Curtin Primary School

Network: South/Weston

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. *Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.*

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 All students are capable and successful writers
- Priority 2 All students are capable and successful in number
- Priority 3 All students display dispositions for wellbeing and learning

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 All students are capable and successful writers
- Priority 2 All students are capable and successful in number
- Priority 3 All students display dispositions for wellbeing and 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 All students are capable and successful writers
- Priority 2 All students are capable and successful in number
- Priority 3 All students display dispositions for wellbeing and learning

Reporting against our priorities

Priority 1:   All students are capable and successful writers.

Targets or measures

By the end of 2020 we will:

- *Increase the proportion of students in the top two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)

- *Decrease the proportion of students in the bottom two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)

- *Across demographic groups, increase the proportion of within school match students achieving at/above expected growth*

- *Decrease the proportion of students below grade level. (Consider the consistent cohort and students enrolled for more than two years).*

- *School based tools demonstrate yearly growth for all students that is equivalent to one year's progress or meeting G/ILP goals.*

- *Reduce the proportion of students in each cohort actively avoiding writing*

- *Across the demographic, increase the proportion of students who perceive they are competent and confident as writers*

- *Across the demographic, increase the proportion of students who perceive they know how to improve as writers*

- *All teachers collaboratively collect and analyse evidence to inform teaching*

- *All teachers know how to identify a child's current capacity, what to teach next and how to achieve student growth*

- *Preschool teachers design and implement early literacy program*

In 2020 we implemented this priority through the following strategies:
- Developing consistency in writing programs across the school
- Developing teacher capacity in writing instruction through professional learning

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 Writing	Base Average of 2015-2018	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students in the top two NAPLAN bands. (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)	Year 3 48% Year 5 26%	Year 3 63% ✔ Year 5 23% ✘ Yr 5 23% = 14 students 13 enrolled > 2 yrs 4 EALD 4 Males: 10 Females equal number in bands 7 & 8 **Year 3** writing proportions in bands 5 and 6 were higher than 2018 and higher than average of 2015 - 2018. **Year 5** had a higher proportion in bands 7 and 8 than 2018 and slightly higher than the average. The highest percentage in band 8 of all years.	n/a			
Decrease the proportion of students in the bottom two NAPLAN bands. (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)	Year 3 4% Year 5 9.2%	Year 3 5% ✘ Year 5 15% ✘ Yr 5 15% = 9 students 1 enrolled < 2 yrs 2 EALD 7 Males: 2 Females *A lower percent of students in low bands in year 5 writing compared with 2018 and slightly lower than 4 year average.*	n/a			
Across demographic groups, increase the proportion of within school match students achieving at/above expected growth	All 62% Male 59% Female 62% EALD 52%	All 58% ✘ Male 53% ✘ Female 65% ✔ EALD 85% ✔ *Males below and Females above 4 year average for at or above expected growth.* *Females in 2019 is the highest proportion seen in the last 5 years, males in 2019 lowest over the last 5 years.* *EALD students substantially above available 3 year average*	n/a			
Decrease the proportion of students below grade level. (Consider the consistent cohort and students enrolled for more than two years).	N/A until we have a tool	N/A Dashboard tool not available yet.	K- 38% 1- 31% 2-27% 3-34% 4-27% 5-40%			
School based tools demonstrate yearly growth for all students that is equivalent to one year's progress or meeting G/ILP goals	N/A	N/A Initial discipline dialogue for ongoing development of a school tool to demonstrate growth	Less than expected K- 16% 1- 2% 2-19% 3-24% 4-22% 5-26%			

Perception Data

Targets or Measures	Base (Start of year survey)	Year 1	Year 2	Year 3	Year 4	Year 5
Reduce the proportion of students in each cohort actively avoiding writing	Avoided writing last term: never - 56.5% once/twice - 35% regularly - 6% always - 2%	Avoided writing last term: never - 62% once/twice - 32% regularly - 4% always - 1%	55% 44% 5% 0%			
Across the demographic, increase the proportion of students who perceive they are competent and confident as writers	40% - excited/confident to write 93.5% - very good/ok at writing Kindy only : 79% like to write 20% can write lots	40% - excited/confident to write 89% - very good/ok at writing Kindy only: 98% like to write 67% can write lots	50% 93%			
Across the demographic, increase the proportion of students who perceive they know how to improve as writers	34% - know how to improve writing	49% - know how to improve writing	80%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All teachers collaboratively collect and analyse evidence to inform teaching		100% participation in disciplined dialogue conversations 100% team moderation 100% participation in writing sample analysis	100% participation in disciplined dialogue conversations			
All teachers know how to identify a child's current capacity, what to teach next and how to achieve student growth		100% participation in disciplined dialogue conversations 100% team moderation 100% participation in writing sample analysis	100% participation in disciplined dialogue conversations			
Preschool teachers design and implement early literacy program		Participation in the Early Years Literacy Program (EYLP) Programs designed and linked to EYLF and EYLP	Ongoing links to EYLP			

What this evidence tells us

▪ What does this evidence indicate about your school's progress towards its five-year targets?
▪ Have any of your data sources changed over time? If so, why?
▪ What implications does this evidence have for your next AP?

Overall, the disruptions brought by COVID demonstrate ongoing but gradual improvement in writing. This has been underpinned by focus across the school on reading and spelling practices to ensure consistent differentiated teaching. The school found itself in a position of having additional staffing, particularly LSAs. We also faced a lack of spaces for COVID safe meetings and increased external pressures on teacher wellbeing. This caused us to refocus school improvement work around the theme of returning to core practices and engaging with 'the basics' well.

Huge gains were made with creating consistent guided reading and spelling group programs, training support staff in Macquarie University interventions. Shifting the focus from writing back to reading and spelling was based on the complexity of writing learning and analysis for staff. The result of this shift was using more measurable subjects to ensure teacher time was spent on creating differentiated programs and coming to know student capacity across a team.

Analysis of the results of the student writing survey demonstrate that the implementation of the Early Years Literacy Project has made a significant impact on teaching practice with students bringing increased engagement and confidence in the senior school. Across all years, significant increases in the proportion of students who know how to improve writing affirms explicit teaching of editing and conferencing. It is interesting to note that student perceptions of competence and enjoyment of writing gradually decline throughout senior primary school. This will be an area of emphasis in 2021.

Analysis of subgroups has been done by teachers in disciplined dialogue conversations. This focussed on identifying students below, at and above grade level as in previous years, but also analysed student growth from starting point, classifying this as low, expected or significant. While there was notable cohort variation, it was positive to note that students below grade level were experiencing a high level of growth in English areas, particularly reading and spelling. It is anticipated that this trajectory will continue into writing. This growth was not as significant for students above grade level where growth was more limited. Teachers noted this often related to a lack of willingness to edit writing or accept feedback.

Our achievements for this priority

Implement student writing survey
● Implemented the whole school survey K-6

Construct and implement whole school belief statement about writing
● Refined writing practices into procedures statement and continue to implement
● Created and implemented procedures for guided reading and spelling, providing the oral language and phonemic awareness skills required for writing and ensuring students are exposed to high quality literature.

Build the capacity of teachers to improve teaching practice
● Shared quality practice through staff meetings with a focus on guided reading
● Guided teachers in planning for differentiated experiences

Build the capacity of teachers to improve teaching practice
● Created sharing mechanisms for exploring literacy practice
● Analysed growth for individual students to identify practices that led to student growth

Improve student writing and engagement
● Sustain learning from Early Years Literacy Project to grow word conscious classrooms across the school
● Design and implementation of collaborative tasks during and after remote learning
● Maintained opportunities for sustained writing time and daily writing

Challenges we will address in our next Action Plan

Complete development of in-school writing tool for analysing growth.
- The development of a school writing tool was hampered by PLC meetings not being possible. This will be an ongoing project into 2021.
- Development of whole school literacy tracker to monitor literacy by strand.

Continuing to build consistent teacher practice
- Implement *Seven Steps to Writing Success* professional learning and resources.
- Coaching conversations to guide reflection on school procedures and individualise teacher learning.
- Team planning days.
- Quality teaching rounds to describe and guide best practice.

More demographic analysis
- Guiding disciplined dialogue conversations to consider impact of *Seven Steps* practices on different cohorts of students.

Priority 2:   All students are capable and successful in number.

Targets or measures
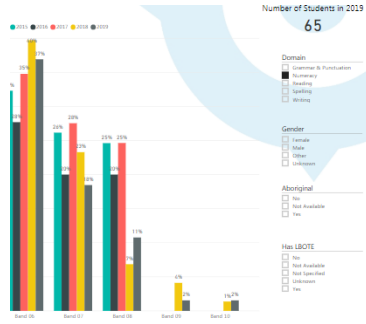
By the end of 2023 we will achieve:

- *Increase the proportion of students in the top two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)

- *Decrease the proportion of students in the bottom two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)

- *Across demographic groups, increase the proportion of within school match students achieving at/above expected growth*

- *Decrease the proportion of students below grade level. (Consider the consistent cohort and students enrolled for more than two years).*

- *School based tools demonstrate yearly growth for all students that is equivalent to one year's progress or meeting G/ILP goals.*

   School based tools have not been developed at this stage of the 5 year plan.

- *Reduce the proportion of students actively avoiding number tasks (using Student Survey data)*

- *Across the demographic, increase the proportion of students who perceive they are competent and confident in number using Student Survey data).*

- *Across the demographic, increase the proportion of students who perceive they know how to improve in   number, with both written and mental strategies (Student Survey data).*

- *All teachers collaboratively collect and analyse evidence to inform teaching*

- *All teachers know how to identify a child's current capacity, what to teach next and how to achieve student growth*

- *Preschool teachers design and implement early numeracy program*

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.

Targets or Measures Numeracy	Base Average of 2015 - 2018	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students in the top two NAPLAN bands. (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)	Year 3 53% Year 5 33%	Year 3 59% ✔ The proportion of year 3 students in the top bands for numeracy in 2019 (Band 5 and above 59%) was higher than the 2015 - 2018 average (46%) and higher than any year during this period. ≈ Year 5 32% There were 21 students in the top two bands in year 5 (32%). This is similar to the average from 2015 - 2018 (33%).	N/A			
Decrease the proportion of students in the bottom two NAPLAN bands. (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)	Year 3 9% Year 5 6%	Year 3 5% ✔ The proportion of year 3 students in Bands 1 and 2 (5%) was lower in 2019 than 2018(11%) and lower than the average 2015-2018 (7%). Year 5 9% ✖ There were 6 students in the bottom two bands of 3 and 4 in year 5. This proportion (9.2%) is higher than the previous 4 year average (5.5%) and higher than each year from 2015- 2018 (range of 4.2% to 6.8% being 3 to 4 students per year). In 2019, four of the six students are male, two are female. One has English as an additional language. One is on an ILP. Two of these students scored at or above their expected growth from years 3 to 5.	n/a			
Across demographic groups, increase the proportion of within school match students achieving at/above expected growth from years 3 to 5	All 62% Male 64% Female 62% EALD 60%	All 39% ✖ At or above expected growth in numeracy was lower in the 2019 cohort than the average of the previous 4 years (62%). Male 50% ✖ Female 21 % ✖ A higher proportion of males showed at or expected growth (50%) than females (21%). Despite only 21% of girls achieving at or expected growth, all except 1 showed growth. The 1 student was in a very high percentile where, there is a large uncertainty around the ability estimates. EALD 50% ✖	n/a			
Decrease the proportion of students below grade level. (Consider the consistent cohort and students enrolled for more than two years).	Lowest 5% in PATMaths is above norm data	✔All years in 2019 have lowest 5% of students above the norm data for lowest 5% in PATMaths.	✔ Need to analyse A-E			
School based tools demonstrate yearly growth for all students that is equivalent to one year's progress or meeting G/ILP goals.		Tool to be developed	Tool TBC			

Reduce the proportion of students actively avoiding number tasks	Start of 2019 Year 1 -6 11% always or regularly avoiding number	EOY 2019 Year 1 -6 4% ✔			5%- more avoidance of mental comp remediation			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Across the demographic, increase the proportion of students who perceive they are competent and confident in number	Start of 2019 Kinder 43% Years 1-6 40% area of strength 54% I'm OK 7% Not good at it	End of 2019 Kinder 80% ✔ Years 1 -6 41% ✔ 56% ✔ 3% ✔				
Across the demographic, increase the proportion of students who perceive they know how to improve in number, with both written and mental strategies	Data on perceived improvement similar at start and EOY	Always improving 45%, slowly getting better 53%, not improving 2%.				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All teachers collaboratively collect and analyse evidence to inform teaching		✔ Team planning	✔ Team planning			
All teachers know how to identify a child's current capacity, what to teach next and how to achieve student growth		To begin in 2020	Move to 2021			
Preschool teachers design and implement early numeracy program		Early numeracy linked to current play-based program, and EYLF. 2020 will work towards a Preschool numeracy plan	Move to 2021			

What this evidence tells us

Progress in this priority was significantly impacted by disruptions to the school year related to COVID.

Student progress with mental computation skills emerges as a major area for development. This will be addressed throughout 2021. The numeracy team is well established and prepared for significant implementation in 2021.

Our achievements for this priority

Ensure consistency in number instruction across school
- Ongoing meetings by numeracy learning team comprising Deputy Principal, SLC and one member from each year groups teaching team
- Development of whole school beliefs
- Resource audit and updates for all classes.
- Development of 2021 Week 0 professional learning and scope and sequence of mental strategies to be implemented.

Implement differentiated number groups within teams
- All year levels created maths groups and tracked growth.

Challenges we will address in our next Action Plan

In 2021 we will

- Enhance numeracy team to PLC
- Develop teacher capacity in numeracy instruction through professional learning and coaching related to mental maths teaching
- Document the whole school program with the Australian Curriculum Achievement standards; what is taught when and when reported to parents
- Develop consistency in number programs across the school. Continue/ develop differentiated groups for number teaching and learning within, and or across, year levels
- Develop maths language through a school dictionary of maths lexicon with new words scoped for each year group
- Provide opportunities for short term interventions to support students

Priority 3: **All students display dispositions for wellbeing and learning.** *Dispositions include social-emotional capability, self-regulation, thinking skills and competence in the general capabilities of the Australian curriculum.*

Targets or measures

By the end of 2023 we will achieve:

- *Increase the proportion of students with longer than two years at Curtin achieving at grade level in the skills strands inquiry subjects*

- *Reduce the overall number of major and minor behaviour incidents*

- *Decrease referrals to the Thinking Room*

- *Students, parents and staff agree CPS is a safe learning environment*

- *Increase the proportion of parents who report they feel connected to student learning*

- *Considering subgroups, maximise the proportion of students who are motivated to learn at CPS*

- *Increase the proportion of graduating students who report they feel equipped to succeed in secondary school*

- *Increase the proportion of 1yr + graduating students who reflect they were equipped to succeed in secondary school*

- *A variety of social emotional learning interventions are embedded within the school and through partnerships*

- *Increase student self-assessment and assessment as learning tasks*

- *All teachers know how to teach and assess questioning and thinking*

- *All teachers deliver social emotional learning and refer students to interventions*

- *All students regularly set goals with teachers and parents, with follow through to achievement*

In 2019 we implemented this priority through the following strategies:

- Implementing *Unlocking Potential* program
- Targeting wellbeing interventions to student need
- Ensuring school climate facilitates wellbeing and inclusion for students and families

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 Average	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students with longer than two years at Curtin achieving at grade level in the skills strands inquiry subjects		To begin in 2020 after developing data tool.	✕ Not measured due to disruption			
Reduce the overall number of major and minor behaviour incidents	No baseline data available	755 incidents recorded on Sentral *(This included backdated data from 2018)*	424 minor 187 major 611			
Decrease referrals to the Thinking Room	No baseline data held	65 students referred to thinking room in 2019	✕ 81			

Perception Data

Targets or Measures	Base Average 2016-2018	Year 1	Year 2	Year 3	Year 4	Year 5
Students, parents and staff agree CPS is a safe learning environment *(I feel safe at this school)* *(My child feels safe at this school)* *(Students feel safe at this school)*	*School Satisfaction survey* Students 74.7% Parents 88.3% Staff 93.9% thought CPS was a safe environment	Students 66.5% Parents 92.8% Staff 94.9%	Students 85% Parents 91% Staff 94%			
Increase the proportion of parents who report they feel connected to student learning *(This school works with me to support my child's learning)*	School Sat Survey Average of 75.8% parents reported they feel connected to learning	76.1%	74%			
Considering subgroups, maximise the proportion of students who are motivated to learn at CPS *(Teachers at this school motivate me to learn)*	Average of 89.2% of students reported they were motivated to learn.	77.5%	71% + 20% neutral			
Increase the proportion of graduating students who report they feel equipped to succeed in secondary school	N/A 2019	N/A 2019	90%			
Increase the proportion of 1yr + graduating students who reflect they were equipped to succeed in secondary school	N/A 2019	N/A 2019				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
A variety of social emotional learning interventions are embedded within the school and through partnerships	N/A	-Drumbeat -PBL -Friendly Schools	- Hub - online programs from remote learning - playground upgrades - exec specialist roles			
Increase student self-assessment and assessment as learning tasks	N/A	Focus in 2020	n/a			

All teachers know how to teach and assess questioning and thinking	N/A	Focus in 2020	n/a			
All teachers deliver social emotional learning and refer students to interventions		100% teachers deliver lessons on PBL focus 100% teachers deliver lessons from friendly schools program	✔			
All students regularly set goals with teachers and parents, with follow through to achievement		100% held goal setting Interviews	✔			

What this evidence tells us

▪ What does this evidence indicate about your school's progress towards your five-year targets?
▪ What implications does this evidence have for your next AP?

This year, disruptions to school systems through remote learning and COVID meant that wellbeing became highly differentiated. Examples of this included the inclusion of identified students in the Safe and Secure learning sites throughout remote learning, especially LSU enrolled students after teachers identified a large proportion of this group were facing adversity trying to learn remotely.

Many online wellbeing programs were also implemented by teaching teams and then embedded in classroom programs for the remainder of the year. These focussed particularly on movement and mindfulness.

During the year, executive teachers taught social skills lessons as a way to ensure explicit and consistent teaching. This will be refined in 2021.

All points in the data above indicate that overall, supports for wellbeing are strong for the majority but ongoing work is required to better identify and support individual students. It is extremely pleasing to see a significant increase in the number of students reporting a feeling of safety at school. The increase in referrals to the thinking room is initially concerning, however a large majority have only one referral. This indicates that students are reflecting on minor incidents and reducing these behaviours which may be adding to improved feelings of safety.

The data above also reminds the school that reflection on wellbeing is heavily influenced by perception data and our communication processes must be a focus.

Our achievements for this priority

Implement Wellbeing Programs

● Continuation of passion project activities each week to facilitate wellbeing, engagement and challenge in an area of individual interest.
● Implemented wellbeing programs including friendly schools through executive teachers.

Continue PBL

● Developed teacher capacity through PL delivered on Positive Behaviours for Learning (PBL) Classroom Systems training.
● Link PBL rewards to house system, significantly increasing student engagement, especially in senior school.
● Introduction of Monday gatherings to celebrate behaviour achievements.

Enhance Teacher Wellbeing

- Strong team structure developed cohesion in remote learning.

Develop dispositions for learning

- Learning achievement awards aligned to goal achievement

Challenges we will address in our next Action Plan

Further develop dispositions for learning

Identify students requiring more wellbeing support

- Implement School Pulse (also supports staff wellbeing)

Enhance SEL teaching

- Wellbeing specialist teacher
- Implement Mind Ninja for consistent strategies across school

Develop external partnerships

- Seek opportunities for mentor program beyond school

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.

- We have updated all records to comply with changes to the NQF and regulations
- Developing a digital resource of all records and templates
- QIP reflected upon, updated and new actions identified
- QIP available at school site.

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