Florey Primary 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 (see reporting for detail):

* Increase whole school wellbeing

## 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 2 (see reporting for detail):

* Improve whole school learning

## 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 and Priority 2 (see reporting for detail):

* Increase whole school wellbeing
* Improve whole school learning

# Reporting against our priorities

### Priority 1: Increase whole school wellbeing

### Targets or measures

By the end of 2020 we will achieve:

* A two percentage point decrease (from six to four per cent) in the proportion of parent/carer responses reporting ‘needs improvement’ for ‘School Identification’ within the School Climate Survey.
* A 10 percentage point increase (from 37 to 47 per cent) in the proportion of students reporting ‘excellent’ for ‘School Identification’ within the School Climate Survey.
* A 10 percentage point increase (from 37 to 47 per cent) in the proportion of staff reporting ‘excellent’ for ‘School Identification’ within the School Climate Survey.

In 2019 we implemented this priority through the following strategies.

* Introduce improved practices and procedures to develop student and staff wellbeing.
* Establish strategic partnerships to provide access to experiences, support and intellectual and/or physical resources not available within 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

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| **Targets or Measures** | **Base**  **2016** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| A two percentage point decrease (from six to four per cent) in the proportion of parent/carer responses reporting ‘needs improvement’ for ‘School Identification’ within the School Climate Survey.  *(Results show the Average of ‘Agree’ or ‘Strongly Agree’ responses to questions in the section).* | 80% | 80% | 79% | 71% |  |  |
| A 10 percentage point increase (from 37 to 47 per cent) in the proportion of students reporting ‘excellent’ for ‘School Identification’ within the School Climate Survey.  *(Results show the Average of ‘Agree’ or ‘Strongly Agree’ responses to questions in the section).* | 65% | 55% | 58% | 65% |  |  |
| A 10 percentage point increase (from 37 to 47 per cent) in the proportion of staff reporting ‘excellent’ for ‘School Identification’ within the School Climate Survey.  *(Results show the Average of ‘Agree’ or ‘Strongly Agree’ responses to questions in the section).* | 90% | 95% | 94% | 88% |  |  |
| An increase in the proportion of students who agree or strongly agree in the student satisfaction survey that “I feel safe at my school” from 71 percent. | 64.8% | 50.9% | 51% | 55.7% |  |  |
| An increase in the proportion of staff who agree or strongly agree in the staff satisfaction survey that “my professional achievements are celebrated at this school” from 59 percent. | 78.6% | 70.5% | 73.7% | 73.5% |  |  |
| The proportion of student responses in the School Climate Survey data increasing from 76 percent reporting ‘excellent’ to an average equal to or above the state average for Behavioural Engagement” | 87% | 75% | 83% | 83% |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Proportion of strategic partnerships meeting set outcomes. | N/A | N/A | N/A | N/A\* |  |  |

### What this evidence tells us

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| Perception data indicates marginal changes overall, with trends reverting back to the original 2016 baselines for most items, or slight decreases. This data tells us that the school needs to maintain its focus on promoting positive behaviours for students, communicating with families about its processes for supporting each student, and maintaining a strong focus on learning at the school. The school will continue to pay strong attention to the role of staff in bringing about the conditions for a safe and orderly environment and will continue to celebrate the professional achievements of staff that result in improved student learning.  A note previous and future targets and measures:   * In 2018, partnership documentation was being drafted by ESO. Review of documentation of partnerships is ongoing in 2019. * The school leadership team will further consider more appropriate data sets in our next Strategic Plan. * Our identification for areas for improvement come from a strengths-based approach. |

### Our achievements for this priority

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| **Priority 1: Increase whole school wellbeing**  Strategies:  Introduce improved practices and procedures to develop student and staff wellbeing.   * Revision of Positive Behaviour for Learning (PBL) external processes and procedures with all staff * Staff beginning PBL revision with students * Procedures underway in playground and classroom and implemented Expected Classroom Practice 5 and data collected * School Evaluation Tool (SET) completed by external coach. Internal and External PBL coaches ongoing collaboration * Internal review of Expected Classroom Practice 6 and presentation of Expected Practice 7 * PBL celebrations at the end on semester one and two * Term 3 review of PBL due to staff turnover. Reinvigoration of PBL processes across school with staff attending professional learning and data collection refined. Community engagement processes refined * Preschool incorporating PBL language through meetings and environmental signage. * Celebrate staff achievements to increase staff social capacity, celebrations included in the weekly staff meeting agenda * Publicly acknowledge staff achievements in staff meetings, newsletters and assemblies * Audit of staff external interests to share with staff * Staff wellbeing events include: staff cricket match, master chef cook off with nutritionist and social events at year levels each term.   Establish strategic partnerships to provide access to experiences, support and intellectual and/or physical resources not available within the school.   * Professional learning for staff in the UrFab program through Child and Adolescent Mental Health Services (CAMHS), emotional coaching for students, teachers and families of year 1/2 students, 32 students * Cyclabilites bike riding program for students with developmental/socio-economic barriers (24 students). * Paint and Play (Belconnen Community Service) and family support services such as Uniting Care Kippax and the West Belconnen Child and Family Centre partnerships developed * Learning for Life (Smith Family) transition and 1:1 tutoring programs facilitated. 61 families - 22% EALD and 15% Aboriginal of Torres Strait Islander * Nutritionist, Lisa Donaldson, worked with all student year levels and family members, food cooking and preparation demonstrations, pop-up stalls and nutritional advice facilitated for 40 parents and carers * Dental Clinic, in partnership with ACT Health, on site at Florey Primary School. Dental examinations and treatments completed for 150 children * Fabulous Florey Community Fair 30 November in partnership with Florey Neighbourhood Watch with over 40 local community and family support organisations * Culture Club weekly lunch time program, K-year 5. Varied activities including Aboriginal and Torres Strait Islander art, story sharing and connections to country. |

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

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| * Continue to strengthen Positive Behaviour for Learning (PBL) * Priorities for professional learning in 2020 include PBL and Zones of Regulation. * Community Coordinator to further develop relationships and partnerships with community, especially in enhancing our communication and support provided for all families. |

### Priority 2: Improve whole school learning

### Targets or measures

By the end of 2020 we will achieve:

* A 5 percentage point increase in the proportion of students gaining greater than or equal to expected growth for NAPLAN reading and numeracy years 3 to 5 up from 50.9 percent in reading to 55.9 percent and from 55.6 percent in numeracy to 60.6 percent.
* A 2 percentage point increase in the proportion of students in the top two bands for years 3 and 5 in all areas of NAPLAN from:

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| **Area** | **Year 3, % in Top 2 Bands**  **2013-2015 average** | **Year 5, % in Top 2 Bands**  **2013-2015 average** |
| Reading | 22.3% | 16.7% |
| Writing | 17.8% | 8.6% |
| Spelling | 18.3% | 18.2% |
| Grammar & Punctuation | 19.9% | 17.8% |
| Numeracy | 14.8% | 11.6% |

Source: SMART Data, 2015

In 2019 we implemented this priority through the following strategies.

* Continue the implementation of the Professional Learning Community, including three tiers of intervention.
* Formalise coaching and mentoring procedures.
* Extend and improve the existing approach to differentiation consistently across the school.
* Embed ICT pedagogies across all learning areas.

*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

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| **Targets or Measures** | **Base**  **2016** | | **Year 1**  **2017** | | | **Year 2**  **2018** | | | **Year 3**  **2019** | | | **Year 4** | | | **Year 5** | | |
| * A 5 percentage point increase in the proportion of students gaining greater than or equal to expected growth for NAPLAN reading and numeracy years 3 to 5 up from 50.9 percent in reading to 55.9 percent and from 55.6 percent in numeracy to 60.6 percent. | Reading, 2016: 52.8% | | 58% | | | 64% | | | 76% | | |  | | |  | | |
| Numeracy, 2016: 43% | | 47% | | | 65.4% | | | 63% | | |  | | |  | | |
| A 2 percentage point increase in the proportion of students in the top two bands for years 3,5 in all areas of NAPLAN from |  | Year 3 Top 2 bands % avg 2013-2015 | Year 5 Top 2 bands % avg 2013-2015 | Year 3 Top 2 bands %  2016 | Year 5 Top 2 bands %  2016 | | Year 3 Top 2 bands %  2017 | Year 5 Top 2 bands %  2017 | | Year 3 Top 2 bands %  2018 | Year 5 Top 2 bands %  2018 | | Year 3 Top 2 bands %  2019 | Year 5 Top 2 bands %  2019 | | Year 3 Top 2 bands %  2020 | Year 5 Top 2 bands %  2020 |
| Reading | 22.3 | 16.7 | 50 | 35.1 | | 35 | 25.5 | | 47.7 | 39 | | 50 | 35.2 | | - | - |
| Writing | 17.8 | 8.6 | 46.3 | 12.3 | | 41 | 7.1 | | 46.9 | 10.2 | | 32 | 18.5 | | - | - |
| Spelling | 18.3 | 18.2 | 38.9 | 29.8 | | 47.5 | 23.2 | | 46.9 | 22 | | 42 | 41.5 | | - | - |
| Grammar & Punctuation | 19.9 | 17.8 | 42.6 | 29.8 | | 55.8 | 25 | | 54.7 | 28.8 | | 42 | 20.8 | | - | - |
| Numeracy | 14.8 | 11.6 | 37 | 21.1 | | 31.7 | 25 | | 37.1 | 27.1 | | 40.8 | 18.9 | | - | - |
|  | Base  2016 | | Year 1  2017 | | | Year 2  2018 | | | Year 3  2019 | | | Year 4  2020 | | | Year 5  2021 | | |
| Increase in the proportion of students achieving key learning as identified by power standards in the areas of literacy and numeracy. | Completed\* | | Completed\* | | | Completed\* | | | N/A\* | | |  | | |  | | |

#### Perception Data

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| **Targets or Measures** | **Base**  **2016** | **Year 1**  **2017** | **Year 2**  **2018** | **Year 3**  **2019** | **Year 4**  **2020** | **Year 5**  **2021** |
| A 5 percentage point increase in the proportion of staff who ‘agree or strongly agree’ that “I receive useful feedback about my work at this school” from 66 percent. | 69.8% | 81.8% | 81.6% | 67.6% |  |  |
| Proportion of staff who ‘agree or strongly agree’ that computer technology is an integral part of learning and teaching at this school, increasing from 72 percent. | 100% | 93% | 97.4% | 91.2% |  |  |
| Proportion of students who ‘agree or strongly agree’ that ‘at this school I have access to equipment such as computers, internet and digital cameras’ from 81 percent. | 91.4% | 88.3% | N/A | 86.3% |  |  |
| Proportion of parents/carers who ‘agree or strongly agree’ that computer technology is an integral part of learning and teaching at this school, increasing from 92%. | 89.4% | 93.3% | 88.5% | 76.3% |  |  |

#### School program and process data

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| **Targets or Measures** | **Base**  **2016** | **Year 1**  **2017** | **Year 2**  **2018** | **Year 3**  **2019** | **Year 4**  **2020** | **Year 5**  **2021** |
| Proportion of teaching programs showing evidence of differentiated learning. | Completed\* | Completed\* | Completed\* | N/A\* |  |  |
| An increase in the percentage of students who have achieved against their ILP and PLP goals. | Completed\* | Completed\* | Completed\* | N/A\* |  |  |

### What this evidence tells us

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| Data about student learning indicates:   * An increasing proportion of students achieved growth in their Reading and Numeracy (from years 3 to 5). * In terms of the %of students in the Top 2 bands of NAPLAN, these figures have been on a constant improvement trend, with an increase from the baseline set. Data indicates increasing the %of students in the Top 2 Bands remains a priority because school data is below statistically similar schools. * There is a gap between staff, student and parent/carer perceptions about digital literacies, however this reflects system trends.   A note previous and future targets and measures:   * The school collected and reported on the proportion of students achieving key learning as identified by power standards in the areas of literacy and numeracy from 2016 to 2018. This collation for impact reporting was not completed in 2019 due to leadership changes. * In 2018, 100% of mainstream curriculum documentation showed differentiation with ongoing improvement of release programs occurring. * In 2019, data was not collated on a cohort basis for students’ achievement ILP or PLP goals. |

### Our achievements for this priority

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| **Priority 2: Improve whole school learning**  Strategies:  Continue the implementation of the Professional Learning Community, including three tiers of intervention.   * Reviewed data in leadership meetings to ensure consistency and to ensure best uses of resources to meet Tier 2 and Tier 3 intervention * Spelling and Reading data reviewed Semester 1 * Four operations data from year 1 to year 6, and number identification data across kindergarten year level reviewed Semester 1 * School executive SLCs facilitated workshop on visible learning and formative assessment in Semester 2   Formalise coaching and mentoring procedures.   * Christine Topfer visits in Semesters 1 and 2. Demonstration of writing sessions and work alongside professional learning teams to review school planning documents. Christine presented a whole school professional learning session on spelling and planning sessions with all teams facilitated * Inquiry approach to spelling with professional learning teams from K-year 6 * Spiral of inquiry focus on writing for Kindergarten with Christine Topfer. Kindergarten goal: create a culture of writing for term one 2020, year1/2: assessment, year 3/4: effective spelling program development, year 5/6: development of teacher understanding of word origins. Preschool: teaching early literacy skills. * Readers workshops coaching throughout Semester 1. Reading workshop for community members facilitated in Semester 1 and reading data reviewed.   Extend and improve the existing approach to differentiation consistently across the school.   * Continued the IExCel for Tier 2 and Tier 3 interventions * Tier 2 and Tier 3 interventions and coaching. Power standards for place value, addition and subtraction term 2. Multiplication and division and fraction power standards, year 3 to year 6 developed in Semester 1. * MacqLit testing for students and interventions year 3-6, four groups * Professional Learning in week 0, using Standards from the Australian Curriculum to assist with differentiation   Embed ICT pedagogies across all learning areas.   * Review of planning documents across the school commenced in Semester 1. |

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

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| * Florey Primary School will * Continue to strengthen Professional Learning Community and Professional Learning Team model. Anecdotally teachers value the time they are provided with to collaborate, plan, and target their responses to student need. * Develop a whole-school approach to coaching and mentoring, leveraging existing approaches and frameworks. This will aid in improving teachers’ capabilities and focus on the practice of differentiating curriculum, pedagogy and assessment across the school. * Undergo an assessment rating and review for its Preschool service and will consider priorities actions from its Quality Improvement Plan in the next Action Plan. |