

Kaleen Primary School

Network: Belconnen

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Implemented Positive Behaviours for Learning (PBL) and represented the Directorate in the media.
- Developed a Cultural Integrity Team and created a 3-year plan with focus on connecting with community, Cultural Events and Curriculum Development.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- All teachers engaged in a whole school action learning project
- Staff have participated in relevant Professional Learning

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Implementation of the PE@K (Passion & Enrichment At Kaleen) Program – All students are engaging in Passion Projects
- Implementing the Response to Need intervention to support students with disability and those identified as Gifted and Talented

Reporting against our priorities

Priority 1: Improve student outcomes in literacy (reading and writing), numeracy and STEM using an evidence-based approach

Targets or measures

By the end of 2022 we will achieve:

- The percentage of students achieving expected or above expected growth as measured by PIPS and NAPLAN Targets is increased
- The percentage of student outcomes in Literacy, Numeracy and STEM as measure by PAT Online and School Based Reports is increased

In 2019 we implemented this priority through the following strategies.

1. Build staff capacity by investing in professional learning and enhancing feedback practices
2. Use data effectively to improve learning
3. Embed contemporary curriculum and pedagogical practices
4. Develop opportunities for enrichment, extension, learning support and student-centred 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.

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Target: P1.1 P1.1: Maintain or increase the percentage of students achieving at or above expected growth ('value added') in Maths and Reading (NAPLAN Data)	Maths 84% Reading 82% 2014-17 Average	Maths 78% Reading 78%	Maths 78% Reading 63%			
Target: P1.2 P1.2: Maintain or increase the number of students who achieve at or above the ACT Education Directorate Average Scaled Score Growth in Reading, Writing & Numeracy (NAPLAN Data)	From 2014 to 2017 comparison between KPS and the ACT was -1.70 in Reading, +5.18 in Writing and +0.64 in Numeracy	2018 comparison between KPS and the ACT was +23.40 in Reading, +18.90 in Writing and +14.80 in Numeracy	2019 comparison between KPS and the ACT was +6.24 in Reading, +20.85 in Writing and -15.86 in Numeracy			
Target: P1.3	From 2014 – 2017	In 2018 81.40% in	In 2019 78.60% in			

P1.3: Maintain or increase the number of students achieving at or above expected growth in Reading, Writing & Numeracy (NAPLAN Data)	67.80% in Reading, 66.46% in Writing* and 62.25% in Maths.	Reading, 81.90% in Writing and 78.60% in Maths.	Reading, 77.20% in Writing and 50.90% in Maths.			
Target: P1.4 P1.4: Achieve results that are above or within 0.2 (+or-) of a standard deviation of the results of 'Similar Schools' in Reading, Writing & Numeracy (NAPLAN My School Data).	From 2014-2017 KPS was within 0.2 (+or-) of a standard deviation in Reading, Writing and Numeracy.	In 2018 KPS was within 0.2 (+or-) of a standard deviation in Reading, Writing and Numeracy.	The results are not available for 2019 (checked on 8.11.19)			
Target: P1.5 P1.5: Maintain or increase the average level of Y1-6 achievement demonstrated in Number (Student Report Data)	3.43 average (A=5, B=4, C=3, D=2 E=1)	3.54 average (A=5, B=4, C=3, D=2 E=1)	3.56 average (A=5, B=4, C=3, D=2 E=1)			
Target: P1.6 P1.6: Maintain or increase the school's average Stanine score of PAT Maths Term 4 Assessment (Y2-6)	6.09 average (A=5, B=4, C=3, D=2 E=1)	5.69 average (A=5, B=4, C=3, D=2 E=1)	5.79 average (A=5, B=4, C=3, D=2 E=1)			
Target: P1.7 P1.7: Maintain or increase the average level of Y1-6 achievement demonstrated in Science Inquiry outcomes (Student Report Data)	3.46 average (A=5, B=4, C=3, D=2 E=1)	3.51 average (A=5, B=4, C=3, D=2 E=1)	3.41 average (A=5, B=4, C=3, D=2 E=1)			
Target: P1.8 P1.8a: Maintain or increase the average level of Y1-6 achievement demonstrated in Design Technology outcomes (Student Report Data)	3.38 average (A=5, B=4, C=3, D=2 E=1)	3.46 average (A=5, B=4, C=3, D=2 E=1)	3.38 average (A=5, B=4, C=3, D=2 E=1)			
Target: P1.9 P1.9: Maintain or increase the school's average Stanine score of PAT Science Term 4 Assessment (Y3-6) *2018 Baseline data established in term 1	5.04 average Stanine	5.92 average Stanine	5.41 average Stanine			

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3	Year 4	Year 5
Target: P1.10 <ul style="list-style-type: none"> P1.10a: Maintain or increase the number of parents who agree or strongly agree that community partnerships are valued and maintained from 83% (2014-2017 average) in 2021 	83%	87.9%	91.7%			

What this evidence tells us

In Priority 1.1, 63% (in Reading) and 78% (in Maths) of the Kindergarten cohort made at or above system growth in the end of year PIPs (Maths and Reading) assessment. In Priority 1.2, the year 5 cohort NAPLAN average scaled score growth was above ACT scores in Reading (+6.24), Writing (+20.85) and Maths (-15.86). In Priority 1.3, the average percentage of students who achieved at or above expected growth was 78.6% in Reading, 77.2% in Writing and 50.9% in Maths. The My School measure used to assess the Priority 1.4 target was unavailable at the time of writing this report and the school was unable to assess progress against this target. In Priority 1.5, the average level of Y1-6 achievement as identified on student reports increased from 3.43 baseline data to 3.56.

In Priority 1.6, the school did not maintain the level of Y1-6 achievement in PAT Maths baseline scores but did increase by 0.1 points when compared to 2018 scores. In Priority 1.7 the school did not achieve the set target, falling 0.05 points below baseline scores. In Priority 1.8, the school matched the baseline average level of achievement (3.38 score) in Design Technology (student report) outcomes. In Priority 1.9, the average student stanine achievement in PAT Science increased from 5.04 (term 1 2018 baseline assessment) to 5.41 (term 4 2019 assessment). In Priority 1.10, the school increased the number of parents who agreed or strongly agreed that community partnerships are valued from 83% in 2017 to 92.7% in 2019.

Our achievements for this priority

All teachers engaged in a whole school action learning project

- Teaching teams worked together to solve a problem of practice that was related to the needs of their cohort
- Teams reviewed research, collected and analysed data and acted to solve the problem
- Teams engaged in relevant team and individualised Professional Learning
- Teams presented their findings back to whole staff and certain teams presented their findings at the Affiliated Schools Conference.

All teachers were involved in SITs (School Improvement Teams) i.e. Literacy, Numeracy, PBL, NQF, Cultural Integrity and STEM and Sustainability

- SIP Teams met regularly to progress their focus areas
- Literacy SIT implemented plan to improve writing outcomes across the school.
- STEM and Sustainability building constructed and the program introduced Paddock to Plate program.

All teachers engaged in a whole school PE@K initiative

- Teaching teams worked together to provide students with opportunity to engage in student centred learning and develop their creative and critical thinking.

Challenges we will address in our next Action Plan

- School Satisfaction Data indicates perception of staff, students and parents is very positive. One area for development is 50% of staff feel they get quality feedback on their performance. This will become an area of inquiry in 2020 and the school will look to enhance coaching and staff feedback practices.
- Enhancing our school numeracy program and providing staff with relevant professional learning will be a 2020 priority.
- In 2020, the school plans to embed staff action learning project cycles and reading and writing practices.

Priority 2: Enhance school culture and promote social and emotional wellbeing

Targets or measures

By the end of 2022 we will achieve:

- Increase student outcomes in Social Emotional Learning as measured by student school-based reports and school/system surveys.

In 2019 we implemented this priority through the following strategies.

- Work in partnership with the school community to implement Positive Behaviours for Learning (PBL) and continue to build an inclusive and positive school culture
- Develop a School Community Communication Strategy to better connect with all stakeholders
- Connect with partnership schools, tertiary institutions, community organisations and businesses to support student 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.

Student learning data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<p>Target: P2.1</p> <ul style="list-style-type: none"> P2.1a: Maintain or increase the average level of Y1-6 achievement demonstrated in SEL outcomes <p>*In 2019, due to SAS report changes, the measure was revised to include an</p>	<ul style="list-style-type: none"> Overall Average 3.55 <p>(A=4, U=3, S=2 R=1)</p>	<ul style="list-style-type: none"> Overall Average 3.58 <p>(A=4, U=3, S=2 R=1)</p>	<ul style="list-style-type: none"> *Revised measure Overall Average 3.51 			

average of all 10 SEL reporting descriptors.						
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Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<p>Target: P2.2 2017-2018</p> <ul style="list-style-type: none"> P2.2a: Reduce the number of students who are severely concerned about 'Classroom Disruption' from 10.9% in 2017 by 2022 <p>Target: P2.2 2019-2022 Revised Measure (survey questions changed)</p> <p>"I feel safe at this school"</p> <ul style="list-style-type: none"> P2.2a: Increase the number of students who "feel safe at this school" to be at or above ACT average 	10.9%	8%	Revised measure +18.9% above ACT average			
<p>Target: P2.3 2017-2018</p> <ul style="list-style-type: none"> P2.3a: Reduce the number of students who are severely and moderately concerned about 'Classroom Disruption' from 18.7% in 2017 by 2022 <p>Target: P2.3 2019-2022 Revised Measure (survey questions changed)</p> <p>"Student behaviour is well managed at this school"</p> <ul style="list-style-type: none"> P2.2a: Increase the number of students who feel "behaviour is well managed at this school" to be above ACT average 	18.7%	11%	Revised measure +29.7% above ACT average			

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<p>Target: P2.4</p> <ul style="list-style-type: none"> P2.4a: Achieve above 65% average on all PBL School Evaluation Tool (SET) assessments 	44.9% SET 1	95.3% SET 2	95.3% SET 3			

What this evidence tells us

Priority 2.2 and 2.3 targets were revised this year due to changes in the School Satisfaction Survey questions.

In Priority 2.1, the average Social Emotional Learning (SEL) outcomes outlined in student reports (Y1-6) decreased from 3.55 baseline to 3.51.

In Priority 2.2, the school was 18.9% above ACT average responding to the statement 'I feel safe at this school'.

In Priority 2.3, the school was 29.7% above ACT average responding to the statement 'behaviour is well managed at this school'.

In Priority 2.4, the school increased the Positive Behaviours for Learning (PBL) external School Evaluation Tool (SET) assessment score from 44.9% in 2017 (baseline) to 95.3% in 2019.

Our achievements for this priority

Implemented Positive Behaviours for Learning (PBL) & represented Directorate in the media

- Created new whole school incentive system and updated data collection procedures
- Conducted Professional Learning for staff in Classroom Systems
- Promoted PBL in the media (Canberra Times and Prime Television) and created a Directorate PBL Video.

Developed a Cultural Integrity Team and created a 3-year plan with focus on Connecting with Community, Cultural Events and Curriculum Development.

- Staff and students attended Inner North Cluster Indigenous Celebration Day
- Cultural Integrity Team organised special events with Johnny Huckle and Wally Bell
- Team discussed cluster opportunity in 2020 with partnership schools and developed a map of related Achievement Standards in the Australian Curriculum.
- The Kaleen team presented at a System Level Cultural Integrity training day for principals.

Challenges we will address in our next Action Plan

The school will:

- > Work with the partnership schools to organise a Belconnen Indigenous Cluster Celebration Day.
- > Introduce the BeYou resource to the school as a part of program as a part of the PBL Social Emotional Learning program
- > Continue to implement "Classroom Systems" element of PBL Program
- > Launch new incentive systems W@K Band 2.0.

Reporting on preschool improvement

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