

Charnwood-Dunlop 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.

NOTE: Due to the significant disruptive events of 2020/2021 the data/evidence collection cycles of some measures were interrupted. Where this has occurred an N/A 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 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Continue to embed the ten essential instructional literacy practices P-6.
- Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in English with a view to extrapolate what is essential learning for students.
- Continue action research into improving the cultural integrity of the school and the teaching of writing across the school.

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 & 2 (see reporting for detail):

- Strengthen coaching and mentoring for teachers in planning, pedagogy and assessment for writing.
- Continue to embed the Ten Essential Instructional Practices in Literacy P-6.
- Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in English with a view to extrapolate what is essential learning for students.

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 and 2 (see reporting for detail):

- Continue action research into improving the cultural integrity of the school and the teaching of writing across the school.
- Teacher professional learning in Inquiry maths using the ReSolve teaching strategies and lessons.

Reporting against our priorities

Priority 1: **Improve the percentage of students making above average progress in numeracy**

Targets or measures

By the end of 2025 we will achieve:

- 56% or more of year 5 students will be making above average progress in numeracy.
- To increase the percentage of year 3 students in the top two bands of numeracy to 36% or more.
- To increase the percentage of students achieving high growth in mathematics in PIPS/BASE to 23% or more.

In 2021 we implemented this priority through the following strategies.

- Enhance teachers' understanding of the content and achievement standards of the Australian Curriculum in Mathematics with a view to extrapolate what is essential learning for students.
- Built on the capability of teachers to teach numeracy through ReSolve and SENA professional learning.
- Reviewed the whole school beliefs and practices around teaching and learning in numeracy.
- School leader professional learning in PATmaths 'Getting ahead with PAT'.

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 | 2021 Year 1 | 2022 Year 2 | 2023 Year 3 | Year 4 | Year 5 |
|--|------|----------------|----------------|----------------|--------|--------|
| <ul style="list-style-type: none">• 56% or more of year 5 students will be making above average progress in numeracy. | 46% | 44% | | | | |
| <ul style="list-style-type: none">• To increase the percentage of year 3 students in the top two bands of numeracy to 36% or more. | 24% | 10.4% | | | | |
| <ul style="list-style-type: none">• To increase the percentage of students achieving high growth in mathematics in PIPS/BASE to 23% or more. | 18% | ▪ | ▪ | | | |

Perception Data

| Targets or Measures | Base | 2021 Year 1 | 2022 Year 2 | 2023 Year 3 | Year 4 | Year 5 |
|---|------|----------------|----------------|----------------|--------|--------|
| 85% or more students agree or strongly agree that I am satisfied this school has high expectations in all that it does. | 68% | TBA | | | | |

School program and process data

| Targets or Measures | Base | 2021 Year 1 | 2022 Year 2 | 2023 Year 3 | Year 4 | Year 5 |
|--|------------------------------|----------------|----------------|----------------|--------|--------|
| Increase to 3.5 or higher the average level of Yr 1-6 achievement demonstrated in Numeracy (A-E grades) (A=5, B= 4, C= 3, D= 2, E=1) | Grade results average: 2.996 | | | | | |

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

The perception data sets demonstrate there is still faith from staff that the school has high expectations in all that it does. The student learning data is an essential part of our data and due to COVID 19 do not have this to make any trend or progress statements.

- Have any of your data sources changed over time? If so, why?

Our data sources have change due to the Year 3 & Year 5 cohorts unable to sit NAPLAN in 2020. We also use SENA assessment in the K-2, and PATmaths in years 3-6.

- What implications does this evidence have for your next Action Plan?

Some of the main work about curriculum planning have not been completed due to the other pressing priorities and our period of remote learning. In 2022, we will refocus on our Numeracy Spiral of Inquiry and Numeracy priority.

Our achievements for this priority

Strategy 1: Build the capability of teachers to effectively deliver differentiated inquiry-based Numeracy

- Reviewed assessment schedule and moved SENA into student profile folders (orange folder)
- Professional learning on inquiry based ReSolve and SENA maths learning
- Years 3-6 teams looked at, discussed and planned with PatMaths data.
- Coaching with ReSolve with year 1/ 2 team

Challenges we will address in our next Action Plan

The school needs to continue to:

- sharpen and narrow what is essential for our students to learn and build teacher capacity in content knowledge of the Australian Curriculum.
- develop differentiated groups for number teaching and learning within, and or across, year levels.
- utilise Progressive Assessment Test (PAT) mathematics data to supplement the missing NAPLAN data set and to improve consistency of application across the school.
- Scope the learning within and across cohorts to improve progression
- Sharpen the maths planning documents to include key maths vocabulary
- Sharpen our use of Disciplined Dialogue Discussions in team PLTS

Priority 2: Improve student performance in writing across all year levels

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in writing.
- Ensure an average of 15% of students are in the top two bands for writing.
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Writing.
- At least 90% of staff and parents believe that students' learning needs are being met at this school.
- All teachers in the early years will be using the Ten Essential Instructional Practices in Literacy P-6.

In 2021, we implemented this priority through the following strategies.

- Strengthen coaching and mentoring for teachers in planning, pedagogy and assessment for writing.
- Reviewed and provided professional learning in the Writing workshop/ Literacy workshop.
- Continue to embed the Ten Essential Instructional Practices in Literacy P-6.
- Reviewed our CDS 'teaching English beliefs and practices'.
- Teachers experimented with writing individual writing and reading goals.

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 | 2021 Year 1 | 2022 Year 2 | 2023 Year 3 | 2024 Year 4 | 2025 Year 5 |
|---|-------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| To increase the percentage of year 5 students in the top two bands of writing to 18% or more | 9% | Yr 5- | | | | |
| To increase the percentage of year 3 students in the top two bands of writing to 53% or more | 21% | Yr 3 – | Yr 3 – | | | |
| To increase the percentage of students achieving high growth in reading in PIPS/BASE to 27% or more | 17% | ▪ TBA | ▪ | | | |

Perception Data

| Targets or Measures | Base | 2021 Year 1 | 2022 Year 2 | 2023 Year 3 | 2024 Year 4 | 2025 Year 5 |
|--|------------------|----------------|----------------|----------------|----------------|----------------|
| 85% or more of our students agree or strongly agree that teachers encourage academic emphasis at the school. | Students: 79% | | | | | |

School program and process data

| Targets or Measures | Base | 2021 Year 1 | 2022 Year 2 | 2023 Year 3 | Year 4 | Year 5 |
|---|------|----------------|----------------|----------------|--------|--------|
| Increase the proportion of students who perceive they are competent and confident as writers. | NA | | | | | |
| Increase the proportion of students who perceive they know how to improve as writers | NA | | | | | |

What this evidence tells us

- What does this evidence indicate about your school’s progress towards its five-year targets?

This evidence indicates that the school is continuing to explore and embed the Ten Essential Instructional Practices in Literacy P-6. It is important to note that the 2020/ 2021, period of teaching and learning was interrupted by COVID -19. However, the writing for authentic purposes during this time has increased and teachers’ anecdotal notes evidence this. The timing of the School Satisfaction Survey coincided with a patch of remote learning due to COVID-19 as well as significant leadership and staffing changes.

- Have any of your data sources changed over time? If so, why?

Our data sources have change due to the Year 3 & Year 5 cohorts unable to sit NAPLAN in 2020.

- What implications does this evidence have for your next Action Plan?

The implication of this evidence for our next Action Plan will be to revisit the Ten Essential Instructional Practices in Literacy P-6 and Writers Worksop in week 0, to ensure there is a consistency of practice across the school. We will continue to embed whole school approach to individual student’s writing goals with student agency.

Our achievements for this priority

- We completed rigorous moderation processes for each term trialling QLD and First Steps Maps of development. Our 3/4 teaching team also participated in network moderation sessions.
- We continued to collaborate and discuss teaching practices in PLTS and data discussions
- Our teaching team Pre- year 6 completed the phase 11 EYLI.
- Utilised the audit tool for the ten essential practices with teachers and responded to the outcomes of this, planning the next steps forward.
- Each team and the whole school created writing goals and embedded various EIPs into their teams planning and classroom practices.
- Writing surveys for students and staff
- Curriculum strategic team conducted a 'Spiral of Inquiry' into writing and particularly around our purpose for and use of writing rubrics.
- Provided shoulder to shoulder team teaching.
- Responded to staff PL needs by creating school based targeted professional learning, e.g. writing workshop and literacy progressions.

Challenges we will address in our next Action Plan

- Increase coaching and mentoring across the school for teachers in writing pedagogy and assessment- formalised coaching model implemented.
- Continuing to build teacher capacity to implement the Ten Essential Instructional Practices in Literacy P-6, literacy workshop and to use appropriate assessment tools to monitor and plan for student progress.
- Continue to build teachers' capacity to plan and conference with students to create, revise and implement quality Individual Goals around writing.
- Community survey around the teaching of literacy at CDS.
- Building teachers' capability in conferencing and writing individual student's writing goals.
- Whole school moderation rubrics/ document created and used.

Priority 3: Improve the school community connections to improve students' engagement in learning and aspirations for the future.

Targets or measures

By the end of 2025 we will achieve:

- 85% or more of our students agree or strongly agree that teachers encourage academic emphasis at the school.
- 86% or more of our students agree or strongly agree that they receive the support they need from their home environment to allow them to engage fully with their learning at school.
- 75% or more of our students agree or strongly agree that students care about and are friendly to each other.
- Students develop strong self efficacy and make choices that contribute positively to the school learning culture
- Students understand and apply knowledge of sustainable practices
- Self-reflective learners who utilise key learning assets and skills
- Opportunities for students to make connections beyond the school through meaningful community partnerships
- A school that facilitates as a community hub providing access for and linking families to critical services
- Students with a strong connection to the school that display pride in the achievements and progress.

In 2021 we implemented this priority through the following strategies.

- Sustainability workshop for parents
- Family survey conducted and parent skills, talents and areas they wanted learning and tips in was listed.
- Maths and literacy parent workshops presented to 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.

Perception Data

| Targets or Measures | Base | 2018 Year 1 | 2019 Year 2 | 2020 Year 3 | Year 4 | Year 5 |
|--|------|----------------|----------------|----------------|--------|--------|
| <ul style="list-style-type: none"> • 85% or more of our students agree or strongly agree that teachers encourage academic emphasis at the school. | 79% | | | | | |
| <ul style="list-style-type: none"> • 86% or more of our students agree or strongly agree that they receive the support they need from their home environment to allow them to engage fully with their learning at school. | 82% | 83.5% | 100% | 97.1% | | |

| | | | | | | |
|--|-----|--|--|--|--|--|
| | | | | | | |
| <ul style="list-style-type: none"> 75% or more of our students agree or strongly agree that students care about and are friendly to each other. | 48% | | | | | |

What this evidence tells us

- What does this evidence indicate about your school’s progress towards your five-year targets?

This evidence indicates that there has been a significant shift upwards in staff perception about student safety at the school. It suggests efforts to work with students and their families is having impact, along with our values and PBL programs. The evidence indicates that student perception data has still not reached the five-year target of 85% of students are satisfied that they feel safe at school.

- Have any of your data sources changed over time? If so, why?

The school’s data sources have not changed over the past twelve months.

- What implications does this evidence have for your next Action Plan?

The next Action Plan will need to address community partnerships in a more explicit manner.

Our achievements for this priority

Strategy 5: Enact a common understanding and approach for promoting positive learning at CDS.

- Inquiry PL throughout the year in staff meeting and through book club professional readings.
- Friendly Schools plus scope and sequence trilled in years K, 1/ 2 and years 3/ 4.
- Parent literacy and numeracy workshops.
- PBL review of processes and PL for staff.
- External agencies involved: Companion House, CCC (Capital Region Community Service).

Strategy 6: Offer creative opportunities to the community to engage in their child's learning, developing strong partnerships with the school.

- Parent workshops in helping your child with literacy and numeracy development.
- Yarning circle opening and community gathering
- Families and volunteers invited into Community Reading CAFÉ when allowed.

Challenges we will address in our next 2022 Action Plan

Due to COVID situation we will plan the whole school planting day involving the family community in term 1 or 2 2022.

- We will invite families into more learning activities across the school once families are allowed back onsite.

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.

In 2021, the school focused on the preschool literacy pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP) and using the 10 ELPs, with the latest review taking place in term four, 2021.

Our QIP identifies areas of strengths, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2021 include: (from QIP- Annie)

- Reviewed and updated Literacy and UOI planning documents
- Essential Literacy Practices audit, review and goals
- Links between the primary school and preschool continued to be strengthen, with the preschool children attending library and assemblies on a regular basis.
- The success of teaching and communicating remotely during the COVID period using Seesaw as a communication tool

Challenges we will address in our next action plan:

- Significant investment in the updating of outdoor learning environment to further facilitate best practice, particularly sustainability and outdoor learning spaces.

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