

Florey Primary School

Network: Belconnen

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education and Set up for Success* Strategies

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through:

Priority 1 - Improve student performance in writing across all year levels

Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through:

Priority 2 - Improve school identification (belonging), safety and student relations

Reporting against our priorities

Priority 1: Improve student performance in writing across all year levels

Targets or measures

By the end of 2025 we will achieve:

- To increase the percentage of year 3 students in the top two bands of writing to 57% (approx. 29 students) or more. The target was set to match the highest percentage of year 3 students in the top two bands of writing for similar schools over 2016-2019.
- To increase the percentage of students achieving high growth in reading in PIPS/BASE to 35% (approx. 18 students) or more. The target was set by averaging the three highest percentages of students achieving high growth over 2014-2019.

- To increase the percentage of P-6 students achieving at or above standard in writing. Targets to be set by year level teams at the beginning of each year and increase by at least 5% each year. Cohort progress will also be tracked across the 5 years of the plan.
- Percentage of students in each year level who agree with the following statements in the *Student Writing Survey* 'I have a writing goal', 'I know what my writing goal is', 'My teacher talks with me about my writing goal' and 'My teacher talks with me about my writing and how I can get better' to increase by at least 5% each year.

In 2022 we implemented this priority through the following strategies.

- Developing a whole school approach to the teaching and assessment of writing
- Building teacher capacity in the teaching of writing
- Building community capacity to support the development of students' writing

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 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
To increase the percentage of year 3 students in the top two bands of writing to 57% (approx. 29 students) or more.	41% <i>determined by averaging percentage of year 3 students in the top two bands of writing for the school over 2018-2019</i>	34%	52.7% 29 students			
To increase the percentage of students achieving high growth in reading in PIPS/BASE to 35% (approx. 18 students) or more.	24% <i>determined by averaging percentage of students achieving high growth in PIPS/BASE reading for the school over 2014 - 2019</i>	29% 19 students	22% 14 students			

To increase the percentage of P-6 students achieving at or above standard in writing. (from Student Report writing)	Base 2020	Year 1 2021 Sem 2	Year 2 2022 Sem 2	Year 3 2023	Year 4 2024	Year 5 2025
Preschool	83%	75%	64%			
Kindergarten	64%	61%	74%			

Year 1	55%	66%	83%			
Year 2	52%	63%	68%			
Year 3	70%	67%	77%			
Year 4	76%	63%	71%			
Year 5	78%	81%	88%			
Year 6	86%	88%	92%			

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base <i>Data collected T1, 2021 due to COVID and Remote Learning</i>	Year 1 <i>T4, 2021</i>	Year 2 <i>T4, 2022</i>	Year 3 <i>2023</i>	Year 4 <i>2024</i>	Year 5 <i>2025</i>
I have a writing goal	80.7%	86%	91%			
I know what my writing goal is	72.3%	79%	78%			
My teacher talks with me about my writing goal	64.6%	71%	64%			
My teacher talks with me about my writing and how I can get better	82.1%	83%	80%			

What this evidence tells us

- The percentage of year 3 students in the top two bands of writing has increased by 18.7% from 2021 to 2022.
- The percentage of students achieving high growth in reading in PIPS/BASE decreased by 7% from 2021 to 2022
- Besides a slight 1% drop in kindergarten, all other cohorts have increased the percentage of students achieving at or above standard in writing from 2021 to 2022
- Student Perception data around writing shows an increase in the students identifying that they have a writing goal and slight decreases in the other three targets.
- Data sources remain unchanged for the 2022 period. The frequency of the collection of the data was reduced due to being the second year of the plan.
- Student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.
- Data sources will remain consistent throughout the life of the School Improvement Plan
- The 2023 strategies will remain the same as 2022 with slight adjustments to the actions for each strategy with a focus on the classroom environment, consistency in assessment and moderation and implementation of a coaching and mentoring model.

Our achievements for this priority

- English Committee developed structured activities for Learning Journey around writing goals and each child published piece of work for writing gallery in the hall
- Newsletter and Facebook posts had focus on writing
- Continued implementation of writing goals across K-6
- Implementation of writing belief statements and what this look like in different cohorts
- Writing Perception survey data collected and analysed
- Teacher perception data collected at beginning of year to determine PLC focus
- Spiral of Inquiries were based around writing
- Each teacher developed an action plan based around their needs build capacity- linked to Teacher Perception data and whole school and team belief statements
- Development of a writing template checklist
- Engagement with Instructional Mentors to support implementation of Annual Action Plan
- Teachers engaged in Essential Literacies Practices PL with Christine Topfer

Challenges we will address in our next Action Plan

ACTION 1: Implement shared beliefs around writing and develop consistent practices around the assessment of writing

ACTION 2: Maintaining the Essential Literacies Practices and pedagogy within all classrooms through professional learning with both internal and external sources

ACTION 3: Facilitate parent/carers events in relation to writing

Priority 2: Improve school identification (belonging), safety and student relations

Targets or measures

By the end of 2025 we will achieve:

- 70% (approx. 105 students) or more of our students will communicate that they feel supported and safe at school. This means students feel close to others at school, feel safe and think the school is a nice place to be. They believe teachers care about students and that students can talk to teachers about problems at school. This was determined by averaging the data for ACT P-6 schools over 2017-2020.
- 55% (approx. 83 students) or more of our students will communicate that they agree or strongly agree that students care about and are friendly to each other. This includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other's differences. This was determined by averaging the data for similar schools over 2017-2020.
- To increase the percentage of students positively identifying with the school to 73% (approx. 110 students) or more. Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. The target was set by averaging the percentage of students positively identifying with their school for all ACT P-6 schools over 2016-2019.
- To increase the percentage of students that agree with the following statements- 'I feel safe at school', 'I feel I belong at school' and 'Other children are kind to me' from the Florey Primary School Student Survey increase by at least 5% each year.

In 2022 we implemented this priority through the following strategies.

- Developing a whole school approach to supporting student engagement and welfare
- Building teacher capacity to support students with school identity (belonging), safety and student relations
- Building community capacity to support the development of students' engagement and well-being

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 <i>Average of school data from 2017-2020</i>	Year 1 <i>T4, 2021</i>	Year 2 <i>T4, 2022</i>	Year 3 <i>2023</i>	Year 4 <i>2024</i>	Year 5 <i>2025</i>
70% (approx. 105 students) or more of our students will communicate that they feel supported and safe at school.	57%	56%	53.1%			
55% (approx. 83 students) or more of our students will communicate that they agree or strongly agree that students care about and are friendly to each other.	38%	39%	29%			
To increase the percentage of students positively identifying with the school to 73% (approx. 110 students) or more.	62%	65%	61.5%			

To increase the percentage of students that agree with the following statements-	Base <i>Data collected T1, 2021 due to COVID and Remote Learning</i>	Year 1 <i>T4, 2021</i>	Year 2 <i>2022 T4, 2022</i>	Year 3 <i>2023</i>	Year 4 <i>2024</i>	Year 5 <i>2025</i>
I feel I belong at FPS	71.7 %	67%	72%			
I feel safe at FPS	66.6 %	62.4%	63%			
Other children are kind to me at FPS	56.8 %	54%	49%			

What this evidence tells us

- There has been a decrease across all three targets and measures in relation to student perception data provided by the satisfaction and climate survey. The biggest decrease is in the target that students agree or strongly agree that other students care about them and are friendly.
- Slight increase in students feeling they belong at Florey and that they feel safe. There has been a decrease in students' perception of other students being kind to them. This correlates with the data from the satisfaction and climate survey.
- The data sources remained the same for 2022 and are effective and suitable measures which will continue for the life of the plan. In 2023 we will be adjusting the Assessment Schedule to reduce the frequency and timing of the data collection in relation to the student wellbeing survey.
- A whole school SEL approach will be implemented to assist with consistency across the school. Coaching and mentoring specifically related to PBL will also be implemented around staff needs.

Our achievements for this priority

Annotations here:

- Surveys have been undertaken informally- system data has been collected
- Informal coaching taken place
- Ongoing Newsletter items with PBL included
- Acknowledgement document updated in Term 2
- Learning Journey activity to be included for PBL/Zones/SEL
- PBL team to undertake a display audit in PLCs for PBL and Zones visuals
- Each term the PBL team facilitated PL
- TPDP all include a goal relating to Priority area 2
- Community Coordinator has organised Circles of Security for families, the Florey Fair, Boys and Girls groups, Giggle and Wiggle playgroup with ACT Libraries, Drumming group and Meccano
- Student wellbeing survey has been completed as per the data plan and analysed by staff
- PBL Student achievement celebrated at school assemblies and through Class Dojo

Challenges we will address in our next Action Plan

ACTION 1: Enhance current school practices in relation to Positive Behaviour for Learning and Zones of Emotional Regulation

ACTION 2: Implement a coaching and mentoring model to support student engagement

ACTION 3: Continue to facilitate parent/carers events in relation to student engagement

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 report progress and achievements either within their QIP or in the section below.

Quality Area 1: Education program and practice

Areas for improvement:

Consistency with the knowledge and understanding of the 10 Essential Literacy Practices across preschool (staff turnover and expertise varied)

Reviewing current program and planning cycle to develop a document which allows for critical reflection which clearly outlines the planning cycle, data collected (including observations), Analysing the data collected, where to next for extending the learning and how family and community connections are represented

Continue to communicate with parents using a variety of platforms, including ClassDojo, email, Newsletter and scheduled meetings – streamline communication, keeping parents in the know and allowing parents input to programs and planning via comment banks on ClassDojo

Continue with reviewing for consistency in writing assessment between preschool and Kindergarten.

Achievement Measures:

Continue to use the Essential Literacies Suite to gain an understanding and build knowledge around the Essential Literacy Practices. Planning for lesson observations with the varied expertise, PLC conversations and reflections on the practices will guide the 'where to next'

Continue to use ClassDojo as a way of communicating learning occurring, weekly learning reflections and uploading fortnight program for family input (family welcomed to add to comments with ideas and contributions to their child's learning).

Continue to reflect on fortnight programs during PLC team meetings allowing for conversations, feedback and reflections. Team to develop a template to allow for this to be documented outlining the planning cycle

Continue to collaborate with the Kindergarten Team Leader and Kindergarten Team to discuss consistency in the evidence collected to measure assessment of writing in preschool to then flow on to kindergarten (looking at ACARA work samples as a guide).

Quality Area 2: Children's health and safety

Areas for improvement:

Continue to review child lead practices promoting a safe environment. Developing a child choice shed and more child lead experiences (availability of resources children can choose)

Continue to engage our school Community Coordinator with staff, children and families. Playgroup has re-convened in 2022 and will continue in 2023. This is a way to engage families their children in the community and developing the connection before their child begins school

Achievement Measures:

A consistent plan has been developed across the school for community coordination engagement. A referral process first to Deputy Principal followed by Community Coordination engagement after that

process has been approved. Planning and promoting the Playgroup run each week within the school for our families and children in the community

Through reflection of child lead practices, we currently use, the Preschool Team will work on developing a plan for more child choice to be readily available during when they chose to use it. The Team will focus on a child choice shed in the outdoor environment to start off with and then reflect on that process before moving to indoor plan.

Quality Area 3: Physical environment

Areas for improvement:

Sustainability – the worm farm was introduced in 2022 and will continue to promote the use of the worm farm with our 2023 families and children. The aim is to build the capacity of teachers and students around sustainable practices.

Continue to add too and refine the Mud Kitchen Area/ Herb/Vegetable Garden – promoting the use of healthy ingredients when cooking (goals is to increase the cooking experiences in preschool for 2023 – inconsistency between the two classrooms in 2022) - Reach out to outside organisations for assistance in continuing to develop these areas

Achievement Measures:

Developing ways children can share their views on sustainable practices with a unit of inquiry focus – how can we extend the use of the worm farm (can we donate to children/parents, can we ask for food scraps from home to add to the worm farm etc)

Reach out to Bunnings in Belconnen for educational programs they can run with the children on the topics of work farms, gardening, water usage etc

Continue to search for professional Learning opportunities/article discussion for staff during PLC regarding sustainable practices in early childhood settings. Utilise the expertise of our preschool staff (gardening enthusiasts)

Continue to upgrade the outdoor environment, adding vegetable garden, worm farm bin, tyres for gardening opportunities.

Quality Area 4: Staffing arrangements

Areas for improvement:

Relief staff and the information they need when employed in our preschool setting (medical, operational requirements etc)

Communication between all preschool staff in relation to the children, families, operational requirements, messaging and information sharing

Continue to review and refine the 'Roles and Responsibilities' for all preschool staff to allow for consistency in our work practice

Achievement Measures:

Developing a relief staff handbook including medical students, preschool staff handbook and the relief teachers' feedback on the folder – how can we improve (reaching out to other preschool and what processes they use to inform relief staff of their operational requirements)

Weekly 'check ins' with the Preschool Team Leader, timely responses to emails, utilise communication systems and processes and being respectful of educators differing operational styles.

Continue to review Roles and Responsibilities developed in 2021, available to all staff working in preschool.

Reviewing our team norms at the beginning of each year and referring to them at each PLC/Meeting, valuing the efforts of all staff that contributed to developing the team norms

Schedule relevant and timely professional learning in PLC time.

Quality Area 5: Relationships with children

Areas for improvement:

Learn more about the cultures, languages and traditions of our families and incorporate this into our learning programs.

Case conferences during Team PLC, which also relates to the collection of NCCD data and data used in Preschool Matrix (for Directorate funding)

Continue to incorporate Zones of Regulation across both preschool rooms, containing a display which children can access and use at any time in the day, with a touch on the PBL birds and wording of being a 'safe', 'respectful', 'learner'.

Achievement Measures:

Consider how we might find out more information about the cultures, languages and traditions of our families. Use this information to consider programming and planning opportunities. Possibilities for 'Getting to know you interview' specific questions linked to cultural background/celebrations, ClassDojo questions and comments from families etc.

Continue to case conference discuss during PLC's. Utilising the Education Directorate Preschool Matrix as a checklist to inform 'where to next'

PBL birds introduced to classrooms. More focus on the Zones of Regulation for preschool. Each classroom has an accessible, working display for children to access throughout the day. Explicit teaching of the Zones of Regulation to be added to fortnightly programs, shared on ClassDojo and in Preschool Newsletter items

Quality Area 6: Collaborative partnerships with families and communities

Areas for improvement:

Continue to use ClassDojo to communicate learning with families on a regular basis, this includes sharing of the fortnight program, allowing for comments from the families in the comment box, and sharing of the learning occurring (minimum once per week)

Now that Covid restrictions have been lifted, welcoming parents back into the classroom is a goal for our preschool. Starting off with puzzle time in the mornings and moving to 'stay and play'

Achievement Measures:

Discussion with preschool team on the expectations of learning post on ClassDojo e.g. minimum 1 individual post per fortnight and 1 group post per week. Reviewing this agreement in PLC's to ensure it is occurring

Developing a 'Stay and Play' roster for parents to engage in meaningful play and learning occurring throughout the day in Preschool. Encouraging and welcoming parents for puzzle time in the morning and sharing important information through ClassDojo posts for working parents that are not able to attend due to work commitments.

Quality Area 7: Leadership and management

Areas for improvement:

Continue to review our policies and procedures so that they support the effective operation of Florey Preschool, particularly when there are changes to the laws and regulations (staff turnover – new staff across 2 preschool rooms in 2023)

Reviewing of Preschool Handbook for staff (separate to the K-6 handbook previously referred to). Adding additional procedures, we have developed with the preschool team (nappy change/clothing change procedure, first aid procedure for Preschool children attending After School Care)

Engage in the new 2023 Early Years Learning Framework (V.2)

Achievement Measures:

Review and continue to develop a preschool specific handbook in collaboration with the preschool staff, educational leaders and nominated supervisor. Adding notes to the original book to review and develop for following year

Review of current policies and procedures in the preschool environment. Allocated time during PLC to review each with all staff (including LSA's)

Engagement with the new Early Years Learning Framework, attendance at relevant Professional Learning opportunities for staff and collaboration in teams/in network

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