of the P&C received a grant to cover half of the costs of the garden and the P&C committed additional funds to bring this $100,000 garden to life.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- In 2018, the sensory garden project went out to tender and landscapers were appointed to complete the brief. Work commenced during Term 2 and the garden was officially opened on Friday the 31 August by the P&C through a Spring Community Celebration lunch.
- The Sensory Garden has two additions needed to further enhance the space - an imaginative play space (cubby house) for the hardstand corner and additional outdoor musical instruments to complement the Music Wall. This equipment has been ordered and is currently pending installation.

Develop a culture of working collaboratively with families to engage in the learning process

Building modernisation: consultation phase

- The Education Directorate invited input from community members and other stakeholders of Campbell Primary School to be involved in the design for the future learning spaces at the school.

The purpose of the community engagement was to:

- o obtain feedback form the community to inform the future learning spaces including the building and landscape, play and social areas, community connection and accessibility; and
- o provide the community with the opportunity to help shape the school, so that it best meets community expectations and needs.

The Conversation

The engagement aimed to capture views/feedback using the following principles as a framework: Learners and learning, Community, Wellbeing, Sustainability, Technology and Diversity.
The Process

Workshops—June 2018

Three community workshops were held on Wednesday 6 June (2x parents/neighbours and 1x staff) with total participation of 54 people. Methods were used to effectively and efficiently capture and theme the feedback and ideas of participants around the future learning spaces at the school.

The workshops provided an overview of the future direction of pedagogy and education in the ACT and included two short videos on modern learning environments.

Feedback and suggestions provided in a Term 1 information session were revisited. The school's vision, purpose, values and behaviour, graduate profile and priorities (critical success factors) will also inform the process. These were developed, and are highly valued, by the community.

The workshops captured feedback using the following principles as framework:

Learners and learning, Community, Wellbeing, Sustainability, Technology and Diversity.

When leaving the workshops, participants were asked to comment on the level of engagement and enjoyment of their experience. Results indicate a good level of satisfaction and engagement with the workshops.

57 voices video

57 students (one for each year the school has been opened) from across the school (years 2-6) were filmed and asked:

What do they like about their school?

Where do they learn best?

What would they like their school to look like in the future?

A significant volume of comments/ideas were generated by staff, parents and neighbours at the June workshop (over 650 ideas) in addition to the ideas captured from the 57 students.

Online Survey

Analysis → **Priorities** → **Strategies** → **Actions** → **Impact** (for student)

The online survey was used to ask parents, staff, neighbors and senior students (Years 5&6) to prioritise the many ideas/suggestions identified in the first workshop. The top priorities (as voted by the community) were the focus of further discussion and clarification during the second series of focus groups held on 15 August 2018.

131 responses were received for the survey - 30% parents, 41% students, 25% staff, 4% community members.

Workshops—August 2018

The second series of community workshops was held on 15 August 2018 (2 x parents/neighbours and 1 x staff) with a total of 34 people participating. They were asked to define the *purpose* of the design priority and identify the *vision of excellence* or design for the priorities which had been identified through the online survey.

Who Engaged

The engagement activity occurred throughout Terms 2 and 3 of 2018, capturing input/feedback through:

• 57 voices – video recording of current students in years 2-6;

• community workshops with parents, staff and neighbours; and

• an online survey for parents, staff and year 5-6 students.

What's Next?

There is further opportunity to engage the school community once the building design concepts/master plan is developed.

The community engagement program has also captured a range of operational issues raised by the community such as active transport, bag storage, flag poles and recycling bins. These have been shared with the Principal for further investigation.

Key timings

September 2017—August 2018—engage the community about the future learning spaces

October 2018—Architect appointed to develop the master plan and concept design

April 2019—Building contractor appointed and the design is developed

September 2019—Construction of the new buildings commences

February 2021—staff and students move into new buildings

TBC—refurbishment of remaining school buildings

Challenges we will address in our next Action Plan

-Implementation of the new online reporting template through SAS

-Communication and consultation in relation to the building modernisation project

-Fostering stronger parent engagement with the school through school-based events

-Strengthening the use of Information Communication Technologies in the junior school

-Capturing of stronger student voice

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

draft 8.3.18 preschool 0180206-W1O-SB-Self-Assessment-Tool-for-Compliance.doc

17.5.18 PRESCHOOL QUALITY IMPROVEMENT PLAN.docx

A copy of the QIP is available for viewing at the school.

Analysis → Priorities → Strategies → Actions → Impact (for student)