Chapman Primary School

Network: South Canberra/ Weston

Impact Report 2019

# The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from 2019 the section below - ‘Our school’s contribution to whole-of-system Strategic Indicators’ - will be populated by the Education Directorate and the school. The Directorate’s new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.*

# 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**SYSTEM LEVEL (provided/populated by Directorate) |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019***System-level analysis statement (provided by Directorate)* |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**DATAYour school’s apparent contribution to this Strategic Indicator (provided by Directorate) |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**As this is a work in progress all Impact Report will only report that the data sets are still being compiled by the Directorate |

## Education Directorate Strategic Indicator 2018-2021

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

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**DATASYSTEM LEVEL (provided/populated by Directorate) |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**System-level analysis statement (provided by Directorate) |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**DATAYour school’s apparent contribution to this Strategic Indicator (provided by Directorate) |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**As this is a work in progress all Impact Report will only report that the data sets are still being compiled by the Directorate |

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

|  |
| --- |
| DATASYSTEM LEVEL (provided/populated by Directorate) |

|  |
| --- |
| System-level analysis statement (provided by Directorate) |

|  |
| --- |
| DATAYour school’s apparent contribution to this Strategic Indicator (provided by Directorate) |

|  |
| --- |
| **DATA NOT FINALISED-TO BE PROVIDED FROM LATE 2019**As this is a work in progress all Impact Report will only report that the data sets are still being compiled by the Directorate |

# Reporting against our priorities

## Priority 1: Improved student outcomes from P-6

### Targets or measures

By the end of 2018 we will achieve:

* A whole school culture promoting high expectations for improved performance through engagement with the Australian Curriculum and the Early Years Learning Framework.
* High quality and relevant data are used to monitor student performance and inform school improvement.
* Improved pedagogical knowledge and skills of all educators.
* Use innovative practices to deliver relevant and engaging curriculum.

In 2018 we implemented this priority through the following strategies.

* Embedding a systematic process for the measurement and analysis of learning data.
* Establishing a community of inquirers through innovative and relevant curriculum development and delivery.
* Further developing teacher expertise and effectiveness in improving student outcomes.

*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** | **2014** | **2015** | **2016** | **2017** | **2018** |
| • increase the proportion of kindergarten students who achieve expected growth or better in PIPs Reading by three percentage points on the 2017 results. | 765 | 72% | 76% | 58% | 60% |
| * increase the proportion of kindergarten students who achieve expected growth or better in PIPs Numeracy by three percentage points on the 2017 results
 | 74% | 73% | 69% | 71% | 84% |
| • achieve a two-percentage point increase in the proportion of year 3 and 5 students achieving in the top two bands of NAPLAN tests based on the 2017 four-year average. | **Reading**Year 3 |  |  | 59.7% | 65.8% |
| Year 5 |  |  | 51.4% | 53.9% |
| **Numeracy**Year3 |  |  | 45.65% | 55.8% |
| Year 5 |  |  | 30% | 31.1% |

### What this evidence tells us

|  |
| --- |
| * In the reading element of the PIPS assessment, 60% percent of students achieved expected progress or better in reading, a two-percentage point increase from the previous year.
* In the maths element of the PIPs assessment, 84% percent of students achieved average progress or better, a thirteen percent increase from the previous year. During the year, six kindergarten children were identified for targeted small group and 1:1 student support.
* The school also monitored school reading progress using PM Bench Marks. This data indicates that 94% of kindergarten students reached the expected PM reading benchmarks 5-8 by the end of kindergarten
* NAPLAN data measuring the school’s performance overtime and actual gain indicates that whilst Chapman Primary has achieved above average performance and average gains across the cycle in reading and writing, in numeracy the gain score compared to performance has generally been the lowest of all three assessments. It is not known whether the impact of Chapman completing the assessment online in 2018 is a reason for decline in student gains from 2016-2018.
* NAPLAN Growth data was analysed to track students’ progress to increasing the proportion of within matched students in the top two bands in each test domain. Data from 2016-2018 was analysed. Students demonstrated growth in the top 25th percentile
* NAPLAN Reading 2016-2018 60.3% of students achieved at above or expected growth
* NAPLAN Writing 2016-2018, 45.5% of students achieved at above expected growth
* NAPLAN Numeracy 2016-2018 51.5% of students achieved at above or expected growth.
* The performance gain for our 2016-2018 cohort who completed the NAPLAN assessments online was the lowest it has been over the cycle.
* NAPLAN data and whole school spelling data strongly indicated that students at Chapman are not making significant progress. Whilst Bee spelling data indicates that 80% or more of our students K-2 are making growth, there appears to be a decline in the percentage of students demonstrating growth as they progress through the grades. Some possible contributions to this are the amount of content required to be covered, professional knowledge of staff and/or student engagement. Or is it attributed to the fact that the students are getting closer to the ceiling of the assessment tool as they get older?
 |

### Our achievements for this priority

|  |
| --- |
| * A School Improvement team was established to plan for and to lead the school review process.
* Professional Learning Teams (PLTs) continued to prioritise the analysis of data and moderation of work samples
* Our Response to Intervention model was refined identifying appropriate levels of resourcing and support for teachers to make effective adjustments to student learning as a response to the analysis of data, to meet individual student needs.
* All teachers successfully utilising the Schools Administrative System (SAS) to enable the leadership team to monitor student demographic, attendance and wellbeing data
* Teachers participated in professional learning to support their understanding of differentiation of the Australian Curriculum, moderating tasks and reporting to parents. Curriculum documentation was completed. Differentiation of curriculum delivery was a focus for QT rounds in 2018. Teachers observed others in practice and professional learning conversations were facilitated to provide constructive feedback.
* All teachers had the opportunity to continue to build their understanding and their capacity to deliver an inquiry-based curriculum. To support capacity building teachers created a SMART goal relating to their inquiry practice and were observed and provided with feedback on their practice following Learning Walks.
* All teachers had the opportunity to engage in targeted professional learning through coaching and mentoring continuing to use the GROWTH model for enhanced pedagogy
* Upskilling teachers by having a regular focus on data to enable them to monitor student progress, identify explicit foci and inform differentiated instruction to cater for the range of abilities within their classes, with a focus on mathematics occurred through the school’s participation in PANL, improved pedagogical knowledge in the use of Count Me in Too, SENA and Middle Years Mental Computation.
* Participation in the development of whole school numeracy planning documents to strengthen consistency in mathematics teaching. A common planning template was developed collaboratively during PLC time.
* Professional learning communities (PLC) engaged in action research relating to reading and reading comprehension. Torch for years 3-6 was trialled and evaluated by the PLC
 |

### Challenges we will address in our next Action Plan

|  |
| --- |
| Better technological support to students to undertake NAPLAN onlineYear level PLCs to establish team norms and agreed protocols for collaborative and consistent team practicesA PLC to focus on what the data is telling us about our spelling. Action Learning to support what strategies will be required to improve student outcomes in this area. Where the percentage of growth is below 50%, we need to ask what is or isn’t happening within these classes? In 5/6RG many students went backwards. Do all teachers know how to mark the inventory and place the students accordingly? Is PL in BEE spelling required for some teachers? Are teachers engaging with the data that is provided to them at end of year transition? Are teachers really targeting their teaching and spelling activities to the areas of need in a students’ knowledge base?To engage expert Kath Murdoch to work with teachers to build their capacity to create curious, thinking and engaged learners.Use of multiple sources of data including demographic, student learning, perceptions, and school processes. to assess, analyse and develop strategies to improve student outcomes  |

## Priority 2: Enhance school and community connections

### Targets or measures

By the end of 2018 we will achieve:

* Improved student wellbeing

• Broadened opportunities for home/ school connectedness

• Increased parent understanding of teaching and learning at Chapman Primary School

• Enriched community partnerships

• Maintain NQS 'exceeding National Standards' rating in QA6

In 2018 we implemented this priority through the following strategies.

* Incorporating a framework to overarch student wellbeing and community engagement practices.
* Engaged parents as active participants in their child’s learning and the school environment
* Authentically embedded ICT opportunities across the school and the community.

*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** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| * Increase in student satisfaction data *I can talk to my teachers about my concerns* 65% in 2017 to 70% in 2018
 |  | 73% | 75% | 65% | 64% |
| * Increase in student satisfaction data *Teachers at my school treat students fairly* 77% in 2017 to 79% in 2018
 |  | 81% | 76% | 77% | 58% |
| * 100% of teachers utilise Google Apps for Education (GAFE) to create team planning documents
 |  |  |  | 50% | 100% |

### What this evidence tells us

|  |
| --- |
| * Whilst most of the participants in the School Satisfaction survey indicated that they were overall satisfied with most aspects of the school environment data indicated that there are some areas that require further interrogation.
* In 2018 behavioural complexities and challenges impacted on the demands and capacity of the leadership team, teachers and support staff. Data indicated increased negative incidents and increased referrals to ACT Education Directorate Network Student Engagement Team. The impact of these challenging behaviours was indicated in both teacher and student satisfaction data. In dedicated Professional Learning Community time, teachers were provided with the opportunity to interrogate the data using the Discipline Dialogue questions and to articulate the implications. Feedback from these professional learning conversations was utilised in strategically planning and constructing classrooms for 2019 with the creation of an additional class for year 5/6.
* Over one third of our students continue to articulate through survey data that they don’t feel comfortable talking with their teachers.
* In 2018 the number of students who indicated *teachers treat them fairly* declined by 20%. This was a most unexpected result and teachers shared the results with students by holding focus groups and seeking their feedback. When unpacked the results were influenced by inappropriate behaviour of a small group of students.
* The preschool was assessed against the National Quality Standards in August 2018 and whilst the school initially did not meet the targeted *exceeding NQS* in Quality Area 6, this was reassessed in December, receiving exceeding status and providing the school with an overall rating of *exceeding NQS.*
* All teachers and the leadership team utilise
 |

### Our achievements for this priority

|  |
| --- |
| * Chapman Primary School became an accredited KidsMatter School after all staff completed module four Mental Health – Getting help when you need it
* A whole school approach to health and wellbeing is embedded across the school. The Social Emotional learning program has been made visible in every classroom.
* Parents participated in targeted workshops, including reading, cyber safety, strategies to support students through fine motor activities and orientation workshops.
* Exceeding NQS rating maintained
* ICT plan developed and presented to School Board
* All teachers use the Google platform for planning, meetings and data collection
* The community were involved in the deign and creation of The Indigenous Garden and Flag Raising celebration.
 |

### Challenges we will address in our next Action Plan

|  |
| --- |
| * Leadership team to be reflective in building strategies to better support, communicate and encourage improved communication between staff members.
* Building staff capacity to utilise the SAS Assessment and Reporting platform by end of Semester one to report student outcomes to parents.
* To introduce and build staff capacity to use SeeSaw as a digital portfolio to showcase the learning of every student.
* Opportunities to enhance student voice and opportunities to increase active citizenship across the school
 |