

Kaleen Primary School

Network: Belconnen

Impact Report 2022

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 2022 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 2022 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Use data effectively to improve student centred learning (whole school action learning)
- Create relevant and contemporary pedagogical framework

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2022 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 2022 we implemented this priority through the following strategies.

1. Use data effectively to improve delivery of Essential Instructional Practices in Literacy (whole school action learning)
2. Developing 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%	No data available at the time of writing this report. 6.2.23
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	2022 No Growth data due to NAPLAN not running in 2020
Target: P1.3	From 2014 – 2017	In 2018 81.40% in	In 2019 78.60% in	Covid19 No	In 2021 61.29% in	2022 No Growth

P1.3: Maintain or increase the number of students achieving at or above expected growth in Reading, Writing & Numeracy (NAPLAN Data)	67.80% in Reading, 66.46% in Writing* and 62.25% in Maths.	Reading, 81.90% in Writing and 78.60% in Maths.	Reading, 77.20% in Writing and 50.90% in Maths.	Data	Reading, 56.45% in Writing and 63.49% in Maths.	data due to NAPLAN not running in 2020
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	In 2021 KPS was close to similar schools in all Year 3 areas except writing. Year 5 were below in all areas except spelling which was "Close to"	The results are not available for 2022 (checked on 5.2.23)
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)	3.59 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	5.18 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)	3.53 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	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)	3.51 average (A=5, B=4, C=3,

outcomes (Student Report Data)						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	5.42 Average Stanine

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 <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 	83%	87.9%	91.7%	85%	83%	77.3%

What this evidence tells us

The evidence confirms the findings of the 2022 School Review process. Commendations outlined in the school review highlighted that, "The shared ownership and momentum evident in relation to the school's improvement agenda has allowed for a sharp and narrow focus on what matters most. The school community has taken responsibility for enacting strategies in pursuit of improved student learning and wellbeing outcomes". The evidence suggests that the school results are general trending in the right direction, although, the school would benefit from additional focus on writing and numeracy.

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 writing outcomes which will continue in 2023.
- Teams engaged in relevant team and individualised Professional Learning related to the 10 Essential Instructional Practices in Literacy (EIPs)
- Teams also reviewed research, collected, and analysed data and acted to improve student writing, although many projects were limited due to the disruptions that came with the Covid19 pandemic.

Staff developed a Google Site (The Kaleen Way) that included a current pedagogical framework, curriculum plan, and other administration information.

- School executive worked with teaching teams to unpack the practices and procedures unique to Kaleen Primary School and made these explicit through our internal Website.

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 and will be continued area of focus in the future.

Challenges we will address in our next Action Plan

The school will:

- > Continue to work on Essential Instructional Practices in Literacy (writing focus) through action learning and PLCs
- > Work on developing differentiation strategies using the Literacy and Numeracy Progressions
- > Participate in whole school professional learning related to Critical and Creative thinking through Minds Wide Open Program and embed the structures into teaching programs.

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 2022 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>	<ul style="list-style-type: none"> *Revised measure • Overall Average 3.51 	<ul style="list-style-type: none"> *Revised measure • Overall Average 3.42 	<ul style="list-style-type: none"> *Revised measure • Overall Average 3.49 	<ul style="list-style-type: none"> *Revised measure • Overall Average 3.65

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	Revised measure 88% +11.3% 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.	Revised measure question was not included in the 2022 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	100% SET 5

What this evidence tells us

Evidence and commendations from the School Review process suggests the school is tracking well against this priority. “Best-practice implementation of the PBL has resulted in a school characterised by safe, respectful and responsible learning. The shared language and consistent application of processes is contributing to high levels of trust throughout the school. This happy and optimistic climate is empowering teachers and students to set themselves high expectations and to strive for personal excellence.”

Priority 2.2 and 2.3 targets were revised due to changes in the School Satisfaction Survey questions. P.2.3 revised target was discontinued in 2022. In Priority 2.1, the average Social Emotional Learning (SEL) outcomes outlined in student reports (Y1-6) increased from 3.55 (baseline 2017) to 3.65 in 2022. In Priority 2.2, the school was 11.3% above ACT average responding to the statement ‘I feel safe at this school’. The survey question in Priority 2.3 was discontinued 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 2022.

Our achievements for this priority

Implemented Positive Behaviours for Learning (PBL)

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

Cultural Integrity

- Held several whole school events during NAIDOC Week, Reconciliation and on other significant days.

Partnership between the School Board, P&C and Student Parliament

- Applied for and won a Parent Engagement Grant and built a Community Sensory Garden.
- Created a Virtual School Tour Video to support families to access the school.

Challenges we will address in our next Action Plan

The school will:

- > Explore strategies to reconnect with the community (face to face)
- > Transition from PBL Classroom Systems to Targeted and Individualised Interventions (while embedding all the previous PBL structures previously created)
- > Continue to work with the University of Canberra through the Affiliated Schools program take the next significant steps in our Cultural Integrity Journey.

Reporting on preschool improvement

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