Kingsford Smith School

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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

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

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

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
>
> SYSTEM LEVEL (provided/populated by Directorate)

> System-level analysis statement (provided by Directorate)

> 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
>
> SYSTEM LEVEL (provided/populated by Directorate)

> System-level analysis statement (provided by Directorate)

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

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

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

Reporting against our priorities

Priority 1: Develop an expert teaching team with effective pedagogical practices

Targets or measures

By the end of 2020 we will achieve:

- Increase the percentage of students in years 3, 5, 7 and 9 achieving proficiency in reading, writing and numeracy by 5%

- Increase the percentage of students in the top 2 bands of NAPLAN for years 3, 5, 7 and 9 by 2% across all areas

- An increase in the proportion of staff who indicate that "staff get quality feedback on their performance" from 4.7 to an average of 5.8

- Increase the proportion of staff who indicate that "teachers frequently discuss and share teaching methods and strategies with each other" from 5.8 to an average 6.3

In 2018 we implemented this priority through the following strategies.

- Develop a whole school professional learning agenda that focuses on building teachers' understandings of evidence-based teaching strategies in literacy and numeracy that align the school's vision and Directorate priorities
- Embed the 10 essential literacy practices from preschool to year 5
- Continue whole school focus on writing and development of writing assessment tracker and phonics tracker
- Implement lesson study (6-10) and learning walks and talks (P-5)
- Introduction of deeper instruction (6-10)
- Participate in Principals as Numeracy Leaders (P-6)
- Embed formative assessment strategies across the school
- Review and introduction of inclusive learning practices across the school
- Enhance opportunities for collaboration through the ePACT model in primary school

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
80% of Year K-5 students meet or exceed PM reading benchmarks by the end of 2018					62%	
80% of Year K-5 students meet or exceed the expected writing benchmarks against the KSS writing assessment tool					48%	
Increase of 3% of students who are at or above expected growth in reading,				Year 5 R=45.8% L=44.1%	Year 5 R=61.4% L=52.6%	

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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
language conventions and numeracy for P-10.				N=40.0% Year 7 R=54.9% L=53.5% N=73.9% Year 9 R=51.2% L=46.7% N=64.3%	N=56.1% Year 7 R=49.3% L=62.8% N=82.2% Year 9 R=59.3% L=66.7% N=62.3%	
80% of Year 2-5 students meet or exceed expected growth using the PAT maths assessment tool					54%	

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase in the percentage of staff who agree or strongly agree that "student learning needs are being met at this school" from 70% in 2017 to 75% in 2018		88%	73%	70%	79%	
Increase in the percentage of parents/carers who agree or strongly agree that "student learning needs are being met at this school" from 75% in 2017 to 78% in 2018		84%	71%	75%	71%	
Increase in the percentage of students who agree or strongly agree that "Overall I am satisfied that this school has high expectations in all that it does" from 53% in 2017 to 65% in 2018		61%	57%	53%	53%	
Maintain the percentage of staff (94%) , parents/carers (94%) and students (89%) who agree or strongly agree that "Teachers at this school expect students to do their best"		S=93% P=90% Stud=89%	S=91% P=93% Stud=84%	S=94% P=94% Stud=88%	S=86% P= 88% Stud=89%	
Maintain the percentage of staff (75%) and parents/carers (80%) who agree or strongly agree that "Overall I am satisfied that this school has high expectations in all that it does"		S=81% P=90%	S=82% P=93%	S=75% P=80%	S=71% P= 72%	

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

What this evidence tells us

A significantly higher percentage of KSS students in Yr 5, 7 and 9 have had at or above expected growth (except for Yr 7 reading) in reading, language conventions and numeracy. 2018 was the first time KSS used the data tracker in the Primary School (for PAT Maths, writing and reading benchmarks), bringing together all the individual teacher data, and the results were significantly lower than the target of 80%. This suggests that the targets were too high and this will need to be modified for the 2019 Action Plan.

Perception data targets whilst predominantly weren't achieved were still relatively similar to the previous year. Over the last 3 years KSS has pushed parents to respond to the Satisfaction Survey and we have more than doubled the parent responses we received in the first year of this plan. The data collected from Year 1 on is more reflective of the school parent community views as the sample size is much larger.

Our achievements for this priority

A professional learning agenda was formulated for 2018 at the beginning of the year to ensure our priorities were addressed whilst still leaving room for unknown PL requirements throughout the year.

The 10 Essential Literacy Practices have been embedded across the Primary School with learning walks at regular intervals and considerable investment in Chris Topfer and other relevant professional learning.

A Literacy Project in the High School was undertaken to determine the best way to embed literacy pedagogical improvement, the results of which will be used in 2019. Scaffolding literacy PL was delivered to the High School with the intent that this would be embedded in High School practice during 2019.

A professional Learning session was delivered during Week 0 PL High School staff on deeper learning with staff undertaking a Lesson Study based on deeper learning.

Formative Assessment strategies have been partially embedded across the school, this needs to be a complete whole school focus for 2019.

The learning Support Program has been enhanced with more staff employed to develop the capacity of teaching staff to differentiate their teaching and assessment. Specific PL for varying student learning needs was delivered across the year (dyslexia etc)

ePACT model in the PS was modified to give staff more time to look at, analyse and discuss data (data walls) and change their teaching to address student needs. High School LINK meetings were moved to High School staff meetings to give staff time to look at student achievement data and regroup as required for RTI.

Challenges we will address in our next Action Plan

Introduce Lead Without Title to build a culture of learning, improvement and teamwork within staff so that improvement strategies put in place are part of our core values as opposed to another thing staff are 'required' to do.

Formative assessment and literacy strategies need to be embedded across the school. There will be a large turnover in staff (particularly in the HS) therefore we will need to focus on inducting new staff in these pedagogical practices early in 2019 with continued support.

Priority 2: : Embed systematic curriculum delivery across the school

Targets or measures

By the end of 2020 we will achieve:

- Increase the percentage of students in years 3, 5, 7 and 9 achieving proficiency in reading, writing and numeracy by 5%

- Increase the number of students in the top 2 bands of NAPLAN for years 3, 5, 7 and 9 by 2% across all areas

- Increase in the percentage of students who have achieved against ILP goals from 82% to 90%

In 2018 we implemented this priority through the following strategies:

- Embed a guaranteed and viable curriculum so that there is continuity and progression of learning from P-10 with teaching in each year building onto and extending the learning from the previous year

- Embed power standards (Core Content) across the school in all subject areas, and continually review

- Provide PL for staff on Australian Curriculum including a focus on achievement standards and differentiation

- Develop and refine structures and processes for guaranteeing that all students demonstrate achievement standards by the end of the year (for example, RTI)

- Develop a planning and programming regime (data plan)

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
Increase of 3% of students who are at or above expected growth in reading, language conventions and numeracy for P-10.				Year 5 R=45.8% L=44.1% N=40.0% Year 7 R=54.9% L=53.5% N=73.9% Year 9 R=51.2% L=46.7% N=64.3%	Year 5 R=61.4% L=52.6% N=56.1% Year 7 R=49.3% L=62.8% N=82.2% Year 9 R=59.3% L=66.7% N=62.3%	
80% of kindergarten students achieve at least average growth in PIPS					82%	
Increase or maintain the percentage of students achieving C grades or above across all subject areas.				Yr 7=71% Yr 8= 78% Yr 9= 70%	Yr 8 up 3% (74%) Yr 9 down 9% 69%) Yr 10 up 1% (71%)	

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

				Yr 10= ??		
80% of Year 2-5 students meet or exceed expected growth using the PAT maths assessment tool					54%	
80% of Year K-5 students meet or exceed PM reading benchmarks by the end of 2018					62%	
80% of Year K-5 students meet or exceed the expected writing benchmarks against the KSS writing assessment tool					48%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
95% of staff attend the Australian Curriculum workshop series					100% attendance	
[SCHOOL TO COMPLETE]						

What this evidence tells us

Professional learning has been a focus for staff at KSS as can be seen by 100% attendance at the Aust. Curriculum PL sessions. A significantly higher percentage of KSS students in Yr 5, 7 and 9 have had at or above expected growth (except for Yr 7 reading) in reading, language conventions and numeracy. PIPs data showed that more than 80% of Kindergarten students achieved at least average growth. 2018 was the first time KSS used the data tracker in the Primary School (for PAT Maths, writing and reading benchmarks), bringing together all the individual teacher data, and the results were significantly lower than the target of 80%. This suggests that the targets were too high and this will need to be modified for the 2019 Action Plan.

Our achievements for this priority

The scope and sequence for the Achievement Standards across P-10 are now complete. The focus has been moved from Core Content to a broader view of the Achievement Standards. All KSS staff received professional learning on the Achievement Standards, relevant to their year level and learning area.

Strategies for differentiation are now part of the revised unit planners and LINK programs are focussed on providing additional safeguards for students to consolidate skills to meet Achievement Standards. Student learning data is analysed by teams for regrouping across the whole school in a Response To Intervention.

Data walls are used in the Junior School and teaching and learning decisions are made collectively by teams. In the Senior School this process has yet to be formalised across all areas

Challenges we will address in our next Action Plan

Refine Achievement Standards and making sure they're being incorporated in unit planners across the school. The General Capabilities will start to be embedded in curriculum documents for 2019, beginning with the Personal and Social Capability.

Processes for data collection and discussion of the data need to be tighter and more consistent across the school. The Curriculum Team will focus on writing a concise data plan to inform future programming.

Primary School writing, reading and numeracy targets will be based on relevant 2018 targets.

Priority 3: Develop a culture that promotes learning for all through positive well-being and community partnerships

Targets or measures

By the end of 2020 we will achieve:

- Increase student attendance rates from 87.8 % in 2015 to 90 % in 2020

- Reduce suspension from 91 incidents in 2015 (170 days) by 20% in 2020

In 2018 we implemented this priority through the following strategies.

- Establish deliberate and strategic partnerships with the community for the purpose of improving student learning and wellbeing
- Continue to investigate potential community partnerships with a range of community organisations
- Develop a process for evaluating the effectiveness of community based programs
- Develop a system for tracking student participation in community based programs

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
Maintain the percentage (82%) of parents/carers that agree or strongly agree that "community partnerships are valued and maintained"		83%	70%	82%	78%	
Maintain the percentage (79%) of parents that agree or strongly agree that "This school works with me to support my child's learning"		80%	72%	79%	76%	
Increase the percentage of staff that agree or strongly agree that "student behaviour is well managed at this school" from 57% to 60%		66%	60%	57%	44%	
Increase the percentage of parents/carers that agree or strongly agree that "student behaviour is well managed at this school" from 66% to 70%		75%	65%	66%	54%	
Increase the percentage of students that agree or strongly agree that "student behaviour is well managed at my school" from 24% to 40%		41%	25%	24%	20%	

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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of staff that that agree or strongly agree that "I am satisfied that the school has high expectations in all that it does" from 75% to 80%		81%	82%	75%	71%	
Increase the percentage of students that agree or strongly agree that "I am satisfied that the school has high expectations in all that it does" from 53% to 60%		61%	57%	53%	53%	
Increase the percentage of parent/carers that agree or strongly agree that "I am satisfied that the school has high expectations in all that it does" from 80% to 85%		79%	72%	80%	72%	
Increase the percentage of students that agree or strongly agree that "I feel safe at my school"		58%	45%	48%	44%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
A decrease in the number of formal suspensions across the school		91 incidents 170 days	109 incidents 171 days	102 incidents 157.5 days	85 incidents 128.5 days	

What this evidence tells us

The evidence indicates that student behaviour management and feeling safe at school are still a major concern for students, staff and parents. This is in contrast to a decrease in the number of suspensions and days for poor behaviour with no change in suspension policy. Most parents feel that the school values parents and community and works with them to provide opportunities and support for students. Next year's Action Plan will include further embedding of HUB processes so that the most appropriate community organisations are used and student needs are addressed based on HUB data. The CAST Project (formerly Geelong Project) in conjunction with Belconnen Community Services will also see the inclusion of a social worker to the HUB team and the Ripple data will enable quicker response to student wellbeing need for 2019.

Our achievements for this priority

The HUB (Pastoral Care/ Student Services) has had a significant structural change with 2 Coaching and Engagement Officers (CEO's) instead of the singular Pastoral Care Co-ordinator. The CEO's use HUB data and their observations to determine where and when student issues are taking place and work with teachers to build their skills around student engagement and relationship building.

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

PBL (Positive Behaviour for Learning) is being rolled out across the school with the launch expected during 2019. Expected behaviours have been outlined in a Behaviour Matrix and these expectations have been taught to all students in specific PBL lessons. Responses to minor and major behaviours have been clarified for staff and students and the rewards system has been implemented (High Flyers). The processes for analysing and reporting behaviour data to enable the PBL teach to advise staff what expected behaviours to reteach have been set up.

Challenges we will address in our next Action Plan

For 2019 KSS will further the CEO role to provide further student pastoral care and teacher support in the Upper Primary as well as the High School. The Middle School CEO will have her role extended to encompass this part of the school.

The Ripple data will be used and acted upon by the HUB team in collaboration with BCS and the Social Worker.

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.

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

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