

Torrens Primary School

Network: South Canberra/ Weston

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

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

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

To centre teaching and learning around students as individuals

In 2019 our school supported these Strategic Indicators through Priority 1:

- Improve Growth in Writing

Reporting against our priorities

- Priority 1: Improve Growth in Writing

Targets or measures

By the end of 2023 we will achieve:

Student learning data

Target or measure 60% of Yrs 3-5 students are at or above expected growth

Source: NAPLAN – Scout/Myschool

Starting point: 47% of Yrs 3-5 students are at or above expected growth

Perception Data

Target or measure: 96% of classroom teachers believe they receive effective feedback on the teaching of writing.

Source: School based survey

Starting point: 59% of classroom teachers believe they receive effective feedback on the teaching of writing.

School program and process data

Target or measure: *In all classrooms, students know where they are at in their writing and what they need to do to improve.*

Source: Classroom walkthroughs

Starting point: One class, out of the 9 K-2 classes, had individual learning goals. Two classes had anchor charts for what good writer's do. One class had co-constructed anchor charts for what good writer's do.

In 2019 we implemented this priority through the following strategies.

1. Explore writing successful practice
2. Establish a Writing plan
3. Enact aspects of writing plan through PLCs

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

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------|--------|--------|--------|
| 60% of Yrs 3-5 students are at or above expected growth | 47% | 64% | | | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------|--------|--------|--------|
| 96% of classroom teachers believe they receive effective feedback on the teaching of writing. | 59% | 59% | | | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--|---|--------|--------|--------|--------|
| <i>In all classrooms, students know where they are at in their writing and what they need to do to improve.</i> | 1 class, out of the 9 K-2 classes, had individual learning goals. 2 classes had anchor charts for what good writer's do. 1 class had co-constructed anchor charts for what good writer's do. | All K-2 classes have goals and anchor charts. | | | | |

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? 2017-2019, 64% of students achieved at or above expected growth in writing compared to ACT and NSW Statistically Similar School Group (double the score of the 2015-2017 cohort of 32%). Torrens Primary School achieved the 5-year target in the first year.

The % of teachers who believed they receive effective feedback remained the same. As teacher capacity in writing was developed in 2019, teacher definition of effective feedback changed. A higher standard of feedback is expected and Learning Walk and Talks have been modified to achieve this in 2021.

Learning Walk and Talks showed evidence that 100% of K-2 classrooms had individual learning goals, students knew where they were at in the writing process and conferencing provided feedback to students for improvement.

- Have any of your data sources changed over time? If so, why?

No

- What implications does this evidence have for your next AP?

The structures implemented in 2019 (such as coaching, Professional Learning Communities and Learning Walk and Talks) should allow us to achieve our 2020 goal "to improve growth in numeracy". Torrens Primary School achieved the 5-year target in the first year.

Our achievements for this priority

Improve growth in writing

- 100% of teachers attended January stand down PL on *Professional Learning Communities* (PLCs)– TQI accredited (Solution Tree).
- Team PLCs, guided by exec, using Helen Timperley's *Spiral of Inquiry* to improve writing.
- Staff meeting schedule was revised to allow for PLC sharing about writing every 3rd meeting as well as time for the *Curriculum, Data, PBL* and *Pedagogy Committees* to meet. Each week 10 meeting teachers reflected on and celebrated our achievements towards "improving growth in writing".
- *All About Writers* (Catherine Nash) lead TQI accredited workshops on *The Qualities of Great Writing* and *The Essential Elements of the Writers Workshop*. Catherine worked with all PLCs during 2019 guiding them in planning, modelling lessons and improving teacher practice.
- We linked the *Early Years Literacy Initiative* (Christine Topfer) with *The Writing Project* (Jo Padgham).
- 3 Coaches offlined to improve writing, who are all active participants in the *2019 Primary Leader Writing Inquiry*, along with the Deputy Principal, Principal and Catherine Nash.
- Christine Topfer introduced Learning Walk and Talks to examine the essential literacy practices at Torrens Primary School. All teachers had the opportunity to be observed and a number also observed others.
- We had a Ghost Walk each semester.

Challenges we will address in our next Action Plan

- > We will continue to seek feedback on Learning Walk and Talks, updating our documentation and improving the process.
- > We will become more consistent with our coaching approach. All teachers can expect to receive written feedback against their individual goals.

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.

Key improvements sought for Quality Area 1

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|--------------------|---|---|------------------|---|---|------------------------------------|--|
| 1.3 | The need for an effective, developmental observation checklist to assist & support preschool staff in observing and recording students' learning & interests. | To have an efficient, workable document that clearly identifies and reflects the learning and development of all children in the cohort. In turn, to be used to support discussions and reporting to families and for planning. | H | Explore various learning resources and templates. Discuss & share resources between preschool staff from Torrens Primary School's three preschool sites/staff. Schedule regular reflections during team meetings. | A document that is being used frequently and consistently by all preschool educators at Pearce Preschool. Improvement in planning cycle. | Implementation by the end of 2019. | Staff attended the PL "Spreading Our Wings Learning Series" <i>Taking the Plunge – Assessment for Learning</i> . In Week 8, Term 3 Belinda reviewed the preschool's current planning document & process with Carolyn. In Term 4, all preschool Lead Educators & Belinda will be having a professional learning 'sharing' session at the next team meeting. |

Key improvements sought for Quality Area 2

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|--------------------|--|---|------------------|---|---|----------|---|
| 2.1.2 | Improve upon 'Incident, injury, trauma & illness' record document as well as use such reporting on Sentral where necessary & in line with the primary school procedures. | A better, clearer recording document. Appropriate use of Sentral for recording 'Incident, injury, trauma & illness' without increasing teacher workload. | L L | An improved document could & should possibly be designed in collaboration with preschool staff at Torrens Preschool & Chifley Preschool, along with team leader. Staff to be engaged in professional learning opportunity for a greater understanding of this aspect of Sentral. | A new form being used at Pearce Preschool & across all three preschool sites. Staff using Sentral for recording purposes without workload being increased. | End 2020 | Belinda will re-email procedures in regard to this identified issue, highlighting what is deemed as 'reportable' and to whom. Preschool staff to go through all 'Incident, injury, trauma & illness' reports on file and report, as required, on Sentral. Documentation to be scanned and forwarded to Belinda/Rachel & passed on to ACECQA where required-ACTION: Carolyn has reported all head injuries/incidents up until Week 5, Term 4 on Sentral & has forwarded scanned copies of forms to Belinda. |

| | | | | | | | |
|-------|--|--|---|--|---|----------|---|
| 2.2.2 | Emergency and evacuation procedure – confirmation with executive staff at Sacred Heart Primary School. | Clarification & reconfirmation with Sacred Heart Primary School that they are fully aware of the current status of Pearce Preschool's emergency & evacuation procedure as relocating students & staff to Sacred Heart Primary School forms part of the preschool's plan. | M | With assistance from team leader & the school's Health & Safety Representatives – contacting executive staff at Sacred Heart Primary School. | Sacred Heart Primary School executive staff confirm their involvement with & understanding of Pearce Preschool's emergency plans. | End 2019 | Belinda has a copy of the current Emergency & Evacuation Procedures (Term 3) and will update. Belinda has contacted Sacred Heart Primary School & is updating plan. |
|-------|--|--|---|--|---|----------|---|

Key improvements sought for Quality Area 3

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when ? | Progress notes |
|-------------------------|---|---|------------------|--|--|----------------------|--|
| 3.1.1 Regulation 114 | Lack of shade over sandpit | Appropriate and permanent shade cover over sandpit ie. shade sails or permanent structure such as polycarbonate sheeting. | H | Education Directorate or P&C (Pearce Preschool Parent Association) could possibly pay for cost of installation. | Appropriate shade over sandpit is installed | End 2020 | Carolyn will speak with the PPPA at the next meeting (Term 3) to discuss a possible financial contribution towards a shade cover over the sandpit. This could be in the form of a shade sail. |
| 3.2.3 3.1.2 | Removal of green waste, including wet, slippery leaves during winter months – children are often engaged in raking and pruning of plants to keep the preschool's outdoor environment both attractive and safe, yet there is no facility (bin system) to place green waste for collection & removal from preschool | Green waste bins or trash packs made available to preschool, to support the children and preschool program in being environmentally responsible | H | ACT NoWaste, Transport Canberra and City Services need to be made aware that a green waste bin is essential in environment education and sustainability – contact Department of Transport & City Services/Minister ACT NoWaste need to upgrade services to include preschools School's BSO to remove green waste in between contractors' visits. | Green waste bin & collection service is provided to preschool BSO removes green waste | End 2019 ASAP | An email was sent to Chief Minister Andrew Barr in Week 7, Term 3. A reply email has been received from Chris Steel MLA, responding as Minister for City Services. Further action TBA. Chris Steel MLA sent a letter to Carolyn (10 Oct 2019) via email. Green Waste service that we seek is not currently available to non-residential properties. |

Key improvements sought for Quality Area 4

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when ? | Progress notes |
|--------------------|--|---|------------------|---|--|-----------|---|
| 4.1.1 | <p>Team meetings – to foster greater collaboration of staff across all three preschool sites, more regular team meetings should be considered.</p> <p>Isolation of staff – there can be at times a feeling of isolation for preschool staff with the preschool team being spread across three preschool sites as well as being separated from the primary school and main staff of the school.</p> | <p>A greater sharing of resources, ideas for programming & practice, opportunity to come together as a whole preschool team both professionally and socially.</p> <p>Primary school staff meetings being held at one of the preschools once a semester.</p> | L | <p>With the support of executive staff: meetings for all preschool staff (lead educators and on occasion, co-educators) could be held more regularly with dates set on the school calendar.</p> <p>Whole staff meetings could be held at one of the preschools once a semester.</p> <p>An executive staff member could attend preschool events.</p> | <p>Preschool staff meet more frequently & there is a greater sharing of resources, ideas, etc.</p> | End 2019 | <p>This has been actioned in Term 3 when staff have met more frequently and have shared a variety of ideas on programming & practice. This is to be continued into Term 4 (& beyond). Belinda to put dates on calendar for Term 4.</p> |
| | <p>Greater support and frequent visits by BSO required. Classroom teacher should have similar support to that of classroom teacher at the primary school.</p> | <p>BSO visit preschool once per fortnight to 'check in' with teacher & to do basic maintenance, checking of sprinklers, cleaning, removal of rubbish/recycling/cobwebs</p> | M | <p>An arrangement be put into place that the BSO can spend a minimum of one hour/fortnight per preschool.</p> | <p>Classroom teacher does not have to remove things such as:</p> <ul style="list-style-type: none"> Large recycling items Cobwebs Constant leaf litter Fill holes <p>Sprinkler system works & staff do not have to hand water lawns & garden.</p> <p>Small hazards/repairs do not become large jobs due to regular attendance of BSO at preschool/s & BSO potentially being able to 'nip things in the bud'.</p> | End 2019 | <p>Belinda will discuss this with Rachel. One suggestion is that Belinda will be the 'reconnaissance' person as she visits the preschool on a weekly basis, with her making observations and recommendations for BSO support, where required.</p> <p>Staff 'walk through' to be put into place.</p> |

Key improvements sought for Quality Area 5

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|--------------------|---|---|------------------|---|--|----------|--|
| 5.2.2 | Spend more time with children on an individual basis. | More quantitative and qualitative assessment and knowledge of each child in the cohort. | M | Attend professional learning and/or share knowledge/resources with other preschool teachers within the Torrens Primary School team. | The satisfaction of believing that more knowledge & understanding of each child has been gained. | End 2019 | This is a 'work in progress'. However in the lead up to report writing and end of year, Carolyn has made time to address this self-assessment issue. |

Key improvements sought for Quality Area 6

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when? | Progress notes |
|--------------------|--|---|------------------|--|---|-------------|--|
| 6.2.3 | Community engagement – whilst engaging families appropriately and working with them collaboratively at preschool, it would be ideal to extend this into the wider school community with the preschool program including local walks, visits to local businesses/groups & the like. | On at least two occasions each term, it would be good to have the pre-schoolers go on a walk around the local community, whether this be a bush walk up to Mount Taylor or a walk or bus ride to the local shops. | M | <p>Parent/carer interest and support so that extra adults may accompany us on any local 'excursion' outside the preschool.</p> <p>Local business groups contacted & happy to have the pre-schoolers visit.</p> <p>Support & approval from executive staff.</p> <p>Appropriate funding, as required (from families or subsidised by Pearce Preschool Parent Association).</p> | <p>Greater community engagement forms a part of the preschool program & practice with regular local walks & visits to local businesses/groups ie. Pearce shops.</p> <p>Continued relationship with local aged-care facility with morning tea & concert at Pearce Preschool each year (when possible).</p> | End of 2019 | <p>During Children's Week (Term 4), the staff have planned an 'intergenerational' gardening event where grandparents/grandfriends are to be invited to the preschool to assist in our gardening & then join the pre-schoolers for morning tea. This event was held on Friday, 15 November & was a great success. The preschool also was awarded a \$250 ACT Children's Week Grant to fund this event.</p> <p>A discussion has been had with team leader in regard to the possibility of pre-schoolers walking/travelling by ACTION bus to the primary school to attend an event/shared reading activity. To be followed up for Term 4.</p> |

Key improvements sought for Quality Area 7

Improvement Plan

| Standard / element | Issue identified during self-assessment | What outcome or goal do we seek? | Priority (L/M/H) | How will we get this outcome? (Steps) | Success measure | By when ? | Progress notes |
|--------------------|--|--|------------------|--|--|-----------|---|
| | Review of current policies and procedures. | To ensure that the policies and procedures implemented in the preschool setting reflect current Directorate guidelines and updates to the NQS. | H | Review changes to current Education Directorate polices. Review preschool policies and procedures to ensure they align to updated documentation from the Education Directorate and ACECQA. | All policies will reflect current law and regulations. | End 2019 | Preschool team meeting agendas & conversations have included the issues identified re: review of current policies and procedures. Team Leader is actioning the update of policies & procedures. |