Kingsford Smith 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):

- Aligned SEL programs across the school
- Reinforced General Capabilities and cross curricular priorities to support connectedness and relevance to students learning.

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 coaching and mentoring to support writing
- Developed evidence based pedagogical practices to meet student need within writing (P-5)
- Implemented observation processes for all staff

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 2 (see reporting for detail):

- Developed a proactive approach to well-being
- Reinforced General Capabilities and cross curricular priorities to support connectedness and relevance to students learning.

Reporting against our priorities

Priority 1:   Increase individual student growth in writing across all year levels

Targets or measures

By the end of 2024 we will achieve:

- Increase the proportion of year 5 and 7 students achieving at/or above expected growth from year 3 to 5 and year 5 to 7 in writing
- Increase the proportion of year 9 students achieving at/or above expected growth from year 7 to year 9 writing.
- Increase the proportion of students who show growth in phonological awareness skills (K-3) and Maclit
- Increase the proportion of students who show growth in comprehension skills (Years 3-5)
- Increase the proportion of students showing at or above growth in English Achievement Standards
- Increase the proportion of students who students agree or strongly agree that "My teachers provide me with useful feedback about my schoolwork"

In 2021 we implemented this priority through the following strategies.

- Implement General Capabilities
- Embed 10 Essential Instructional Literacy Practices P-5
- Implement the '10 Guiding Principles of Writing' with all staff

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	Year 2	Year 3	Year 4	Year 5
▪ Increasing the proportion of students who achieve at or above expected writing in Years 5, 7, & 9	Yr 5: 58% Yr 7: 55% Yr 9: 44%	N/A	Yr 5: 76% Yr 7: 59% Yr 9: 64%			
▪ Increase the proportion of students who show growth in phonological awareness skills (K-3)	92%	92%	94%			
▪ Increasing the proportion of students who show growth in comprehension skills (Years 3-5)	93%	90%	91%			
• Increase the proportion of students showing at or above growth in English Achievement Standards			73.9%			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5

Analysis → Priorities → Strategies → Actions → Impact (for student)

Increase in the percentage of students that agree or strongly agree that 'teachers at this school provide students with useful feedback	49.9%	46.1%	46%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Growth in students school based writing data	89%	92%	87%			

What this evidence tells us

What does this evidence indicate about your school's progress towards its five-year targets?
- The target of 'Increasing the proportion of students who achieve at or above expected writing in Years 5, 7, & 9' indicates growth across all years, indicating the strategies we are implementing are successful for lifting those hat are not at level
- There is an increase in the proportion of students who show growth in phonological awareness skills (K-3), indicating our strategies for improving phonological awareness are impacting our junior students.
- There is a slight increase in the proportion of students who show growth in comprehension skills (Years 3-5), although we are still below our base level.
- This is our base year for our target of 'Increase the proportion of students showing at or above growth in English Achievement Standards'
- There has been no Increase in the percentage of students that agree or strongly agree that 'teachers at this school provide students with useful feedback, this maybe attributed to the limited reporting students received over the last year.
- There was a slight decrease in students showing growth in our school based writing data, which can be attributed to both the remote learning period, absences of students due to COVID and the need to further upskill teachers on explicit writing instruction

Have any of your data sources changed over time? If so, why?
- We have included tracking Achievement Standard data to gain a whole school understanding of the trends in student growth for writing

What implications does this evidence have for your next AP?
- This evidence shows us we need to include effective implementation and consistent adoption of strategies across the whole school.
- Continued Professional Learning on writing (including the Writing Workshop) is needed

Our achievements for this priority

Action Inquiry cycles on writing
- Each year identified a criterion to focus on for the year, following the action learning cycles. These cycles allowed cohort teachers to focus on improving one area of students writing, decided upon by analysing school data. The impact of this was an increase in students writing, both in the targeted area as well as other areas of writing
- Teams presented their findings at a whole primary meeting, demonstrating strategies they gained through research and sharing their student's growth in writing

Intervention for Phonological Awareness

Analysis → Priorities → Strategies → Actions → Impact (for student)

- Identified intervention teacher for targeted support on phonological awareness. The focus of this intervention will be on both Mini-Lit and identified areas of need. The intervention will run in either small cycles lasting for a set number of weeks, or for a full term. Students will access this intervention through analysing student data.

LINK cycles on writing
- Data collected from writing samples was analysed using discipline dialogue questions. Groups were formed following this, with extra executive resource provided. Student numbers in the lower groups were smaller than the higher achieving students. Goals were set for each group and reflected on at the end of the cycles.

Termly Discipline Dialogue on consistent writing samples in Primary
- Students completed a consistent writing sample, which were moderated against a rubric. The scores were entered onto the data wall, focusing on one area (linked to action learning focus). Discipline dialogue questions were used within a PLT to determine next steps for continued improvement in student outcomes.

10 Essential Literacy practices
- This is embedded within planning documents

10 Guiding principles of Writing

Challenges we will address in our next Action Plan

- Embedding Coaching and mentoring
  - > Identified Literacy Champion (primary)
- Ensuing consistent pedagogy across the whole school
  - > Pl on linking 10 Guiding Principles and the Disciplinary Literacies
  - > PL on linking 10 Essential Literacy Practices and !0 Guiding Practices
- Staffing to allow for Learning Walks to occur within teams, sectors, whole school and interschool

Analysis → Priorities → Strategies → Actions → Impact (for student)

Priority 2: Improve levels of wellbeing and connectedness for all stakeholders

Targets or measures

By the end of 2024 we will achieve:

- Reducing the percentage of negative incidents recorded in Sentral
- Increasing the percentage of positive incidents recorded in Sentral
- Improvements in students stating they feel safe and connected to school
- Increase student's sense of belonging to the school

In 2021 we implemented this priority through the following strategies.

- Implement a range of Social Emotional Learning programs across the school appropriate to the differing levels of schooling
- Embed a whole school approach through Positive Behaviours for Learning
- Reinforce General Capabilities and cross curricular priorities to support connectedness and relevance to students 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.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
• Increase in students reporting they feel safe and connected to their learning at KSS.	40.3%	41.9%	44%			
• Student experience a greater level of differentiation in the learning experiences with appropriate feedback in their classrooms	49.9%	46.1%	46%			
• Student behaviour is well managed at my school	20.1%	23.3%	Removed in 2021			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
• Reducing the number of negative incidents recorded in Sentral	3,472	3, 531	Minor – 1, 439 Major – 1108 2 548			
• Increasing the number of positive incidents recorded in Sentral.	35,026	30,865	N/A			
• Increasing the number of students being acknowledged for receiving PBL rewards	32,761	23,230	58,632			

Analysis → Priorities → Strategies → Actions → Impact (for student)

What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?
- There is an increase in students reporting they feel safe and connected to their learning at KSS, indicating we are on track to meet our target.
- There has been no Increase in the percentage of students that agree or strongly agree that 'teachers at this school provide students with useful feedback, this maybe attributed to the limited reporting students received over the last year.
- We have reduced the number of negative incidents recorded in Sentral, which could be attributed to a period of online learning.
- We have significantly increased (almost doubled) the number of positive incidents recorded in Sentral, which could be attributed the provision of time to support the entry of data on positives, as well as a focus on PBL at staff meetings.
- There has been significant increase in the number of students being acknowledged for receiving PBL rewards which can be attributed to attributed the provision of time to support the entry of data on positives, as well as a focus on PBL at staff meetings.

Have any of your data sources changed over time? If so, why?
- There is no data to support our target of 'Student behaviour is well managed at my school' as this have been removed form the Schools Satisfaction Survey
- We no longer are tracking the data for 'Increasing the number of positive incidents recorded in Sentral' as this data is reflected in the target for 'Increasing the number of students being acknowledged for receiving PBL rewards'.

What implications does this evidence have for your next AP?
- We are going to use the PBL Dashboard to better track and target major behaviour and support positive behaviours.

Our achievements for this priority

Aligned SEL programs across the school
- The 'RRRR" (Resilience, Rights and Respectful Relationships) has been implemented across the whole school. This provides a sequenced and spiralised SEL program. Resources for this have been produced and distributed to all staff and lessons have been discussed at Sector meetings.

Scope and Sequence document

- Staff were inducted into using the Personal and Social Capabilities scope and sequence developed by the School Curriculum PLT. The coding system was referred to, allowing staff to easily identify the all General Capabilities elements into their planning, ensuring all capabilities are taught.

Positive Behaviour for Learning

- Presentations to staff on PBL on recording data, updates regarding incidents and targeted areas to focus on
- Weekly motivational updates to staff on recording on incidents

Ripple
- Years 4 -10 trialled using this program to track the well-being of students. The majority of students used this program.

Challenges we will address in our next Action Plan

- Including all stakeholders (student, staff and community) within our well-being targets.
- Improved methods for collecting data on student well-being
  > Ripple: The difficulties of this program are devices for students use, time to complete the surveys and time for teachers to analyse data
  > Implementation of PATSEW across the school

Analysis → Priorities → Strategies → Actions → Impact (for student)