

Kaleen Primary School

Network: Belconnen

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

Education Directorate Strategic Indicator 2018-2021

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

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 2018 we implemented this priority through the following strategies.

- KIS1.1 Build staff capacity by investing in professional learning and enhancing feedback practices. Term 1 2018: A Whole School Professional Learning Plan was created, and time was dedicated to improving Literacy, Numeracy and STEM outcomes. Terms 1-4 2019-2022:
- KIS1.2 Use data effectively to improve learning. Term 1 2018: Data Plan was created and aligns with KPS strategic plan 2018-2022. Terms 1-4 2018: Teaching and Learning Meetings minutes are on Google Drive and reflect a focus on student learning and use of data. Terms 1-4 2018-2022: Each student will have personalised learning goals (writing).
- KIS1.3 Embed contemporary curriculum and pedagogical practices. Terms 1-4 2018: Professional Learning offered in Australian Curriculum (Writing, Reading, Numeracy and STEM). Terms 1-4 2018-2022: Specialist STEM and Sustainability programs (incorporating creativity and entrepreneurial thinking) are offered across the school.
- KIS1.4 Develop opportunities for enrichment, extension, learning support and student centred learning. Term 1 2018: RTN Team is established. Terms 1-4 2018-2020 Effective RTN procedures are in place to improve Literacy and Numeracy outcomes (reteach and enrichment). Term 3 2018 – Term 4 2018 Passion Enrichment At Kaleen (PE@K) program is developed and implemented.

The following targets have been created to ensure the school is sustaining and building upon its current level of performance. ‘Measure a’ (green text) is focused on maintaining current level of performance, ‘measure b’ (orange text) aims to extend on previous performance and ‘measure c’ is ambitious and highly aspirational.

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	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P1.1 P1.1a: Ensure at least 60% of students achieve at or above expected growth (‘value added’) in Maths and Reading	Maths 84% Reading 82% 2014-17 Average	Maths 78% Reading 78%				

<p>P1.1b: Ensure at least 70% of students achieve at or above expected growth ('value added') in Maths and Reading</p> <p>P1.1c: Ensure at least 80% of students achieve at or above expected growth ('value added') in Maths and Reading</p>					
<p>Target: P1.2</p> <p>P1.2a: Achieve at or above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy</p> <p>P1.2b: Achieve 5 points or more above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy</p> <p>P1.2c: Achieve 10 points or more above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy</p>	<p>From 2014 to 2017 the average Scaled Score Growth comparison between KPS and the ACT was -1.70 in Reading, +5.18 in Writing and +0.64 in Numeracy</p>	<p>In 2018 the average Scaled Score Growth comparison between KPS and the ACT was +23.40 in Reading, +18.90 in Writing and +14.80 in Numeracy</p>			
<p>Target: P1.3</p> <p>P1.3a: Ensure that at least 60% of our students achieve at or above expected growth in Reading, Writing & Numeracy</p> <p>P1.3b: Ensure that at least 65% of our students achieve at or above expected growth in Reading, Writing & Numeracy</p> <p>P1.3c: Ensure that at least 70% of our students achieve at or above expected growth in Reading, Writing & Numeracy</p>	<p>From 2014 – 2017 the average percentage of students who achieved at or above expected growth was 67.80% in Reading, 66.46% in Writing* and 62.25% in Numeracy. *Data for writing growth was not available in 2016</p>	<p>In 2018 the average percentage of students who achieved at or above expected growth was 81.40% in Reading, 81.90% in Writing and 78.60% in Maths.</p>			
<p>Target: P1.4</p> <p>P1.4a: Achieve results that are within 0.2 (+or-) of a standard deviation of</p>	<p>From 2014-2017 KPS was within 0.2 (+or-)</p>	<p>The results are not available for 2018</p>			

<p>the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).</p> <p>P1.4b: Achieve one or more results that are above 0.2 (+) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).</p> <p>P1.4c: Achieve two or more results that are above 0.2 (+) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).</p>	<p>of a standard deviation in Reading, Writing and Numeracy.</p>	<p>(checked on 6.2.19)</p>				
<p>Target: P1.5</p> <p>P1.5a: Maintain the average level of Y1-6 achievement demonstrated in Number</p> <p>P1.5b: Increase the average level of Y1-6 achievement demonstrated in Number by between 0.1 & 0.5</p> <p>P1.5c: Increase the average level of Y1-6 achievement demonstrated in Number by more than 0.5</p>	<p>3.43 average (A=5, B=4, C=3, D=2 E=1)</p>	<p>3.54 average (A=5, B=4, C=3, D=2 E=1)</p>				
<p>Target: P1.6</p> <p>P1.6a: Maintain the school's average Stanine score of PAT Maths Term 4 Assessment (Y2-6)</p> <p>P1.6b: Increase the school's average Stanine score of PAT Maths Term 4 Assessment by 0.1 to 0.5 stanine (Y2-6)</p> <p>P1.6c: Increase the school's average school Stanine score of PAT Maths Term 4 Assessment by more than 0.5 stanines (Y2-6)</p>	<p>6.09 average (A=5, B=4, C=3, D=2 E=1)</p>	<p>5.69 average (A=5, B=4, C=3, D=2 E=1)</p>				
<p>Target: P1.7</p> <p>P1.7a: Maintain or increase the average level of Y1-6 achievement demonstrated in Science Inquiry</p> <p>P1.7b: Increase the average level of Y1-6 achievement demonstrated in Science Inquiry by more than 0.1</p> <p>P1.7C: Increase the average level of Y1-6 achievement demonstrated in Science Inquiry by more than 0.5</p>	<p>3.46 average (A=5, B=4, C=3, D=2 E=1)</p>	<p>3.51 average (A=5, B=4, C=3, D=2 E=1)</p>				

<p>Target: P1.8</p> <p>P1.8a: Maintain or increase the average level of Y1-6 achievement demonstrated in Design Technology outcomes</p> <p>P1.8b: Increase the average level of Y1-6 achievement demonstrated in Design Technology by more than 0.1</p> <p>P1.8c: Increase the average level of Y1-6 achievement demonstrated in Design Technology by more than 0.5</p>	<p>3.38 average (A=5, B=4, C=3, D=2 E=1)</p>	<p>3.46 average (A=5, B=4, C=3, D=2 E=1)</p>				
<p>Target: P1.9</p> <p>P1.9a: Maintain the school's average Stanine score of PAT Science Term 4 Assessment (Y3-6) *2018 Baseline data established in term 1</p> <p>P1.9b: Increase the school's average Stanine score of PAT Science Term 4 Assessment by 0.1 to 0.5 stanine (Y3-6)</p> <p>P1.9c: Increase the school's average Stanine score of PAT Science Term 4 Assessment by more than 0.5 stanines (Y3-6)</p>	<p>5.04 Average Stanine</p>	<p>5.92 Average Stanine</p>				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2	Year 3	Year 4	Year 5
<p>Target: P1.10</p> <ul style="list-style-type: none"> ▪ 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 ▪ P1.10b: Increase the number of parents who agree or strongly agree that community partnerships are valued and maintained from 83% (2014-2017 average) to 85% or above in 2021 ▪ P1.10c: Increase the number of parents who agree or strongly agree that community partnerships are valued and maintained from 83% (2014-2017 average) 87% or above in 2021 	<p>83%</p>	<p>87.9%</p>				

What this evidence tells us and our achievements for this priority

The school achieved 32 out of the 42 identified targets (14 of these 42 targets were ambitious and highly aspirational).

In Priority 1.1, 78% of the kindergarten cohort made at or above system growth in the end of year PIPs (Maths and Reading) assessment, meeting 4 of the 6 targets. In Priority 1.2, the year 5 cohort NAPLAN average scaled score growth was above ACT scores in Reading (+24.4), Writing (+18.9) and Maths +14.8) meeting all 9 targets identified. In Priority 1.3, the average percentage of students who achieved at or above expected growth was 81.4% in Reading, 81.9% in Writing and 78.6% in Maths, achieving all 9 targets. The MySchool measure used to assess the Priority 1.4 target was unavailable at the time of writing this report and the school was unable to assess progress against this target. In Priority 1.5, the average level of Y1-6 achievement as identified on student reports increased from 3.43 to 3.54, achieving 2 of the 3 targets. In Priority 1.6, the school did not maintain the level of Y1-6 achievement in PAT Maths scores. The average student stanine reduced from 6.1 in 2017 to 5.7 in 2018, achieving 0 of the 3 targets. In Priority 1.7 the school achieved 1 of the 3 Science Inquiry targets identified in student reports, increasing from 3.46 in 2017 to 3.51 in 2018 missing target P1.7b by 0.05. In 2018 the school introduced a STEM and Sustainability Specialist Teaching program, partnered with UC Kaleen High School to develop a kitchen garden program, built a 9m x 1.2m worm farm, achieved a 5-star sustainability rating with ACT SMART Schools and reduced whole school waste going to landfill by 90%. In Priority 1.8, the school increased the average level of achievement in Design Technology (student report) outcomes. The scores increased from 3.38 in 2017 to 3.46 in 2018 achieving 1 of 3 targets (missing P18b target by a margin of 0.02). In Priority 1.9, the average student stanine achievement in PAT Science increased from 5.04 (term 1 2018 baseline assessment) to 5.92 (term 4 2018 assessment), achieving all 3 targets. In Priority 1.10, the school increased the number of parents who agreed or strongly agreed that community partnerships are valued from 83% in 2017 to 87.9% in 2018, achieving all three targets.

Challenges we will address in our next Action Plan

- Staff engage in Critical and Creative Thinking professional learning and related strategies are delivered in the classrooms across the school.
- Continue to develop our English, Maths, STEM & Sustainability Programs and invest in teacher professional learning
- Literacy, Numeracy and Science curriculum documents updated to achieve vertical and horizontal alignment
- Develop a school pedagogical framework
- Teachers engage in action learning process and utilize Assessment for Learning (AfL) strategies.
- Whole school teaching practices became more evidence based and reflect our vision (reflected in Strategic Plan Team Action Plans).
- PE@K Program is embedded across the school
- Enhance the school data plan to incorporate big and small data

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

Targets or measures

By the end of 2022 we will:

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

In 2018 we implemented this priority through the following strategies.

KIS2.1 Work in partnership with the school community to implement Positive Behaviours for Learning (PBL) and continue to build an inclusive and positive school culture.

The following targets have been created to ensure the school is sustaining and building upon its current level of performance. ‘Measure a’ (green text) is focused on maintaining current level of performance, ‘measure b’ (orange text) aims to extend on previous performance and ‘measure c’ is ambitious and highly aspirational.

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
<p>Target: P2.1</p> <ul style="list-style-type: none"> ▪ P2.1a: Maintain or increase the average level of Y1-6 achievement demonstrated in SEL outcomes ▪ P2.1b: Increase the average level of Y1-6 achievement demonstrated in SEL outcomes by between 0.1 or above ▪ P2.1c: Increase the average level of Y1-6 achievement demonstrated in SEL outcomes by above 0.2 	<ul style="list-style-type: none"> • Recognises and expresses emotions appropriately - 3.54 • Demonstrates resilience- 3.55 • Works towards learning Goals- 3.61 • Demonstrates respect for others- 3.61 • Negotiates and resolves conflict- 3.45 • Overall Average 3.55 <p>Average (A=4, U=3, S=2 R=1)</p>	<ul style="list-style-type: none"> • Recognises and expresses emotions appropriately - 3.51 • Demonstrates resilience - 3.56 • Works towards learning Goals - 3.68 • Demonstrates respect for others - 3.69 • Negotiates and resolves conflict - 3.46 • Overall Average 3.58 <p>Average (A=4, U=3, S=2 R=1)</p>				

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	10.9%	8%				

<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 ▪ P2.2b: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 to below 9% in 2022 ▪ P2.2c: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 to below 5% in 2022 						
<p>Target: P2.3</p> <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 ▪ P2.3b: Reduce the number of students who are severely and moderately concerned about 'Classroom Disruption' from 18.7% in 2017 to below 14% in 2022 ▪ P2.3c: Reduce the number of students who are severely and moderately concerned about 'Classroom Disruption' from 18.7% in 2017 to below 10% in 2022 	18.7%	11%				

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
<p>Target: P2.4</p> <ul style="list-style-type: none"> ▪ P2.4a: Achieve above 65% average on all PBL School Evaluation Tool (SET) assessments ▪ P2.4b: Achieve above 75% average on all PBL School Evaluation Tool (SET) assessments ▪ P2.4c: Achieve above 85% average on all PBL School Evaluation Tool (SET) assessments 	44.9% SET 1	95.3% SET 1				

What this evidence tells us and our achievements for this priority

The school achieved 8 of the 12 identified targets (4 of these 12 targets were ambitious and highly aspirational). In Priority 2.1, the average Social Emotional Learning (SEL) outcomes outlined in student reports (Y1-6) increased from 3.55 to 3.58, achieving 1 of the 3 targets. In Priority 2.2, the school reduced the number of students severely concerned about classroom disruption from

10.9% in 2017 to 8% in 2018, achieving 2 of the 3 targets. The school also reduced the number of students both moderately concerned and severely concerned about classroom disruption from 18.7% in 2017 to 11% in 2018, achieving 2 of the 3 targets. 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 to 95.3% in 2018 Achieving all 3 targets.

Challenges we will address in our next Action Plan

- Implement PBL Classroom Systems
- Connect with partnership schools, tertiary institutions (UC Affiliated Schools), community organisations (YMCA) and businesses to support student learning
- Students are engaged in their learning, have choice in their learning and have opportunity to take part in passion projects
- Cultural Integrity Action Team to review school processes and enhance CI practices across the 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.

Reported against our QIP

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