

Calwell Primary School

Network: Tuggeranong

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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 2020 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Building teacher capacity to differentiate to meet individual student needs
- Targeted school resources strategically to meet student needs Preschool to Year 6
- Commenced the implementation of individual student goals K-2
- Continued the implementation of PBL – Phase 2 commenced
- Social Emotional Learning Program P-6 supported student well-being and social skill development
- Student Support Team identified and monitored students requiring additional support and extension

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Built teacher knowledge and pedagogical practice in reading, spelling and Mathematics
- Continued to focus on and support consistency of literacy teaching practices across P-2
- Through the PLC structure, continued to build teacher capacity in data analysis to inform planning and target teaching to strengthen outcomes for all students
- Introduced Learning Assets
- Established a framework to deliver the curriculum through remote learning

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Increased data evidence enhanced Class Profile discussions and documentation

- Continued to implement learning intentions, success criteria and formative assessment

Reporting against our priorities

Priority 1: **Students will be engaged, challenged and learn successfully.**

Targets or measures

By the end of 2023 we will achieve:

- 85% or greater of students (K-2) achieve PM reading benchmark
- The percentage of students showing similar or greater growth in PIPS than the two year average 2017/18 will remain at or above the starting points.
- 60% of students in Years 3 and 5 achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)
- % of students in the top two proficiency bands in Reading, Writing and Numeracy is within 5% points of similar schools
- Decrease the percentage of students in the lower two bands in Reading, Writing and Numeracy by 5% points or greater
- Increase the percentage of 'in-school matched' students achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy

In 2020 we implemented this priority through the following strategies.

- Embed effective pedagogical practice across the school
- Use multiple sources of data to monitor student growth
- Embed Formative Assessment
 - Differentiate teaching and learning to meet individual student need
 - Develop Individual student goals to support teaching, learning and student agency
 - Develop a culture of feedback
- Deliver an innovative and relevant curriculum

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.

Learning Data

Targets or Measures	Base		Year 1 2019	Year 2 2020
85% or greater of students (K-2) achieve PM reading benchmark (October 2019)	85%		92%	95%
The percentage of students showing similar or greater growth in PIPS than the two-year average 2017/18 will remain at or above the starting points <i>*From 2020 target were adjusted to reflect BASE see table below</i>	Reading	82%	98%	NA
	Number	81%	100%	NA
60% of students in Year 3 achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)	Comp	NA	88.2%	83.9%
	Spell	NA	88.2%	96.8%
	Maths	NA	91.2%	100%
60% of students in Year 5 achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)	Comp	NA	82.9%	82.9%
	Spell	NA	85.7%	82.4%
	Maths	NA	57.1%	75%

Targets or Measures	Base	
Average class results in BASE will meet or exceed the National Average in the six areas of Literacy and the four areas of Mathematics	New in 2020	
	Class A	Class B
Literacy – Concepts about print	Exceed	Exceed
Literacy – Vocabulary	Exceed	Exceed
Literacy – Letter Recognition	Exceed	Below
Literacy – Repeating Words	Below	Met
Literacy – Reading	Exceed	Exceed
Literacy – Matching	Exceed	Exceed
Mathematics – Understanding Counting	Exceed	Exceed
Mathematics – Number Recognition	Exceed	Exceed
Mathematics – Quantity, shape and space	Exceed	Exceed
Mathematics – Numeracy	Exceed	Exceed

Target or Measure	Area	Base	2019	2020
% of students in the top two proficiency bands in NAPLAN Reading, Writing and Numeracy is equal to similar schools (Year 3)	Read	-8.5	+5.2	N/A COVID
	Write	-3.1	-25.4	
	Number	-10.1	-18.2	
% of students in the top two proficiency bands in NAPLAN Reading, Writing and Numeracy is equal to similar schools (Year 5)	Read	-3.7	-4.8	
	Write	+2	-6.4	
	Number	-8.6	-10.4	
Decrease the percentage of students in the lower two bands in Reading, Writing and Numeracy by 5% or greater (Year 3)	Read	16.3%	12%	
	Write	6.3%	3.7%	
	Number	15.9%	20%	
Decrease the percentage of students in the lower two bands in Reading, Writing and Numeracy by 5 % or greater (Year 5)	Read	16%	3.1%	
	Write	21.2%	15.6%	
	Number	18.9%	9.4%	
Increase the percentage of 'in-school matched' students achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy	Read	63%	57%	
	Write	53%	44%	
	Number	55%	52%	

Perception Data

Targets or Measures	Base	Year 1 2019	Year 2 2020
Year average is at or above the ACT average in the following Satisfaction & Climate Survey questions			
'Teacher's give useful feedback'	+11.4%	+10%	+16%
'Teachers motivate me to learn'	+3.39%	+8.4%	+16.6%
'My teachers expect me to do my best'	+3.80%	+2.6%	+9.3%
Build teacher capacity to set learning goals with their students. 'My teacher works with me to set learning goals'	New in 2019	80%	NA
*No longer have the capacity to add school-based questions.			

School program and process data

Targets or Measures		Year 1 2019	Year 2 2020
% positive responses to the school Learning Survey Years 3-6 1=Not true, 2= Somewhat true, 3= Very true	% based on 3 = very true New in 2019		
'I understand my learning goals'		55.3%	71.2%
'Teachers give me feedback to help me learn'		61.9%	67%
'I am interested in what I learn at school'		29%	49.2%
'My teacher shares learning intentions with the class'		60.3%	96.7%
'I know what the next steps are to improve my learning'		51.8%	66.9%

**The school Learning Survey*

What this evidence tells us

The evidence has continued to show that the priorities and strategies in the Strategic Plan and the actions in the 2020 Annual Action Plan are leading to improvements in teaching and learning. It is pleasing to note that the school successfully reached the targets in all areas in 2020.

Student learning data

- ✓ PM Reading benchmark data K-2 shows we have exceeded our target by 10% points
- ✓ There is no reporting against PIPS as it has been replaced by BASE which provides a different data set
- ✓ In PAT data, Years 3 and 5 comprehension, spelling and Mathematics the school achieved well above the target in each area. In Mathematics, Year 5 achieved a significant improvement against the 2019 result.
- ✓ NAPLAN was cancelled due to COVID therefore results cannot be reported.

Perception data

- ✓ In the School Satisfaction and Climate Survey the school achieved above the ACT average in all the target questions and showed a pleasing increase on the 2019 results.

School Program & Process data

- ✓ A school-based Learning Survey was first implemented in 2019. The 2020 survey results reflect improved results in all questions.

2020 outcomes confirmed the following key focus areas for inclusion in the school's 2021 Action Plan:

- Continue a focus on the Early Years Literacy initiative
- Further develop the spelling program K-6
- Continue to embed the knowledge and skills of PANL with a focus on rich tasks
- Develop class teacher capacity to analyse data
- Continued use of the PLC model to support teachers in meeting the needs of all students through differentiation
- Further progress work on teacher feedback to students
- Implement student learning goals
- Maintain the focus of building teacher capacity through targeted professional learning and coaching

Our achievements for this priority

Pedagogical practice

- A focus for junior primary teachers was the implementation of individualised goals in Mathematics. This will support goal setting in other KLAs in 2021.
- Senior primary teachers focussed on improving reading results and consistently applying high expectations for all students.
- K to Yr 6 teachers completed initial professional learning on the use of The Reader's Workshop model which will be implemented in 2021.
- Our continued focus on phonological awareness and morphology through the explicit teaching of reading strategies, and the purchase of high-quality reading texts to establish class libraries has been highly successful. The 2020 reading data improved by 3% points, with 95% of students from Kinder to Yr2 reaching end of year benchmark.
- A Maths program with a focus on flexible mental computation and rich tasks was successfully trialled in year 2. This will be a focus across the school in 2021.
- A 5/6 Spelling Guide was trialled and will be implemented in 2021 with refinements
- 2020 provided the unique opportunity for staff and students to enhance their ITC skills for teaching and learning in order to facilitate a Remote Learning Program during COVID. Staff received extensive professional learning in the use of Seesaw and a range of other online learning tools such as Google Classroom, Screencastify and Flipgrid.
- The school continued to strategically target resources to support student need. This included facilitating learning support groups, LSA support, sensory resources and flexible learning furniture.
- preschool teachers engaged in professional learning to support contemporary practice in visual literacy and open-end play-based learning.
- initiated change in the preschool with a focus on student centred investigations and establishing a more natural and resource rich environment
- A 5/6 Spelling Guide was trialled and will be implemented in 2021 with refinements

Data

- Data analysis in the school has matured. Data analysis and discussion has been a key aspect of PLC meetings. Staff are increasingly taking ownership of their impact on student learning. Continued use of data analysis templates - Venn diagram (grouping) and Visible Learning (identifies growth and impact of teaching). Data sets are analysed regularly in PLC meetings.
- The school data schedule is reviewed and refined each year in consultation with teachers.
- Class Profile discussions continue to provide teachers with the opportunity to demonstrate their knowledge and understanding of student growth and for the leadership team to gather data to target support and extension for students.
- Extensive discussion has occurred in relation to assessment and data collection in the preschool this year. Teachers have trialled a data collection spread sheet. Consideration has been given to adopting Brigance Preschool Screen as this will provide standardised information about student growth in their preschool year.

Formative Assessment

- Continued to build teacher skill in writing Learning Intentions and Success Criteria
- Greater consistency of sharing Learning Intentions and Success Criteria with students during lessons to support student ownership of their learning
- K-2 PLC developed agreed protocols for individualised goals in Mathematics

Deliver an innovative and relevant curriculum

- Introduction of Learning Assets has been positively received by students and staff – the focus in 2021 will be to proactively engage the school community.
- Developed new English and Mathematics fortnightly planning templates for implementation in 2021
- Focus on rich tasks and differentiation in K-2 Mathematics
- Developed and trialled a 5/6 spelling program. To be further refined in 2021
- Preschool EYLF – supporting documents developed to ensure a consistent approach to the resourcing and implementation of the EYLF Curriculum. Focus on early literacy skills, intentional teaching and the use of natural resources.

Challenges we will address in our next Action Plan

- Change to the leadership structure (1 Deputy in 2021)
- Supporting and mentoring 50% of teachers in their first 5 years and two new staff
- Integration of a student with physical needs
- Lack of funding for students with identified additional needs (7% of students are eligible for Learning Support Centre)
- On-going impact of COVID on teaching, learning, wellbeing and community engagement

Priority 2: **Build a positive and inclusive school culture to support student well-being and social emotional development and learning.**

Targets or measures

By the end of 2023 we will achieve:

Well Being / School Culture - year average meets or is above average of P-6 same ACT school type in the following student Satisfaction & Climate Survey questions:

I feel safe at this school

I like being at my school

I can talk to my teachers about my concerns

Student behaviour is well managed at my school

Staff take students concerns seriously

Parental Engagement / Home – School partnership. Year average meets or is above average of P-6 same ACT school type in the following Parent Satisfaction & Climate Survey questions:

This school takes parent's opinions seriously

This school works with me to support my child's learning

My child's learning needs are being met at this school

Student behaviour is well managed at this school

Teachers at this school treat students fairly

PBL Data Sets and School Staff Survey shows positive impact of PBL Framework

Source: Sentral / School Survey

In 2020 we implemented this priority through the following strategies.

- Implement and embed PBL
- Deliver an explicit SEL program P-6 and embed processes to ensure social emotional needs are identified and met for all students
- Strategically target school resources to meet the needs of students Preschool to Year 6
- Enhance school /community partnerships and refine communication practices to strengthen connection and well-being

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 2018	Year 1 2019	Year 2 2020
Well Being / School Culture - year average meets or is above average of P-6 same ACT school type in the following student Satisfaction & Climate Survey questions			
<i>'I feel safe at this school'</i>	+6.66%	+3.4%	+9%
<i>'I like being at my school'</i>	-5%	-6.4%	+14.1%
<i>'I can talk to my teachers about my concerns'</i>	-5.96%	+2.1%	+22.2%
<i>'Student behaviour is well managed at my school'</i>	-10%	+12%	+38.1%
<i>'Staff take students concerns seriously'</i>	-0.49%	+6.9%	+21.5%

Targets or Measures	Base 2018	Year 1 2019	Year 2 2020
Parental Engagement / Home – School partnership. Year average meets or is above average of P-6 same ACT school type in the following Parent Satisfaction & Climate Survey questions:			
<i>'This school takes parent's opinions seriously'</i>	+2.14%	-1.1%	-7.8%
<i>'This school works with me to support my child's learning'</i>	-0.64%	+1.5%	-3.3%
<i>'My child's learning needs are being met at this school'</i>	+1.60%	+2.8%	+2.8%
<i>'Student behaviour is well managed at this school'</i>	+2.95%	+3.4%	-6.4%
<i>'Teachers at this school treat students fairly'</i>	-3.92%	+3.2%	-5.2%

School program and process data

Targets or Measures	Base	Year 1 2019	Year 2 2020
PBL Data Sets and School Staff Survey shows positive impact of PBL Framework	SET 92%	100%	100%
% positive student responses to a school Well-being Survey Years 3-6 <i>1=Not true, 2= Somewhat true, 3= Very true</i>		% based on 3 = very true New in 2019	
<i>'I feel I belong at this school'</i>		47.1%	70.8%
<i>'Students at this school get along with each other'</i>		11.2%	34.2%
<i>'Students at my school respect each other'</i>		14.8%	26.7%
<i>'I don't give up when things are difficult'</i>		58.7%	59.2%
<i>'I know how to manage my emotions when things are difficult'</i>		40%	72.5%
% families engaging with SeeSaw P-Yr6		76%	100%

What this evidence tells us

Perception Data

- In regard to student responses to wellbeing and school culture - behaviour management, enjoying being at school, feeling safe at school, being able to talk to a teacher about concerns and staff taking concerns seriously – the school exceeded the ACT average
- In relation to Parental Engagement and the Home School partnership – there was a significant impact on the school's ability to progress this work due to COVID 19. While the School Improvement and Climate Survey data indicates the school's, result is below the ACT average, only 77 members of the community completed the survey which is significantly less than last year and therefore is not fully representational of the school community.

School Program & Process data

- PBL continues to be highly successful. The school achieved a 100% School Evaluation Tool (SET) score for the second consecutive year.
- Parent engagement through Seesaw has continued to grow and all parents were connected in 2020.
- The results against all five statements selected from our school developed Wellbeing Survey show significant improvement in 2020.

2020 outcomes have highlighted the following for the school's 2021 Action Plan:

- Continue the implementation of PBL, specifically complete Phase 2
- Social Emotional Learning (SEL) and a focus on self-management and resilience will continue in 2021 and will be delivered by SLCs in a team-teaching manner together with class teachers
- Enhance home/school communication strategies using a new newsletter format
- Increase direct teacher/parent contact through phone calls and Seesaw

Our achievements for this priority

- Highly successful implementation of PBL Phase 2. We again received excellent feedback from the Directorate PBL team with the school being referred to as a 'lighthouse' school
- A PBL focus has been embedded in preschool fortnightly planning
- Social Emotional Learning Program P-6 supported student well-being and development of social skills
- Learning Assistance has been targeted – informed by teacher recommendations and class profile meetings. Student Support Team identified and monitored students requiring additional support. NSET has been engaged to support high needs students. Psychologist has been very proactive in assessments and referrals – focus on early intervention (preschool)
- Learning Assistants have been moved to classes/units on a needs basis
- Facebook highly active, featuring a wide range of activities and learning from across the school (P-6) as well as key messaging
- Our partnership with Woolworths is successful with daily donations of fruit
- Our partnership with the Smith Family and the School Volunteer Program ACT has continued to support our families in need

Challenges we will address in our next Action Plan

- Due to COVID 19 meeting the needs of students and their families experiencing anxiety, trauma and financial hardship increased significantly – continue the implementation of PBL Phase 2, offer additional structured activities during breaks, further enhance actions which support inclusivity and equity
- Engaging all families through Seesaw – build teacher capacity and consistency in the use of Seesaw

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.

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