

Richardson Primary School

Network: Tuggeranong

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 this Strategic Indicator through – (see reporting for detail):

Priority 1: Improve student learning and achievement for all students

Priority 2: Develop an expert teaching team

Priority 3: Provide a safe, inclusive and respectful school culture



Reporting against our priorities

Priority 1: Improve student learning and achievement for all students

Targets or measures

By the end of 2019 we will achieve:

A decrease of 10% or greater in the number of year three and five students at or below the national minimum standard of NAPLAN in overall literacy.

- Year 3: Band 1 and Band 2 - from 76% in 2018 to 68% in 2019
- Year 5: Band 3 and Band 4 -from 47.5% in 2018 to 42.75% in 2019

A decrease of 10% or greater in the number of year 3 and year 5 students at or below the national minimum standard of NAPLAN in numeracy.

- Year 3: Band 1 and Band 2 - from 20% in 2018 to 18% in 2019
- Year 5: Band 3 and 4 - from 44% in 2018 to 39.6% in 2019

An increase of 10% or greater in the number of year three and year five students achieving proficiency in NAPLAN in overall literacy.

- Year 3: Band 5 and 6: from 41% in 2018 to 45.1% in 2019
- Year 5: Band 7 and Band 8: from 8% in 2018 to 8.8% in 2019

An increase of 10% or greater in the number of year 3 and 5 students achieving proficiency in NAPLAN in numeracy.

- Year 3: Band 5 and Band 6: from 27% in 2018 to 29.7% in 2019
- Year 5: Band 7 and Band 8: from 11% in 2018 to 12.1% in 2019

A decrease of 10% or greater in the number of kindergarten students achieving less than expected growth in PIPS reading and maths.

- Reading: from 58% in 2018 to 52.2% in 2019
- Maths: from 68% in 2018 to 61.2% in 2019

An increase of 10% or greater in the number of kindergarten students achieving expected and better than expected growth in PIPS reading and maths.

- Reading: from 42% in 2018 to 46.2% in 2019
- Maths: from 32% in 2018 to 35.2% in 2019

In 2019 we implemented this priority through the following strategies.

- Embed effective teaching practices
- Create a coherent, sequenced written, taught and assessed curriculum aligned to the Australian Curriculum and Early Years Framework
- Develop a culture of analysis, discussion and action on data
- Differentiate teaching and learning to meet the needs of all students
- Effective implementation of the National Quality Standards in our preschool

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

A decrease of 10% or greater in the number of year three and five students at or below the national minimum standard of NAPLAN in overall literacy

Targets or Measures	2016	2017	2018	2019	Overall Result
Year 3: Band 1 and Band 2 - from 41% (2013-2016 average) to 36.9% or less (2017-2020 average)	44%	21.5%	76%	18%	40%
Year 5: Band 3 and Band 4 -from 53% (2013-2016 average) to 47.7% or less (2017-2010 average)	39%	47.5%	46%	27%	40%

A decrease of 10% or greater in the number of year 3 and year 5 students at or below the national minimum standard of NAPLAN in numeracy.

Targets or Measures	2016	2017	2018	2019	Overall Result
Year 3: Band 1 and Band 2 - from 40% (2013-2016 average) to 36% or less (2017-2020 average)	44%	20%	51%	18%	33%
Year 5: Band 3 and 4 -from 59% (2013-2016 average) to 53.1% or less (2017-2020 average)	51%	44%	28%	18%	35%

An increase of 10% or greater in the number of year three and year five students achieving proficiency in NAPLAN in overall literacy.

Targets or Measures	2016	2017	2018	2019	Overall Result
Year 3: Band 5 and 6: 18% (2013-2016 average) to 19.8% or greater (2017-2020 average)	24%	41%	7%	40%	28%

Year 5: Band 7 and Band 8: 5% (2013-2016 average) to 5.5% or greater (2017-2020 average)	20%	8%	8%	10%	12%
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An increase of 10% or greater in the number of year 3 and 5 students achieving proficiency in NAPLAN in numeracy.

Targets or Measures	2016	2017	2018	2019	Overall Result
Year 3: Band 5 and Band 6: 8% (2013-2016 average) to 8.8% or greater (2017-2020 average)	0%	27%	13%	15%	14%
Year 5: Band 7 and Band 8: 5% (2013-2016 average) to 5.5% or greater (2017-2020 average)	0%	11%	6%	15%	8%

A decrease of 10% or greater in the number of kindergarten students achieving less than expected growth in PIPS reading and maths.

Targets or Measures	2016	2017	2018	2019	Overall Result
Reading: 41% (2013-2016 average) to 36.9% or less	50%	58%	15%	10%	33%
Maths: 17% (2013-2016 average) to 15.3 or less	25%	68%	19%	20%	33%

An increase of 10% or greater in the number of kindergarten students achieving expected and better growth in PIPS reading and maths.

Targets or Measures	2016	2017	2018	2019	Overall Result
Reading: 41% (2013-2016 average) to 36.9% or less	50%	42%	80%	90%	66%
Maths: 17% (2013-2016 average) to 15.3 or less	75%	32%	80%	80%	67%

Perception Data

Targets or Measures	2017	2018	2019	Overall result
Staff				
Students learning needs are being meet at this school	56%	80%	81%	72%

Overall, I am satisfied that students are getting a good education at this school	44%	95%	85%	75%
I am satisfied that this school has high expectations in all that it does	31%	100%	90%	74%
Teachers set high standards for learning in their classes	63%	85%	N/A	74%
Teachers believe that every student can be a success	63%	95%	N/A	79%
Teachers give useful feedback	63%	85%	86%	78%
Parents	2017	2018	2019	Overall Result
My child is making good progress at school	83%	87%	100%	90%
My child's learning needs are meet at this school	83%	86%	100%	90%
I am satisfied that this school has high expectations in all that it does	71%	83%	100%	85%
Teachers at this school give useful feedback	89%	90%	100%	93%

Our achievements for this priority

Effective teaching practices

Provide targeted professional development in identified areas:

- Jodie Davey from Powerful Partnerships -Coaching
- Data focused explicit teaching of literacy and numeracy
- Learning Intentions, Success Criteria, Feedback and Goal Settings
- General Capabilities
- Literacy and Numeracy Learning Progressions
- STEM (through Paula Taylor CIL)
- Hattie's Visible Learning.

Curriculum

- Continued weekly collaborative planning with PLC leader
- Refined planning templates for literacy, numeracy and inquiry which clearly embeds the General Capabilities
- Finalised a year A/B whole school scope and sequence for inquiry
- Aligned assessment, moderation and reporting processes with the curriculum
- Implement school assessment tools and mechanisms to track student progress to ensure each student has at least one year's growth every year
- Transitioned to the Directorate report in S2
- Redesigned the preschool report
- Planed and conducted a whole school Science Fair tapping in to the CIL and Paula Taylor

- Delivered PL on becoming an IB PYP school and apply for Candidacy.

Data and PLC

- Continued to use disciplined dialogue and Helen's Timperley's collaborative data inquiry in professional learning communities (PLC's)
- Identified focus area/s for development of short-term data analysis in PLCs informed by results from the assessments and regular student work samples
- Introduced termly sharing of Impact Case Studies to the senior leadership team that celebrate students' growth and progress.

Differentiation

- Embedded the consistent use of explicit learning intentions, success criteria and personal learning goals
- Provided professional learning for all staff in using ACARA's Learning progressions to provide targeted teaching for those students working below, at or above year level expectations. Also use for providing feedback to students
- Continued to use 'P' grade indicator and personalised programs for students demonstrating very limited achievement at year level standard
- Provided ongoing staff training in the design of effective ILPs and goal setting (Learning Progressions will be helpful here)
- Provided staff training in effectively meeting the academic, social and emotional needs of students with special requirements and how to move them forward
- Identified students reading below benchmark and carry out Minilit screening test
- Implemented Minilit as tier 2/3 option within school's Response to Intervention (RTI) model, capturing a higher number of students than we did in 2018. Investigate an option for Maths.

NQS

- Developed staff understanding of the 7 key quality areas of the NQS and the changes to the Standard
- Continued to embed the Early Years Learning Framework into teaching and learning, with a focus QA 1
- Effectively communicated student learning to parents using Story Park

Challenges we will address in our next Action Plan

These will be determined after our 2020 School Review process in Term 4.

Priority 2: Develop an expert teaching team

Targets or measures

By the end of 2019 we will achieve:

Baseline data will be obtained for the percentage of staff who demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Self-assessment against the Classroom Practice Continuum)

Baseline data was obtained in 2017 for the percentage of staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey) the result was 38%. Our 2018 result was 60%. We hope to increase this to 70% in 2019.

In 2017 31% of staff agreed/strongly agreed that they got useful feedback about their performance (Data collection tool: System Satisfaction Survey). We increased this to 67% in 2018. We hope to improve this to 77% in 2019.

Baseline data was obtained in 2017 for the percentage of executive staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School survey). The result was 75%. The 2018 result was 80%. We hope to increase this 85% in 2019.

In 2019 we implemented this priority through the following strategies.

- Develop teacher expertise in peer to peer feedback
- Embed instructional leadership structures and processes that builds professional capacity

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.

School program and process data

Targets or Measures	2016	2017	2018	2019	Overall Result
90 % of staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey)	-	38%	60%	75%	58%
50% of staff agreed/strongly agreed that they got useful feedback about their performance (Data collection tool: System Satisfaction Survey).	-	67%	67%	N/A	67%
80% of staff who demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Self-assessment against the Classroom Practice Continuum)	-	100%	100%	100%	100%
70% of executive staff who agree/strongly agree that the school's feedback and coaching model effectively supports quality teaching (Data collection tool: School Survey)	-	75%	80%	80%	78%

Perception Data

Targets or Measures Staff	2017	2018	2019	Overall Result
<ul style="list-style-type: none"> Staff are offered programs to develop their teaching knowledge and skills 	67%	100%	N/A	84%
<ul style="list-style-type: none"> Mentoring, coaching or peer observations are arranged at this school as part of professional development 	57%	77%	N/A	66%
<ul style="list-style-type: none"> Teachers frequently discuss and share teaching methods and strategies with each other 	44%	90%	N/A	67%
<ul style="list-style-type: none"> Staff participate in professional learning programs school team 	88%	100%	N/A	94%
<ul style="list-style-type: none"> Staff get quality feedback on their performance 	31%	67%	67%	55%
<ul style="list-style-type: none"> My professional achievements are celebrated at this school 	56%	79%	67%	67%

Our achievements for this priority

Peer to peer feedback

- Professional development was provided for staff in giving and receiving feedback to peers using mediative questions
- Professional readings from ATSL's suite of Classroom Observation tools
- Implemented Seeing What Another Person (SWAP) Does (X 1 per term), in given in lieu
- Termly opportunities for to staff to engage in Collaborative Observation Process (COP)
- Attended whole school PL led by Jodie Davey of Powerful Partnerships

Instructional Leadership

- Refined our whole school Feedback and Coaching Model
- DP continued to lead the IC2L with SLC's and in 2019 capture admin and teaching staff
- Implemented PLC leader priority focused instructional walks/observations in classrooms with written feedback (x 1 per term)
- Embedded weekly Professional Learning Communities (PLC)
- LeadershipTeam conducted 'Name and Notice' Walks
- Investigated a lead teacher taking one day a week in a pure coaching role

Challenges we will address in our next Action Plan

These will be determined after our 2020 School Review processes in Term 4.

Priority 3: Provide a safe, inclusive and respectful school culture

Targets or measures

PLEASE NOTE :[N/A results in 2019 were due to school based questions being removed from the system Satisfaction Survey.](#)

By the end of the 2020 the school will achieve:

80% of students agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)

85% of parents agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)

90% of staff agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)

85% of students agree/strongly agree that I feel safe at school (Based on a four-year average of 73% in 2013-2016, and 58% in 2016. Data collection tool: System Satisfaction Survey)

95% or more of parents on average from 2017 to 2020 agree/strongly agree that my child feels safe at school (Based on a four-year average 95% in 2013-2016, 92% in 2016 Data collection tool: System Satisfaction Survey)

90% of parents agree that community partnerships are valued and maintained at the school (Based on a four average of 75% in 2013-2016, 100% in 2016. Data collection tool: System Satisfaction Survey).

90% of staff rate the school as achieving in the nine areas of the National Safe Schools Framework.

90% of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.

In 2018 we implemented this priority through the following strategies.

- Develop explicit high expectations of students and staff in the learning environment
- Introduce the consistent use of restorative and relational practices
- Refine structures and processes that enable the effective management of student welfare and achievement
- Strengthen productive partnerships with parents and the community

In 2019 we implemented this priority through the following strategies.

- Develop explicit high expectations of students and staff in the learning environment
- Introduce the consistent use of restorative and relational practices
- Refine structures and processes that enable the effective management of student welfare and achievement
- Strengthen productive partnerships with parents and the community

Student learning data

Targets or Measures	2017	2018	2019	Overall Result
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80% of students agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)	66%	75%	N/A	71%
85% of parents agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)	78%	79%	N/A	79%
90% of staff agree/strongly agree that they feel respected in the school environment (Baseline data to be obtained in 2017. Data collection tool: School Survey)	50%	90%	N/A	70%
85% of students agree/strongly agree that I feel safe at school (Based on a four-year average of 73% in 2013-2016, and 58% in 2016. Data collection tool: System Satisfaction Survey)	53%	53%	70%	59%
95% or more of parents on average from 2017 to 2020 agree/strongly agree that my child feels safe at school (Based on a four-year average 95% in 2013-2016, 92% in 2016 Data collection tool: System Satisfaction Survey)	84%	84%	100%	89%
90% of parents agree that community partnerships are valued and maintained at the school (Based on a four average of 75% in 2013-2016, 100% in 2016. Data collection tool: System Satisfaction Survey).	79%	85%	50%	71%
95% of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.	88%	90%	N/A	89%

Perception Data

Targets or Measures	2017	2018	2019	Overall Result
Staff				
Student behaviour is well managed at this school	19%	70%	71%	53%
Teachers at this school treat students fairly	57%	90%	100%	82%
Students feel safe at this school	25%	70%	81%	59%
There is effective communication amongst all staff	6%	90%	86%	61%
I feel I belong at this school	56%	95%	N/A	75%
School values and goals are understood	31%	75%	N/A	39%
New students and staff are made to feel welcome as part of this group	56%	95%	N/A	75%

Staff care about students	88%	100%	N/A	94%
Staff treat students with respect	88%	100%	N/A	94%
Staff show understanding to students	88%	95%	N/A	91%
Staff value and respect each other	38%	100%	N/A	69%
Staff have a consensual approach to managing issues within the school	25%	85%	N/A	55%
Staff have a good team spirit at this school	38%	90%	N/A	64%
Staff morale is high	6%	80%	N/A	43%
I talk up this school to my friends as a great organisation to work for	50%	85%	N/A	67%
There is school spirit and pride	19%	84%	N/A	52%
Parents				
Teachers at the school treat students fairly	77%	88%	100%	88%
My child feels safe at this school	84%	84%	100%	89%
Student behaviour is well managed at this school	48%	78%	100%	75%
Community partnership are valued and maintained	79%	85%	78%	81%
Belonging to this school community is important to me	78%	87%	N/A	82.5%
There is school spirit and pride at this school	81%	85%	N/A	83%
The expectations and rules are clear at this school	71%	86%	N/A	79%
The staff at this school treat students with respect	60%	90%	N/A	75%
Students at this school are friendly to each other	53%	78%	N/A	66%

Our achievements for this priority

High expectations

- Staff collaboratively identified the desired key elements of a safe, inclusive and respectful learning environment through our Staff Charter/s
- Teachers constructed essential agreements with students that identify the expectations for each classroom/learning environment and embed desirable attitudes and values
- Essential agreements went home to all families
- Continued to embed PBL expectations

Restorative and relational practices

- Developed a whole school approach to delivering SEL, Protective Behaviours and Puberty
- Designed and delivered Restorative Practices (RP) induction session for staff, students and parents.
- Continued to implement Positive Behaviour for Learning framework
- Provided coaching and mentoring to build capacity of teachers in RP, including SEL lessons and Circle Time

Processes for student welfare and achievement

- Reviewed student management procedures and ensure consistent application across the school
- Implemented PBL Matrix, lessons and begin marketing campaign, including signage
- Use SAS student wellbeing data of pos and neg incidents as a starting point for planning interventions
- Trailed the use of mental health partnership with PCYC and Menslink

Partnerships with parents and the community

- All K-6 classes used See Saw and preschool used Story Park
- Held parent discussions and forums more often and explore alternative modes of transmission eg Facebook, Seesaw and/or podcasts
- Strengthened our K-6 whole school activity –Richardson Interests and Pursuits Program. Engaged parents to run some session
- Implemented a parent volunteer literacy assistance program
- Started the process of our Reconciliation Action Plan (RAP) in conjunction with Calwell High School
- Created clearly defined roles and responsibilities for Taylor’s role as Koori P and Aboriginal and Torres Strait Islander Worker
- Used elders and community members as guest speakers
- Embedded Aboriginal and Torres Strait Islander perspectives into the curriculum using Taylor as a resource during Collaborative Planning
- Cultural integrity - \$50 000 Koori preschool grant including a mural at the front of the school
- Partnered with Bunnings to create a frog pond in the preschool
- Held a “Care Day” where partners from Ernst and Young worked to beautify the school grounds
- Participated in the annual Sorry Day Bridge Walk
- Received three new flag poles for the front of the school
- Celebrated NAIDOC week through rotational activities, culminating in a P-6 Deadly Disco at the end of the day
- Made donations from the school community to the Richardson Pantry, delivered by the SRC executive
- Strengthened our partnerships with the Richardson Childcare Centre by inviting them into our school and collaborating with staff during transitions

Challenges we will address in our next Action Plan

These will be determined after our 2020 School Review processes in Term 4.

Parent Perception Data

The following comments were made by parents on the 2019 School Satisfaction Survey.

What do you think we do well as a school?

- Encourage good behaviour
- RPS staff are great with communication, inclusion and actively seeking input from families
- School spirit and understanding individual needs
- The teaching staff are of a very high standard, they are open and keen for feedback
- Trying to improve student behaviour by implementing the DAB system, it's been wonderful
- high standard
- Amazing teachers that are easily accessible
- Being a community
- Celebrate the achievements of students and teachers open to communication
- Brilliant communication with parents. Each child is treated as an individual
- Children are praised for doing well, each child's need are addressed
- Equity
- Everything is brilliant!
- Give all the supports to students that need it Great community feel
- Provide a safe learning environment
- Recognition for different achievements is fantastic and a great way to encourage children
- Relationships between the staff and students
- The PBL framework is great!
- Respectful, positive learning and teaching the children to be safe
- I'm seeing improvements in my kids learning which is very exciting for parents
- Staff are amazing and so friendly
- Students have respect for each other, great school
- Support for children in the playground and advising parents of incidents
- The 3-Way Interviews are great
- The school is quick to address areas where the students are falling behind
- Teachers challenge students to be the best they can be both academically and socially
- Trying to encourage and keep contact with families
- There is a wonderful sense of community, everyone knows each other
- They do well to have a community feel and involve parents and carers
- You support students and make them want to come to school

What could we improve?

- Not much, teachers and staff are doing a great job
- Continue to work on changing the culture and expectations of students to counter-balance low expectation and negative influences from outside the school
- Have a more friendly P&C
- Better punishment with bullying
- Update the website and calendars with upcoming events
- All areas have improved
- More excursions
- Getting more sporting teams together
- Enforce better parent behaviour at assemblies
- Better food through Flexischools
- With the small community, the area we are situated in, they do an amazing job, thank you
- Technology