

Kaleen Primary School

Network: Belconnen

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Continue to implement Positive Behaviours for Learning (PBL) Program (Classroom Systems and BeYou)
- Build a culturally inclusive community.

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Engaging in a range of professional learning (Numeracy focus)
- Building staff capacity by enhancing feedback practices - introducing SOOT (Steal Off Other Teachers) and 5-minute Feedback Practices.
- Whole school action learning projects
- Creating relevant and contemporary curriculum documents to achieve vertical and horizontal alignment and develop a pedagogical framework

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Continuing to implement Positive Behaviours for Learning (PBL) Program (Classroom Systems and BeYou) & building a culturally inclusive community

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 2020 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%	Covid19 No Data		
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	Covid19 No Data		
Target: P1.3 P1.3: Maintain or increase the number of students achieving at or	From 2014 – 2017 67.80% in	In 2018 81.40% in Reading,	In 2019 78.60% in Reading,	Covid19 No Data		

above expected growth in Reading, Writing & Numeracy (NAPLAN Data)	Reading, 66.46% in Writing* and 62.25% in Maths.	81.90% in Writing and 78.60% in Maths.	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)	Covid19 No Data		
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)	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)	5.68 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)	Covid19 No Data		
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)	Covid19 No Data		
Target: P1.9 P1.9: Maintain or increase the school's average Stanine score of	5.04 average Stanine	5.92 average Stanine	5.41 average Stanine	5.34 average Stanine		

PAT Science Term 4 Assessment (Y3-6) *2018 Baseline data established in term 1						
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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
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%	85%		

What this evidence tells us

Priority 1.1, 1.2, 1.3 and 1.4. were unable to be assessed due to Covid19 and changes in procedures. The school increased the number of staff who “receive quality feedback” about their practice from 50% in 2019 to 79% in 2020 (11% about ACT System average). We believe this is due to the introduction of the SOOT and Five-Minute Feedback mechanisms. In Priority 1.5, the average level of Y1-6 (number) achievement as identified on student reports increased from 3.43 baseline data to 3.56.

In Priority 1.6, the average level of Y1-6 achievement in PAT Maths Stanine scores decreased from 5.79 in 2019 to 5.68 in 2020 (0.59 points above the 2018 scores baseline scores). Priority 1.7 and 1.8 were also unable to be assessed due to covid19 reporting limitations. In Priority 1.9, the average student stanine achievement in PAT Science increased from 5.04 (term 1 2018 baseline assessment) to 5.34 but did decrease by 0.07 when compared to 2019 results. 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 85.7% in 2020 but did decrease by 6.7% when compared to 2019 results.

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 (most teachers focussed on home school transitions)
- 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

Staff worked together to create relevant and contemporary curriculum documents (English and Maths) to achieve vertical and horizontal alignment

- This was an ongoing project that was integrated into several staff and team meetings
- Teams presented their findings

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

- Create relevant and contemporary curriculum documents (Science, HAAS and Digital Technologies) to achieve vertical and horizontal alignment and develop a pedagogical framework (with a focus on formative assessment and Learning Intentions and Success Criteria)

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 2020 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
- 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
Target: P2.1 <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 and beyond, due to SAS report changes, the measure was revised to include an average of all 10 SEL reporting descriptors.</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>	<p>*Revised measure</p> <ul style="list-style-type: none">Overall Average 3.51	<p>*Revised measure</p> <ul style="list-style-type: none">Overall Average 3.42		

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
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<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" 2019</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	Revised measure +10% 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	Revised measure +14% 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	98% SET 4		

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 3.51 baseline to 3.42.

In Priority 2.2, the school was 10% above ACT average responding to the statement 'I feel safe at this school'.

In Priority 2.3, the school was **14%** 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 98% in 2020.

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
- Created a new classroom management system to increase consistency of practice.
- Staff participated in online BeYou Professional Learning

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

- Cultural Integrity Team organised special events involving
- The Kaleen Teachers as Researchers team presented at a UC Affiliated Schools Conference.

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.*