

Kaleen Primary School

Network: Belconnen

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Continue to implement Positive Behaviours for Learning (PBL) Program (Classroom Systems and BeYou)

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Embed Formative assessment practices across the school

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through Priority 1:

- Staff engaging in student centred action learning projects

Reporting against our priorities

Priority 1: Improve student outcomes in literacy (reading and writing), numeracy and STEM using an evidence-based approach

Targets or measures

By the end of 2022 we will achieve:

- The percentage of students achieving expected or above expected growth as measured by PIPS and NAPLAN Targets is increased
- The percentage of student outcomes in Literacy, Numeracy and STEM as measure by PAT Online and School Based Reports is increased

In 2021 we implemented this priority through the following strategies.

1. Use data effectively to improve student centred learning (whole school action learning)
2. Create relevant and contemporary curriculum documents to achieve vertical and horizontal alignment and develop a pedagogical framework
3. Embed Formative Assessment practices

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	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P1.1 P1.1: Maintain or increase the percentage of students achieving at or above expected growth ('value added') in Maths and Reading (Pips Data) *Changed to BASE Reports	Maths 84% Reading 82% 2014-17 Average	Maths 78% Reading 78%	Maths 78% Reading 63%	Maths 100% Reading 99%	Maths 100% Reading 93%	
Target: P1.2 P1.2: Maintain or increase the number of students who achieve at or above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy (NAPLAN Data)	From 2014 to 2017 comparison between KPS and the ACT was -1.70 in Reading, +5.18 in Writing and +0.64 in Numeracy	2018 comparison between KPS and the ACT was +23.40 in Reading, +18.90 in Writing and +14.80 in Numeracy	2019 comparison between KPS and the ACT was +6.24 in Reading, +20.85 in Writing and -15.86 in Numeracy	Covid19 No Data	2021 comparison between KPS and the ACT was -0.33 in Reading, +8.16 in Writing and +1.69 in Numeracy	

Target: P1.3 P1.3: Maintain or increase the number of students achieving at or above expected growth in Reading, Writing & Numeracy (NAPLAN Data)	From 2014 – 2017 67.80% in Reading, 66.46% in Writing* and 62.25% in Maths.	In 2018 81.40% in Reading, 81.90% in Writing and 78.60% in Maths.	In 2019 78.60% in Reading, 77.20% in Writing and 50.90% in Maths.	Covid19 No Data	In 2021 61.29% in Reading, 56.45% in Writing and 63.49% in Maths.	
Target: P1.4 P1.4: Achieve results that are above or within 0.2 (+or-) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).	From 2014-2017 KPS was within 0.2 (+or-) of a standard deviation in Reading, Writing and Numeracy.	In 2018 KPS was within 0.2 (+or-) of a standard deviation in Reading, Writing and Numeracy.	In 2019 KPS was above similar schools in Year 5 Reading and below in other areas	Covid19 No Data	The results are not available for 2021 (checked on 17.12.21)	
Target: P1.5 P1.5: Maintain or increase the average level of Y1-6 achievement demonstrated in Number (Student Report Data)	3.43 average (A=5, B=4, C=3, D=2, E=1)	3.54 average (A=5, B=4, C=3, D=2, E=1)	3.56 average (A=5, B=4, C=3, D=2, E=1)	3.56 average (A=5, B=4, C=3, D=2, E=1)	3.58 average (A=5, B=4, C=3, D=2, E=1)	
Target: P1.6 P1.6: Maintain or increase the school's average Stanine score of PAT Maths Term 4 Assessment (Y2-6)	6.09 Average Stanine	5.69 Average Stanine	5.79 Average Stanine	5.68 Average Stanine	5.62 Average Stanine	
Target: P1.7 P1.7: Maintain or increase the average level of Y1-6 achievement demonstrated in Science Inquiry outcomes (Student Report Data)	3.46 average (A=5, B=4, C=3, D=2, E=1)	3.51 average (A=5, B=4, C=3, D=2, E=1)	3.41 average (A=5, B=4, C=3, D=2, E=1)	Covid19 No Data	3.49 average (A=5, B=4, C=3, D=2, E=1)	
Target: P1.8 P1.8a: Maintain or increase the average level of Y1-6 achievement demonstrated in Design Technology outcomes (Student Report Data)	3.38 average (A=5, B=4, C=3, D=2, E=1)	3.46 average (A=5, B=4, C=3, D=2, E=1)	3.38 average (A=5, B=4, C=3, D=2, E=1)	Covid19 No Data	3.52 average (A=5, B=4, C=3, D=2, E=1)	

Target: P1.9 P1.9: Maintain or increase the school's average Stanine score of PAT Science Term 4 Assessment (Y3-6) *2018 Baseline data established in term 1	5.04 Average Stanine	5.92 Average Stanine	5.41 Average Stanine	5.34 Average Stanine	5.47 Average Stanine	
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Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P1.10 P1.10a: Maintain or increase the number of parents who agree or strongly agree that community partnerships are valued and maintained from 83% (2014-2017 average) in 2021	83%	87.9%	91.7%	85%	83%	

What this evidence tells us

Kaleen Primary School's PIPs/Base results have been on an upward trajectory over the past few years. In Maths, 100% of students making at or above expected growth with 93% of students doing so in reading 2021 (P1.1). This indicates that the kindergarten teachers and learning programs are having a positive impact in these areas. Our scaled score in NAPLAN was trending upwards in 2018 and 2019 (no data reported in 2020) but dipped back closer to the ACT average in 2021 (P1.2). The NAPLAN growth data showed a similar trend with 61% (in reading), 56% (in writing) and 63% (in Maths) of our students achieving at or above system growth this year (P1.3). The MySchool results were unavailable when writing this report (P1.4). Years 1-6 outcomes demonstrated in student reports show that our students are achieving at a moderately higher standard in "number" over the years (P1.5). This is dissimilar to the evidence displayed in PAT Maths assessment which is trending down slightly but still above expected normed average for the past 5 years (P1.6). Student report data in "Science Inquiry" has remained level over the past few years with a mild increase in 2021 when compared to baseline data (P1.7). Student report data in "Design Technology" has increased over the years from the baseline score of 3.38 to 3.52 in 2021 (P1.8). There was an initial positive spike in our PAT Science results in 2018 which coincided with the introduction of our STEM specialist release program (P1.9). This then stabilised in the following years, ending with a 0.43 increase in 2021 (when compared to the baseline score of 5.04). The percentage of parents who agree or strongly agree that community partnerships are valued increased from 83% (in 2017) to 88% and 92% (in 2018 and 2019). This dropped down to 85% (in 2020) and even further to 83% (in 2021) which is identical to our baseline starting point. This result is still 14% points above system average, which indicates that the Covid19 pandemic may have impacted on all schools' community partnerships over the past few years. Strengthening and maintaining community partnerships will continue to be a priority in the future.

Our achievements for this priority

All teachers engaged in a whole school action learning project

- Teaching teams worked together in their cohort to enhance Student Centred Learning. Teachers chose one or more of the following four broad categories to focus on:

Agency and Co-construction

Collaborative learning

Inquiry based learning

Personalised learning

- Teams engaged in relevant team and individualised Professional Learning
- Teams also reviewed research, collected and analysed data and acted to improve student centred learning, although many projects were put on hold due to the disruptions that came with the Covid19 pandemic.

All teachers engaged in a whole school Formative Assessment Professional Learning

- FAT (Formative Assessment Taskforce) Team used the Dylan Willam Professional Learning program to deliver ongoing (fortnightly) PL.
- All teachers engaged in relevant team and individualised Professional Learning and created personalised goals for their practice.
- This ran for semester 1 but was not continued due to the Covid19 Pandemic disruption.

Staff worked together to explore how the National Literacy and Numeracy Progressions could be integrated into relevant and contemporary curriculum documents and practices (English and Maths)

- This was an ongoing project that was integrated into staff and team meetings but was not continued due to the Covid19 Pandemic disruption.

Challenges we will address in our next Action Plan

The school will:

- > Continue to work on Student Centred Learning through action learning and PLCs with a focus on 10 essential literacy practices
- > Embed Formative Assessment through ongoing professional learning
- > Work on developing differentiation strategies using the Literacy and Numeracy Progressions
- > Build a Google Site "Kaleen Way Teacher Handbook" to support staff inductions, make practices explicit and develop consistency of practice. This will include curriculum, assessment, and pedagogical practices.

*The speed of which we do this will depend on staff capacity, wellbeing and the ongoing restrictions related to the Covid19 pandemic.

Priority 2: Enhance school culture and promote social and emotional wellbeing

Targets or measures

By the end of 2022 we will achieve:

- Increase student outcomes in Social Emotional Learning as measured by student school-based reports and school/system surveys.

In 2021 we implemented this priority through the following strategies.

1. Work in partnership with the school community to implement Positive Behaviours for Learning (PBL) and continue to build an inclusive and positive school culture
2. Connect with partnership schools, tertiary institutions, community organisations and businesses to support student 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	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P2.1 <ul style="list-style-type: none"> ▪ P2.1a: Maintain or increase the average level of Y1-6 achievement demonstrated in SEL outcomes <p>*In 2019 and beyond, due to SAS report changes, the measure was revised to include an average of all 10 SEL reporting descriptors.</p>	<ul style="list-style-type: none"> • Overall Average 3.55 <p>(A=4, U=3, S=2 R=1)</p>	<ul style="list-style-type: none"> • Overall Average 3.58 <p>(A=4, U=3, S=2 R=1)</p>	*Revised measure <ul style="list-style-type: none"> • Overall Average 3.51 	*Revised measure <ul style="list-style-type: none"> • Overall Average 3.42 	*Revised measure <ul style="list-style-type: none"> • Overall Average 3.49 	

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P2.2 2017-2018 <ul style="list-style-type: none"> ▪ P2.2a: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 by 2022 <p>Target: P2.2 2019-2022 Revised Measure (survey questions changed)</p> <p>"I feel safe at this school" 2019</p>	10.9%	8%	Revised measure 91% +18.9% above ACT average	Revised measure 81% +10% above ACT average	Revised measure 82% +11% above ACT average	

<ul style="list-style-type: none"> P2.2a: Increase the number of students who “feel safe at this school” to be at or above ACT average 						
Target: P2.3 2017-2018 <ul style="list-style-type: none"> P2.3a: Reduce the number of students who are severely and moderately concerned about ‘Classroom Disruption’ from 18.7% in 2017 by 2022 Target: P2.3 2019-2022 Revised Measure (survey questions changed) “Student behaviour is well managed at this school” <ul style="list-style-type: none"> P2.2a: Increase the number of students who feel “behaviour is well managed at this school” to be above ACT average 	18.7%	11%	Revised measure +29.7% above ACT average	Revised measure +14% above ACT average	Revised measure question was not included in the 2021 survey.	

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P2.4 <ul style="list-style-type: none"> P2.4a: Achieve above 65% average on all PBL School Evaluation Tool (SET) assessments 	44.9% SET 1	95.3% SET 2	95.3% SET 3	98% SET 4	100% SET 5	

What this evidence tells us

Priority 2.2 and 2.3 targets were revised in 2020 due to changes in the School Satisfaction Survey questions. P.2.3 revised target was discontinued in 2021.

In Priority 2.1, the average Social Emotional Learning (SEL) outcomes outlined in student reports (Y1-6) decreased slightly from 3.55 (baseline 2017) to 3.49 in 2021.

In Priority 2.2, the school was 11% above ACT average responding to the statement ‘I feel safe at this school’.

The survey question in Priority 2.3 was discontinued in 2021 and no other question could be substituted to offer a revised measure.

In Priority 2.4, the school increased the Positive Behaviours for Learning (PBL) external School Evaluation Tool (SET) assessment score from 44.9% in 2017 (baseline) to 100% in 2021.

Our achievements for this priority

Implemented Positive Behaviours for Learning (PBL)

- Created new whole school incentive system (PBL shop) and updated data collection procedures
- Conducted Professional Learning for new staff in Classroom Systems
- Reviewed the new classroom management system to increase consistency of practice.
- Staff participated in online BeYou Professional Learning

Community Sensory Garden - Partnership between the School Board, P&C and Student Parliament

- Applied for and won a Parent Engagement Grant to build a Community Sensory Garden.
- Held a design input opportunity with over 100 submissions (reviewed by student parliament).
- Elements of winning design were shared with a landscape architect, who used these to design and build the garden.

Implemented Positive Behaviours for Learning (PBL)

Created new whole school incentive system

Challenges we will address in our next Action Plan

The school will:

- > Explore strategies to reconnect with the community (virtual school tour video highlighting major achievements)
- > Continue to build our sustainability program and infrastructure (water tank project, solar energy, garden beds, orchard and greenhouse)
- > Work in partnership with the community to enhance the preschool outdoor learning environment (xylophone, cubbyhouse, and bike track).
- > Transition from PBL Classroom Systems to Targeted and Individualised Interventions (while embedding all the previous PBL structures previously created)

Reporting on preschool improvement

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