

Palmerston District Primary School

Network: North Canberra/ Gungahlin

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 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 has not been finalised.

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 NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

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 NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

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 NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

Reporting against our priorities

Priority 1: Students are healthy, safe, engaged and active contributors to school

Targets or measures

By the end of 2022:

- The percentage of students who achieve a majority of 'usually' or 'always' in the above-mentioned outcomes in semester reports increases by 2% each year to 100% in 2022
- The percentage of students involved in recordable incidents drops by 3% each year to 10% or less in 2022
- Satisfaction survey results (I feel safe at this school, student behaviour is well managed at this school) at or above ACT mean.

In 2018 we implemented this priority through the following strategies:

- Implementing Positive Behaviour for Learning
- Increased community voice in the shaping of school processes, plans and projects

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
The percentage of students who achieve a majority of 'usually' or 'always' in: a) self- awareness and self-management b) social awareness and social management outcomes in semester reports increases by 2% each year to 100% in 2022 (see appendix 1)	a)79.57%	95.23%				
	b)82.76%	98.41%				
Satisfaction survey results: a) I feel safe at this school, b) student behaviour is well managed at this school at or above ACT mean	a)-9.1%	+8.32%				
	b)-6.42%	-0.73%				

The percentage of students involved in recordable incidents drops by 3% each year to 10% or less in 2022	21.48%	16.27%				
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What this evidence tells us

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

Data sets indicate that we are progressing towards the achievement of our five-year targets. Survey data clearly shows that programs implemented have had a positive impact at our school.

Results:

- The self-awareness and self-management outcomes on the Palmerston District Primary School report has increased by 15.66%.
- The social awareness and social management outcomes on the Palmerston District Primary School report the report has increased by 15.65%
- Satisfaction Survey results for "I feel safe at school" indicates + 15.15% from 2017-2018 and is above system mean by 8.32%.
- While "student behaviour is well managed at this school" is just below the ACT mean (by 0.73%) we are progressing towards the achievement of this five-year target as we have moved 5.69% closer towards the ACT mean.
- Recordable incidents at the school have dropped by 5.21% this year.

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

Directorate initiatives has led to data sources changing this year. From the commencement of term 2 staff began placing data on SAS. Data collection for recordable incidents was collected from two sources- internal methods prior to SAS as well as SAS from term 2 onwards.

What implications does this evidence have for your next AP?

This outstanding evidence highlights that programs within this priority area are successful in setting the children up for success and to be healthy, safe, engaged and active contributors to school. Evidence strongly indicates that our programs are working and we should to maintain these.

It has been suggested that the ACT reporting template will be generated in SAS from 2019.

This may influence whether we can still utilise the following target:

"The percentage of students who achieve a majority of 'usually' or 'always' in the above-mentioned outcomes in semester reports increases by 2% each year to 100% in 2022"

Our achievements for this priority

Students at Palmerston District Primary School are healthy, safe, engaged and active contributors to life at our school. The data indicates that despite a major critical incident impacting the entire school community at the commencement of the year our students continue to demonstrate well-being.

Key Improvement Strategy 1:

Implement Positive Behaviour for Learning within the School

This program commenced in term four 2017 when a PBL team was formed. This comprised of a range of staff including a school assistant, classroom teacher and members of the school leadership team.

A student PBL group was formed that comprises of year 5 and 6 students who focus on rewarding positive behaviour in the playground. This group also had input into choosing the finalists for the mascot competition.

The student PBL group provide ideas and feedback on current practices and they assist to create a fortnightly focus for the school.

Parents participated in a PBL Information Session and were given an opportunity to provide feedback/suggestions for the content of the PBL matrix. All children were given the opportunity to participate in a competition to design a mascot to represent the Palmerston journey in the implementation of PBL.

Specific Actions

Provide professional learning to staff on PBL

The Professional Learning Community (PLC) forum was utilised as an effective platform to develop explicit and consistent expectations in the effective roll out of PBL.

On 31 January 2018 the PBL team delivered whole school professional learning at Palmerston. As per the format of the PBL program the implementation at Palmerston focused on the outdoor environment, as this reaches the entire school population.

Sessions were conducted by the PBL team during Professional Learning Community time where staff focused on each area of the playground and developed language and behaviour expectations to further encourage children to exhibit positive behaviour choices. Professional learning was provided at this time about what this would look like across the playground. To enable a consistent approach the PBL team continued to provide ideas and resources to assist teachers which was timetabled as a regular meeting item during PLT time.

PBL committee providing mentoring to teachers

As part of the PLC, Professional Learning Teams (PLTs) were an avenue for the PBL team to mentor and support staff in the implementation of the whole school approach to engage students in being *safe, respectful learners*.

The PBL team touches base with all staff at the PLC during allocated meeting times. PBL is an agenda item each week at PLT meetings. During weekly team meetings members of the PBL team have used the opportunity to mentor small groups of staff in the implementation of the approach. A PMI (positive, minus, interesting) survey was completed with each teaching team in order to gather feedback from teachers. This feedback was then discussed by the PBL team with actions forward planned and implemented.

Key Improvement Strategy 2:

Increase community voice in the shaping of school processes, plans and projects

Ongoing efforts have been maintained all year to ensure that community members have felt included and able to actively have a voice in projects around the school. This has involved building a school culture in which regular parent voice has a place. Parents who experience a sense of belonging are more motivated to participate actively in the life of the school.

Specific Actions

Liaise closely with P&C and School Board to plan community voice activities over the life of the Annual Action Plan

The P&C and School Board have been active participants in discussions to plan and provide input to decisions the sl. school. This has been achieved by strategically providing opportunities to highlight to discuss and plan future actions at School Board and P&C meetings.

The School Board was actively involved in responding to a presentation by a key member of the leadership team explaining the effective procedures in place at Palmerston District Primary School regarding student well-being in line with the National Safe Schools Framework, the Safe and Supportive Schools Framework and ACT Education Directorate policy. Throughout the year key staff members have attended P&C meetings. Together, staff and P&C members have explored and discussed a range of school-based activities that has ensured the active participation of the P&C in events that occur throughout the year. The two main events that has continued to have a high degree of community voice are the annual Twilight Fair and the annual end of year Christmas Concert. A selection of staff members have liaised on a fortnightly basis since the middle of term three to plan for the Twilight Fair and based on feedback from the P&C the Christmas Concert changed location

to the school oval for the first time this year. This was extremely well received by the community and feedback around this change has been overwhelmingly positive.

Parents demonstrate a strong commitment to and belief in the school, with Satisfaction Survey results for 2018 indicating that 83% of parent feedback reflects satisfaction with their input into schools' processes, plans and project.

Challenges we will address in our next Action Plan

The impact of SAS- particularly around the amount of time needed to enter data as well as the roll out of the ACT reporting template onto SAS from 2019.

With a change to the leadership structure in 2019 a challenge will be to continue to ensure community voice is still in place at Palmerston District Primary School.

Priority 2: Deliver a rigorous P-6 curriculum and pedagogy designed to foster the growth in learning for all students in English

Targets or measures

By the end of 2022 we will achieve:

- Year 3 NAPLAN results in reading at or above 0.2 standard deviations higher than similar schools'
- NAPLAN results show higher growth than similar schools, from Year 3-5 in reading
- All students reading at or above PM benchmark level for their age group
- At least 90% of students in years 1-6 achieving at Australian Curriculum achievement standard or above in reading

Satisfaction survey results (I receive useful feedback about my work at this school, teachers at this school provide my child with useful feedback about his/her schoolwork, teachers expect my child to do his or her best) above 90%

In 2018 we implemented this priority through the following strategies:

Refining mentoring and coaching processes for all teachers to improve practice including timely and effective feedback.

Establishing a culture of rigour and high expectations across the school P-6.

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
<ul style="list-style-type: none"> • Year 3 NAPLAN results in reading at or above 0.2 standard deviations higher than similar schools' (See notes about target) 	Mean score 449 with a target of 472	433				
<ul style="list-style-type: none"> • NAPLAN results show higher growth than similar schools, from Year 3-5 in reading 	The average of the last 3 cycles indicates that we are +6 points ahead of similar schools	-7.1 compared to similar schools				

<ul style="list-style-type: none"> All students reading at or above PM benchmark level for their age group 	85%	91.7%				
<ul style="list-style-type: none"> At least 90% of students in years 1-6 achieving at Australian Curriculum achievement standard or above in reading 	91%	88%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Satisfaction survey results:	a)88.76%	83.50%				
a) I receive useful feedback about my work at this school						
b) Teachers at this school provide my child with useful feedback about his/her schoolwork	b)80.18%	85.28%				
c) teachers expect my child to do his or her best above 90%	c)86.84%	89.02%				

What this evidence tells us

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

Data highlights that programs implemented have had a positive impact at our school. Although there has been a slight decline in achievement standard results from 2017 to 2018, the results are not statistically significant.

Results:

- Year 3 NAPLAN results in reading were not where we had expected them to be, on our journey towards comparable scores with schools with similar students achieving at a higher level than us. Tracking of these particular students shows a growth trend, but further intervention and data analysis is required to ensure growth in the years 2018-2020 meets or exceeds our expectations.
- Our NAPLAN results did not show higher growth than similar schools, from Year 3-5 in reading, however 10% more of our year 5 students showed at above or expected growth compared to students in similar schools. This reflected that our students' results were higher than similar schools in 2018.
- All students reading at or above PM benchmark level for their age group has increased by 6.7% since last year. This indicates significant progress towards the achievement of our 5 year goal in this area.
- While we did not achieve the target of "at least 90% of students in years 1-6 achieving at Australian Curriculum achievement standard or above in reading" the above mentioned PM benchmark levels indicate significant growth since 2017. This suggests that professional learning around moderation and the triangulation of data needs to be reviewed and refined in 2019.

- Satisfaction survey results:
 - a) I receive useful feedback about my work at this school has decreased by 5.26%
 - b) Teachers at this school provide my child with useful feedback about his/her schoolwork has risen by 5.10% this year
 - c) teachers expect my child to do his or her best has risen by 2.8%.

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

The collation and interpretation of the baseline data and the 2018 data sets around the NAPLAN targets highlighted that these are not useful measures. As such, from next year staff will review these targets and alter to the interrogation of mean scores which will more beneficial to meet the future directions of the school.

To enhance the accuracy of perception data from 2019, staff at Palmerston will look increase the frequency of perception data surveys around the level of feedback students are receiving. This will be completed once per term.

What implications does this evidence have for your next AP?

Evidence provided around kindergarten PIPS results demonstrate that in preschool and Kindergarten we are delivering a rigorous English curriculum and pedagogy that is fostering the growth in learning for all students. This illustrates that we should maintain our current teaching and learning program in preschool and Kindergarten.

The data provided indicates that a key focus of the Action Plan will be focussing on moderation processes across the school with a particular focus on the effective triangulation of data as well as providing the students with useful feedback.

Our achievements for this priority

Key Improvement Strategy One

Refine mentoring and coaching processes for all teachers to improve practice, including timely and effective feedback.

Specific Actions:

Additional release from face to face teaching to facilitate mentoring and coaching program including timely and effective feedback

Across the duration of the school year additional release time has been allocated to provide provision for a key staff member to meet weekly with all first-year new educators and every second week with all second-year new educators to ensure they were provided with consistent mentoring and involved in explicit goal setting leading to ongoing development in professional practice.

Meeting the needs of the large number of new educators through coaching and mentoring has continued to be a focus of the leadership team. Initial goal setting discussions between the leadership team and the new educators identified the need to inform, provide advice and guide teachers through a more direct approach such as the GROWTH model. This strategy aimed to build teacher capacity through creating a school culture where mentoring and coaching are dynamic and ongoing, involving all members of the leadership team and teaching staff.

Coaches trained

Key members from the leadership team attended professional learning on the GROWTH coaching model. Following this, an identified member of the leadership team guided the remainder of the leadership team through the creation of a coaching model at PDPS for 2018 based around the principles of the GROWTH coaching model.

Mentoring and coaching program embedded for all teachers

All teachers at Palmerston District Primary School engaged in targeted professional learning around coaching with a “peer buddy coach”. Over the 2018 year staff have met with their chosen buddy to discuss successes and share strategies to promote the development of student learning outcomes. Staff meet with their ‘peer buddy coach’ at scheduled times and engage in dynamic discussions where they are committed to observing each other’s practice and providing timely feedback with the goal of increasing teacher expertise and building ongoing capacity.

Key Improvement Strategy Two

Refine and develop a culture of rigour and high expectations across the school P-6.

Specific Actions:

Source PL in Rigour and high expectations

All staff have participated in formative assessment workshops to build their knowledge, understanding and ability to effectively implement, collect and analyse formative assessment data. Staff have shown through targeted and specific formative assessment professional learning they are more regularly meeting the specific needs of students and providing them with more timely and effective feedback on their learning allowing them to reach higher levels of academic growth. Professional learning on rigour has also been accessed by members of the leadership team in the form of a webinar by Barbara Blackburn. This was then been discussed by the leadership team and implemented in targeted PLTs.

The literacy committee (in 2018) have developed draft shared agreements to ensure the rigorous teaching of reading and writing at PDPS. These agreements have been shaped by the teaching staff after utilising the Professional Learning Committee structure to re-examine Palmerston District Primary School beliefs and practices which align with the work of Reggie Routman and Christine Topfer. During allocated PLC and PLT time all staff had the opportunity to provide detailed feedback on these agreements.

Maintain smaller class sizes

The ongoing focus at Palmerston around staffing has been to ensure that the budget allocation allows for a greater number of teachers across the school. This has supported our priority that every child is known and engaged in a meaningful curriculum and receiving a meaningful education.

Challenges we will address in our next Action Plan

The data provided indicates that a key focus of the Action Plan will be focussing on moderation processes across the school with a particular focus on the effective triangulation of data and the correlation between data sets

The collation and interpretation of the baseline data and the year 1 data sets around the NAPLAN targets highlighted the inaccuracies and the lack of purpose of this type of data collection. Next year staff will review these targets and alter to meet the future directions of the school.

Priority 3: Deliver a rigorous P-6 curriculum and pedagogy designed to foster the growth in learning for all students in Science, Technology, Engineering and Maths (STEM)

Targets or measures

By the end of 2022 we will achieve:

- Year 3 NAPLAN results in numeracy at or above 0.2 standard deviations higher than similar schools'
- NAPLAN results show higher growth than similar schools, from Year 3-5 in maths
- At least 85% of students in years 3-6 achieving at or above Australian Curriculum achievement standard in mathematics, science and technology (skills and processes)
- A minimum of 85% students achieving at or above standard in PAT Science and Maths with correlation to A-Es
- ICAS Digital Technologies results correlate with A-E data of relevant students

In 2022 we implemented this priority through the following strategies.

- Refine and develop staff knowledge of quality maths teaching
- Increase staff knowledge of and ability to use formative and summative assessment in maths
- Align Australian Curriculum Achievement Standards with student 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.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Year 3 NAPLAN results in numeracy at or above 0.2 standard deviations higher than similar schools' 	Mean score of 431 with a target of 447	418				
<ul style="list-style-type: none"> • NAPLAN results show higher growth than similar schools, from Year 3-5 in maths 	The average of the last 3 cycles indicates -18.33 points below similar schools	-24.1				
<ul style="list-style-type: none"> • A minimum of 85% students achieving at or above standard in PAT Science and Maths with correlation to A-Es 	A-E: Maths 83% PAT Maths- 78% at or above standard.	A-E math 93% PAT Maths- 89% at or above standard.				

	A-E Science 100%	A-E Science 98%				
	PAT Science not complete	PAT Science not complete				
<ul style="list-style-type: none"> ICAS Digital Technologies results correlate with A-E data of relevant students 	Digital technologies- 100% students at or above A-E ICAS- 24% of children's results correlates with A-E.	Digital technologies: 100% at or above A-E ICAS- 40% of results correlates with A-E.				

What this evidence tells us

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

When fostering growth in learning for all students in Science, Technology, Engineering and Maths (STEM) the school focussed on continuing to embed a whole school approach to mathematics. This occurred by continuing to implement the school's vision around the teaching of maths and by providing ongoing professional learning to staff.

As for literacy, the PIPS maths data is worthy of mentioning as our overall results in this area are outstanding. The growth from the start of the year to the end of the year is strong highlighting that the mean growth of our kindergarten students is better than the ACT mean.

The correlation of data between ICAS and A-E's in digital technologies indicates a statistical difference in the numbers. Questions raised include:

Is there a consistency between teachers delivering the program?

IS this data valid as a small percentage of our students complete the ICAS test.

Results:

- Year 3 NAPLAN results in numeracy were close to those of students in similar schools, however they did not meet the target set. This may have been a result of NAPLAN moving online, as overall results seemed to be lower in 2018 than in previous years
- NAPLAN results did not show a higher growth than similar schools. This is an area for concern and requires further analysis and intervention
- A minimum of 85% of students achieving at or above standard in PAT Science and Maths with correlation to A-Es has increased by 11% since last year. These results correlate closely with A-Es: when triangulated the results are within a 4% range of each other.
- While we did not achieve the target of "ICAS Digital Technologies results correlate with A-E data of relevant students" there is significant growth since 2017. This suggests that professional learning around moderation and the triangulation of data needs to be reviewed and refined in 2019.

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

The collation and interpretation of the baseline data and the 2018 data sets around the NAPLAN and digital technologies targets highlighted that these are not useful measures. As such, from next year staff will review these targets and alter to the interrogation of mean scores which will more beneficial to meet the future directions of the school.

What implications does this evidence have for your next AP?

The data provided indicates that a key focus of the Action Plan will be focussing on moderation processes across the school with a particular focus on the effective triangulation of data.

Testing processes appear to not be useful measures in NAPLAN and ICAS digital technologies as such these will be reviewed next year.

Our achievements for this priority

Refine and develop staff knowledge of quality maths teaching

Specific Actions:

Targeted Professional Learning in Maths provided

Source and present PL in Maths

PL shared in PLC/PLT times

All staff were provided with TQI accredited professional learning by Anita Chin (key maths expert) from New South Wales in January 2018. This provided a consistent picture across the school in effective pedagogy and expectations P-6, with a particular focus on the multiplication and division strand of the curriculum. Following on from this, Ms Chin delivered in class demonstration lessons to staff which led to collaborative conversations identifying that the language of mathematics was an existing barrier in the improvement of student outcomes. To address this Palmerston hosted a "Chin Up" entitled Language and Mathematics, which was attended by four staff members. To further ensure consistency across year levels and further develop content knowledge, nine members of the Palmerston staff completed another professional learning day with Ms Chin. During this day staff developed a detailed Scope and Sequence that would ensure all areas of the curriculum would be taught explicitly across the grade levels in a developmental sequence. As a result of this 100 % of staff increased feel more confident in their teaching of mathematics. additional providers as identified by the Directorate.

The numeracy committee provided ongoing universal professional learning throughout the year based on current mathematics research sourced from the Principals As Numeracy Leaders (PANLS) professional learning that occurred in 2017. This professional learning provided a level of expertise enabling staff to formulate beliefs that underpin effective pedagogy in numeracy at Palmerston. These beliefs sit alongside a numeracy framework that will be utilised in 2019. Four staff attended Count me in Too and Middle Years Mental Computation training during 2018. Utilising a PLT model these staff members earning shared their learnt knowledge within their

teams leading to an increased depth of understanding around the link between pedagogy and assessment. Sharing professional learning in this way will be a continued focus in 2019.

Additional release time was provided so that staff could analyse maths data and engage in an inquiry circle to improve mathematics practice in the classroom. This was beneficial in creating an environment where people learn from each other through informal mentoring around effective pedagogy and practice. This will remain a focus in 2019.

Establish teams to refine and develop scope and sequence documents.

Align maths rubrics with new scope and sequence

To ensure our teaching and learning programs have maintained levels of rigor staff have utilised the Professional Learning Team model where teams of teachers worked together to create maths rubrics based on the Palmerston specific maths scope and sequence. These rubrics and scope and sequence have led to a consistent implementation of maths programs across the school.

Develop maths resources kits for each classroom.

During PLTs staff were consulted about the resources they required to effectively teach mathematics. In term four the maths committee purchased \$8000 of mathematics equipment. These resources were divided and each class was provided with a maths resource kit. Along with these kits during a PLC staff shared strategies for using this equipment in the classroom to improve student learning.

Challenges we will address in our next Action Plan

The data provided indicates that a key focus of the Action Plan will be focussing on moderation processes across the school with a particular focus on the effective triangulation of data and the correlation between data sets

The collation and interpretation of the baseline data and the year 1 data sets around the NAPLAN targets highlighted the inaccuracies and the lack of purpose of this type of data collection. Next year staff will review these targets and alter to meet the future directions of the school.

Appendix 1:

Methodology:

Collation of the A-E results from years 1-6 in 2018 were averaged to create a mean score for the entire school. This was documented as a percentage. The percentage figure from 2017 was compared to the percentage figure from 2018. The differences were noted.

To collate the baseline data around NAPLAN results showing higher growth than similar schools, from Year 3-5 in reading, the average scaled growth in school-level growth over 3 cycles from 2015-2017 was averaged.

To collate the baseline data around NAPLAN results showing higher growth than similar schools, from Year 3-5 in reading, the average scaled growth in school-level growth over 3 cycles from 2015-2017 was averaged.

A-E Data was collated in Maths for students from years 1-6. This was then compared with the PAT maths data.

A-E data was collated in digital technologies. This was then compared to students who completed the ICAS Digital Technologies.