Charnwood-Dunlop School

Network: Belconnen

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*

In 2019 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

* Implementing effective pedagogical practices
* Systematic curriculum delivery
* A culture that promotes learning
* Improve differentiated learning across the school
* Improve the engagement of families from all backgrounds

## Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

* Develop an expert teaching team
* Embed a culture of data analysis and discussion to inform teaching
* Continue a culture of improvement through our coaching model

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

* Build a consistent whole school inquiry maths approach
* Improve data collection, analysis and planning through a systematic data and curriculum plan
* Improve engagement of families from all backgrounds

# Reporting against our priorities

## Priority 1: Improve student outcomes in literacy and numeracy through embedding a culture of data analysis and building teacher expertise.

### Targets or measures

By the end of 2020 we will achieve:

* Proportion of within matched students who make expected or better than expected growth in NAPLAN tests in Year 5 improves by 5% points annually.
* Proportion of students in the top two bands of NAPLAN reading and maths (Years 3 and 5) increases by 2% points annually
* Proportion of students in the bottom two bands of NAPLAN reading and maths (Year 3 and 5) decreases by 2% points annually
* The proportion of students who achieve expected growth or better in PIPS Reading and Numeracy increases by 2% points as an average over the last 5 years.
* Proportion of staff, students and parents who agree that students are getting a good education at CDS improves by 2% points annually in the school satisfaction survey.

In 2019 we implemented this priority through the following strategies.

* Use an action research inquiry approach to improve student writing outcomes through aligning teaching, learning, feedback and data analysis
* Improve numeracy outcomes through a consistent whole school inquiry mathematics approach
* Continue a culture of improvement through coaching
* Improve data collection. analysis andplanning through a systematic data and curriculum plan
* Preschool: Continue to develop the capacity of the preschool team to take detailed, timely observations of children’s learning and rigorous analysis of observations to inform teaching

*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**  **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Proportion of within matched students who make expected or better than expected growth in **NAPLAN Reading** tests in Year 5 improves by 5% points annually |  | 78.9% | 78.3% | 81.3% | 73.1% |  |
| Proportion of within matched students who make expected or better than expected growth in **NAPLAN Numeracy** tests in Year 5 improves by 5% points annually |  | 50.0% | 57.7% | 43.8% | 57.7% |  |
| Proportion of within matched students who make expected or better than expected growth in **NAPLAN Writing** tests in Year 5 improves by 5% points annually |  | N/A | 64.0% | 68.8% | 75.0% |  |
| **Targets or Measures** | **Base**  **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Proportion of students in the top two bands of NAPLAN reading (Year 3) increases by 2% points annually |  | 22.2% | 42.5% | 50% | 31.6% |  |
| Proportion of students in the top two bands of NAPLAN reading (Year 5) increases by 2% points annually |  | 25.0% | 36.7% | 35.3% | 38.2% |  |
| Proportion of students in the top two bands of NAPLAN maths (Year 3) increases by 2% points annually |  | 11.5% | 21.9% | 43.9% | 20.0% |  |
| Proportion of students in the top two bands of NAPLAN maths (Year 5) increases by 2% points annually |  | 22.2% | 12.9% | 11.8% | 18.2% |  |
| Proportion of students in the bottom two bands of NAPLAN reading (Year 3) decreases by 2% points annually |  | 33.3% | 35.5% | 15.8% | 26.3% |  |
| Proportion of students in the bottom two bands of NAPLAN reading (Year 5) decreases by 2% points annually |  | 35.7% | 23.3% | 23.5% | 26.5% |  |
| Proportion of students in the bottom two bands of NAPLAN maths (Year 3) decreases by 2% points annually |  | 34.6% | 43.8% | 17.1% | 20.0% |  |
| Proportion of students in the bottom two bands of NAPLAN maths (Year 5) decreases by 2% points annually |  | 44.4% | 16.1% | 5.9% | 30.3% |  |
| Proportion of students who achieve expected growth or better in PIPS reading increases by 2% points as an average over the last 5 years |  | 81.5% | 75.0% | 76.4% | 60.9% |  |
| Proportion of students who achieve expected growth or better in PIPS numeracy increases by 2% points as an average over the last 5 years |  | 62.9% | 54.5% | 63.6% | 78.3% |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Proportion of staff who agree that students are getting a good education at CDS improves by 2% points annually in the school satisfaction survey |  | 86.2% | 100.0% | 100.0% | 96.4% |  |
| Proportion of students who agree that students are getting a good education at CDS improves by 2% points annually in the school satisfaction survey |  | 91.2% | 88.6% | 88.7% | 84.5% |  |
| Proportion of parents who agree that students are getting a good education at CDS improves by 2% points annually in the school satisfaction survey |  | 88.0% | 92.9% | 93.1% | 86.4% |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base**  **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| [SCHOOL TO COMPLETE] |  |  |  |  |  |  |
| [SCHOOL TO COMPLETE] |  |  |  |  |  |  |

### What this evidence tells us

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| * The targets have been a hard set of data to interpret and relate to student progress * There has been varied growth and decline across the measures, and not in a consistent pattern * The NAPLAN evidence continues to be positive with growth across Writing and Numeracy. Our Reading results in both Yr 3 and Yr 5 have marginally reduced in 2019 * Across the school intervention and quality teaching practices continues to improve reading levels. * Future AP actions have returned to focusing on core Literacy practices to maintain Reading growth. * Maintain focus on Inquiry Maths training and coaching |

### Our achievements for this priority

**Significant work being done with Numeracy across the whole school**

**Developed Whole School Beliefs and Practices**

* Ran beliefs and practices PL in 0 Week
* Numeracy Strategic team reviewed
* Draft was presented to the staff for review - whole team

**PL in PANL Supported Practices for all staff**

* Maths games PL run in term 2
* Balanced Numeracy Block PL run in term 2
* Mathematical language PL provided in term 3
* LSA Skills sessions provided in the teaching of maths, mathematics learning progressions and mathematical language throughout the year
* Readings provided to help upskill teaching teams, coaches and staff
* Coaches upskilled staff in practices

**Resolve Mathematics PL provided to all staff**

* 8 modules of resolve (Inquiry Maths) training provided 2018-2019

**Mathematics tubs in all class spaces**

* Staff nominated resources to be included in boxes
* Resources purchased
* Boxes distributed
* Teams provided review on the resources provided

**Mathematics coaching for teaching staff**

* Learning walks in term 3 with Numeracy Focus
* Peer feedback in terms 3 and 4 with Mathematics Focus
* One-on-one coaching
* Resolve Mathematics inquiry Coaching
* 3 teachers now upskilled to be reSolve coaches
* 6 Teachers have been provided with reSolve Maths Coaching across the school

**A review of balanced Numeracy block planning formats and procedures**

* Whole school PL in Numeracy Block delivered in Term 2
* Whole school maths planning documents updated to include planning for a balanced numeracy block

**Whole school Mathematics teaching and learning data collected by the strategic team**

* Strategic team created a whole school survey to identify point of need for coaching, PL and support at CDS
* Strategic team reviewed survey data

**Ensure consistency in assessment across the school**

* Created SENA kits for use across the school
* PAT Maths on Assessment schedule

**Inquiry strategic teams’ contribution to this priority**

* Presented week 0 PL to the whole teaching team on using provocations to support questioning as part of the inquiry cycle.
* Teaching teams are using a consistent planning document across the school, but with varying levels of sophistication.
* In term two staff meeting, teams discussed and recorded their ideas and questions about inquiry at CDS. Watched a video with John Hattie explaining the size effect of inquiry, and how to avoid the pitfalls of non-effective inquiry teaching. Data was gathered on where teachers felt inquiry learning needed to go next (see last column)
* A number of teachers attended *Inquiry learning: the whats, how’s and whys* presented by Kath Murdoch in term 3. From this session, we gained a clearer understanding of:
  + what inquiry is
  + the inquiry planning cycle
  + how to use the AC achievement standards to develop custom units of inquiry
* 2020 plan in place to work on inquiry approach

**Literacy Strategic team**

* Revised writing moderation rubrics
* Clear reporting and data timelines for writing
* Hot Writes are happening in classrooms but practice and timing are not yet consistent
* Introductory spelling PL - spelling knowledges - morphology, etymology
* Writing/literacy coaches identified (Malvina, Gayle, Emily) and attended PL sessions
* Writing rubrics from the directorate writing action learning shared with literacy strategic team and staff for review
* Writers Wall created and termly writing celebrations occurs in assembly
* See Saw communication established in K-2; Google Classroom/Google Drive continues to be used in 3-6
* 10 essential literacy practices for all staff
* Exec master classes and workshops for coaches
* Literacy practices handbook in draft - building on beliefs and practices
* Presented at Leadership Symposium in Term 3. Selected as 1 of 3 schools who have had consecutive above expected growth in NAPLAN – Reading and Writing. Identified as a Spotlight School

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

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| * Address drop in Reading Yr 3 and Yr 5.   + Review literacy workshops and staff training   + Expand exec team seeking additional literacy expertise.   + Improve data collection   + Improve schools PLC   + Maintain numeracy coaching and staff training   + Continue to expand schools coaching model * Expand Cultural Integrity to encompass more cross curricular opportunities.   + Refocus school action team   + Build systems that are long lasting and lead to embedded practice * Whole school focus on PLC   + Revisit Helen Timperley inquiry spiral.   + Lead through Exec and whole school approach. Work into team PLC’s |

## Priority 2: Develop a culture that promotes learning for all through Positive Behaviours for Learning

### Targets or measures

By the end of 2020 we will achieve:

* Proportion of staff, students and parents who believe the school has high expectations in all it does improves by 5% points
* Proportion of staff, students and parents who agree teachers at the school motivate students to learn improves by 5% points
* Proportion of staff, students and parents who agree student behaviour is well managed at the school by 5% points
* Proportion of staff, students and parents who agree that students feel safe at school improves by 5% points
* Proportion of parents who believe they are encouraged to be involved in the school as partners in their children’s learning improves by 5% points
* Proportion of staff, students and parents who believe the school promotes wellbeing improves by 5% points

In 2019 we implemented this priority through the following strategies.

* Improve differentiated learning across the school P-6
* Improve the engagement of families from diverse backgrounds in the school

*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**  **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Proportion of staff who believe the school has high expectations in all it does improves by 5% points |  | 93.1% | 90.3% | 94.6% | 89.3% |  |
| Proportion of students who believe the school has high expectations in all it does improves by 5% points |  | 76.5% | 74.4% | 81.5% | 72.2% |  |
| Proportion of parents who believe the school has high expectations in all it does improves by 5% points |  | 76.8 | 88.4 | 88.7 | 84.5 |  |
| Proportion of staff who agree teachers at the school motivate students to learn improves by 5% points |  | 96.6 | 100 | 97.3 | 89.7 |  |
| **Targets or Measures** | **Base**  **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Proportion of students who agree teachers at the school motivate students to learn improves by 5% points |  | 93.9 | 89.1 | 87.3 | 88.7 |  |
| Proportion of parents who agree teachers at the school motivate students to learn improves by 5% points |  | 86.7 | 95.7 | 92.5 | 90.4 |  |
| Proportion of staff who agree student behaviour is well managed at the school improves by 5% points |  | 62.1 | 90.3 | 89.2 | 79.3 |  |
| Proportion of students who agree student behaviour is well managed at the school improves by 5% points |  | 47.1% | 46.5% | 55.6 | 40.2 |  |
| Proportion of parents who agree student behaviour is well managed at the school improves by 5% points |  | 71.1% | 86.6 | 84 | 79.8 |  |
| Proportion of staff who agree that students feel safe at school improves by 5% points |  | 75.9% | 100 | 94.6 | 75.9 |  |
| Proportion of students who agree that students feel safe at school improves by 5% points |  | 76.5% | 71.1% | 74.5 | 72.2 |  |
| Proportion of parents who agree that students feel safe at school improves by 5% points |  | 81.7% | 91.5% | 90.6 | 90.4 |  |
| Proportion of parents who believe they are encouraged to be involved in the school as partners in their children’s learning improves by 5% points |  | 87.8 | 89.9 | 86.3 | 93.3 |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base**  **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| SET Features and Implementation Scores (PBL) | N/A | N/A | 69.3% | 97.7% | 96.8% |  |

### What this evidence tells us

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| * This evidence shows a fluctuation in the percentage of Staff, Students, Parents and how they perceive the school * Our PBL data shows consistent growth and thorough implementation across the community * Evidence considered from other data, positive acknowledgements, P&C feedback, community engagement, attendance growth support the development of a positive learning culture * Consideration in the next AP is focused on additional community engagement, with more meaning partnerships. Building cultural integrity across the whole school will be a focus. |

### Our achievements for this priority

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| * Whole staff PL   + Building the Field   + Resolve and Inquiry Maths 6 workshops   + 10 Essential Skills – Departmental PL * Building and developing the Inquiry Whole School approach.   + Work done across the school, developing beliefs and practices and defining what training will occur in 2020 * Ongoing work with teams on PLC’s * Planning for 2020 to prioritise this across the whole school |
| * Improved community events across the year * Whole school assemblies and celebrations.   + Recognised nationally for ANZAC and Remembrance Day commemorations.   + Harmony day   + Senior school excursion to reconciliation place   + Active and positive Facebook and community communications   + End of year concert   + Wakkakirri performance and community support   + Growing P&C and fundraising events * Strong support from community helpers, working in reading intervention café * Engaged with the Childhood Trauma foundation to support student wellbeing.   + Delivered PL on 2 occasions to whole school regards trauma and proactive steps to engage students |
| * Continual growth and development of our Positive Behaviours for Learning framework * Behavioural data reflecting positive trends, RTI modelling showing support for interventions * Use of positive acknowledgements to support positive behaviours.   + Over 75,000 acknowledgements across the year * Training received for the schools PBL strategic team.   + First school to be trained in Tier 2 interventions   + Work with the PBL ESO team to develop and receive training   + Implementing process in 2020 for students   + Staff training taking place to develop language and positive relationships with this process |

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

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| * Continual Improvement to the learning culture   + PBL Tier 2 interventions will commence in 2020.   + Staff training regarding classroom systems and routines to improve classroom management and engaging environments. * Work on the Spiral of Inquiry to build teacher capacity.   + Increased differentiation to meet students’ needs * Build community partnerships   + Focus on events that expose community to the learning styles and strategies of the school   + Incorporate community meeting nights |

## 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.

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| **Priority 1: Improve student outcomes in literacy and numeracy through embedding a culture of data analysis and building teacher expertise**  **ACTION: Continue to develop the capacity of the preschool team to take detailed, timely observations of children’s learning and rigorous analysis of observations to inform teaching**  This year some team members trialled the use of an app for adding annotations to photos and recording observational notes linked to the Early Years Framework. One team member found the KinderLoop app to be successful and will continue its use in 2020. Each teacher has individual methods for recording detailed and timely observations of children’s learning.  The team ensures their observations are analysed considering the impact on children’s learning, development and adjustments to the teaching and learning program using the following questions:   * What did I notice? * Why does it matter? * How could I respond to enrich children's research? * Which perspectives can I look at this from? and * How can I deepen learning and sustain research?   Observations form a fundamental part of the planning process. The planning document has a section devoted to the recording and analysis of observations and this analysis is used to form the focus of inquiry learning. These observations are regularly added to ensure learning is still current and relevant, in addition to informing future planning and experiences.  Teachers and assistants work together to reflect on their observations of children and plan future learning sequences. This ensures all educators are united in the way they support children’s learning and development. |

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