Campbell Primary School

Network: North Canberra/ Gungahlin

Impact Report 2021

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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

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 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Triangulation and analysis of data to inform teaching practice and personalised learning
- Professional engagement in learning and delivering future focussed shifts of practice.

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- · Professional learning in delivering a high-quality Mathematic assessment tool for numeracy
- · Professional learning in the 10 Essential literacy practices and ACARA literacy progressions
- · Continued development of scope and sequence documentation in mathematics and English (K-6)

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- · Embedding future focussed flexible learning models P-6

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- · Research into future focussed personalised learning practices: 10 essential Shifts in everyday practice
- · Leadership training in managing transformational change through Future Schools Allianz and Future Focused Learning Network

Reporting against our priorities

Priority 1:   Increase growth in student performance in numeracy across all year levels

Targets or measures

By the end of 2024 we will achieve:

- 65% or more of our year 5 students will be achieving at or above expected growth in numeracy.
- 95% or more students agree or strongly agree that 'My teachers motivate me to learn'.
- 75% or more of our year 5 students will be achieving at or above stanine 5

In 2021 we implemented this priority through the following strategies.

- Maths committee developed and shared a survey to gather teacher' perception on Scope and Sequence and Daily Number Sense
- Analysis tool was created based on PAT data
- Built the profile of PAT Maths across the school
- Handover process between teachers in the new year was streamlined and supported by a tracking document that details each student's individual learning needs

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 2020-2024	Base	2020	2021	2022	2023	2024
NAPLAN: 65% or more of our year 5 students will be achieving at or above expected growth in numeracy.	Baseline data of 61% was determined by averaging percentages of students achieving at or above expected growth over the previous five years at your school i.e. 2015-2019	N/A	40%			

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Satisfaction Survey: 95% or more students agree or strongly agree	Baseline data was determined by averaging student responses for 'My teachers motivate me to learn' over 2016-2019,	91%	This question is no longer asked in			

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that 'My teachers motivate me to learn'.	90% agree or strongly agree.		the survey				
<mark>NEW Question</mark> Teachers believe every student can be a success.	New 2021 Baseline data 77%	N/A	77%				

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
PAT Mathematics: 75% or more of our year 5 students will be achieving at or above stanine 5	Compared to the 2016 PAT National Norm Sample, 68% of Year 5 met achievement level (stanine 5) by the end of the year.	76%	77.8%			

What this evidence tells us

- Due to the significant disruptive events of 2021 the data collection cycles of some measures were interrupted or delayed. Where this has occurred an N/A or data pending entry has been used.
  - 40% of our year 5 students achieved at or above expected growth in numeracy. This is 25% points below our 2024 target of 65% or above.
  - By the end of the 2021, 77.8% of the Year 5 cohort achieved a stanine of 5 or above on the PAT mathematics assessment. This 2.7% points above our 2024 target of 75%

In 2022, The mathematics committee will be working with teaching teams to triangulate the data from Naplan, PAT and MYMC to inform teaching programs and opportunities for differentiation and personalised learning goals. This data will then inform the refinement of Scope and Sequence documentation.

- In 2021, in our Year 3 Cohort 51.4% were in the top two bands, 48.6% middle bands and 0% in the bottom bands.

Our achievements for this priority

- **Building the capacity of staff**
  - PL time was allocated to discuss, refine and share team's use of scope and sequence
  - The Maths Committee developed and shared a survey to determine teachers' perception around using the scope and sequence and daily number sense
  - The Maths Committee created an analysis tool for classroom teachers to assist them to unpack their students' number sense using the PAT data assessment in number. This was tracked at the beginning and end of the year.
  - Classroom Teachers across K-6 implemented the scope and sequence into their programming and critically reflect on the progression of teaching skills and concepts.

- - Two executive team members completed Getting Started with PAT PL to gain a greater understanding of how to utilise PAT as a teaching tool and unpack data

- **Teaching and Learning**

  - Scaffolded and differentiated mathematical curriculum based on individual needs
  - Expert teaching teams using common language across Mathematics
  - A strong collegial culture with a shared commitment to improvement
  - Staff having clarity of data to make informed decisions for learning and teaching practices.
  - Created and implemented termly skills-based checklist for teachers to monitor student progress each term K-6
  - Started work on utilising PAT to inform teaching by differentiating content and grouping students based on data
  - PAT data was analysed by Maths Committee and shared with staff to gain a deeper understanding of its purpose and how it can be used to support teaching and learning
  - Maths resource tubs were refined and utilised by all classes to encourage hands-on learning and cater for varied learners
  - Seesaw was used as an opportunity to share learning successes with families from years P-2

Challenges we will address in our next Action Plan

- **Opportunities for further work:**
  - Embed a consistent approach of using Seesaw to celebrate student learning from P-6
  - Planning documents updated to support teaching and learning expectations, for example, replacing 'pacing guide' with the year level Scope and Sequence
  - Triangulating data between PAT, NAPLAN and A-E scores
  - More consistent use of assessment tools such as MYMC and SENA
  - Streamlining and aligning whole school calendar and data plan
  - Utilising Team PLC time to focus on data, utilising the Spiral of Inquiry framework to look at data in a focused and strategic manner

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Priority 2:   Increase growth in student performance in writing across all year levels

Targets or measures

By the end of 2024 we will achieve:

● To increase the percentage of year 5 students in the top two bands of writing to 31% or above.

● 62% or more of our year 5 students will be achieving at or above expected growth in spelling.

● 73% or more of our staff agree or strongly agree that 'Staff get quality feedback on their performance'.

● 89% or more of our parents agree or strongly agree that 'My child's learning needs are being met at this school

● 80% of our teachers are confident when setting personalised writing goals for students.

In 2021 we implemented this priority through the following strategies.

● Implement the 10 Essential Literacy practices P-6

● Professional learning to build staff capacity in the 10 Essential Literacy Practices, specifically practice 1, 6 and 9

● Implement evidence-based teaching strategies and assessment practices to evaluate and provide feedback on student learning.

● Implement whole school writing analysis tool to support consistency of practice 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

	Base	**2020**	**2021**	**2022**	**2023**	**2024**
NAPLAN: To increase the percentage of year 5 students in the top two bands of writing to 31% or above.	Baseline data of 17% points was determined by averaging the percentage of students in the top two bands of writing for the school over 2015 -2019.	N/A	13.5%			
NAPLAN: 62% or more of our year 5 students will be achieving at or above expected growth in spelling.	Baseline data of 60% was determined by averaging percentages of students achieving at or above expected growth in the school over the previous five years i.e. 2015-2019	N/A	57%			

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Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Satisfaction Survey: 73% or more of our staff agree or strongly agree that 'Staff get quality feedback on their performance'.	*Baseline data of 64% agree or strongly agree for 'Staff get quality feedback on their performance' determined by averaging the school data for staff over 2016-2019.*	82%	64%			
Satisfaction Survey: 89% or more of our parents agree or strongly agree that 'My child's learning needs are being met at this school	Baseline data of 86% agree or strongly agree that '*My child's learning needs are being met at this school*' determined by averaging the school data for parents over 2016-2019.	85%	No longer in the survey			
New Question Overall, I am satisfied with my child's education at this school	84%		84%			

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
80% of our teachers are confident when setting personalised writing goals for students.	Baseline data of 57% of our teachers are confident when setting personalised writing goals for students. The target will be set by averaging the percentages of teachers who scale themselves either a 4 or 5 on the question 'Setting individual writing goals.	62%	N/A			

What this evidence tells us

- ▪ Due to the significant disruptive events of 2021 the data collection cycles of some measures were interrupted or delayed. Where this has occurred an N/A or a data pending entry has been used.

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

NAPLAN
- The percentage of year 5 students in the top two bands of writing was significantly below our intended target with only 13.5% of students achieving the top two bands.
- 57% of our year 5 students achieved at or above expected growth in spelling.
  - Following the results in-depth analysis has been conducted to identify:
    - Common trends across the cohort (e.g a significant number of students did not use paragraphs)
    - Identification of within school matches versus new to the school enrollments (e.g students who completed NAPLAN in year 3 at CPS compared to new enrollments)
    - Identification of the number of EALD students and students with additional needs
    - Identification of individual students who did not make expected growth between year 3 and year 5 NAPLAN
    - Gender differences

Due to the lack of NAPLAN data for 2020, it is difficult to determine if this drop in results relates to changes in pedagogical practice. However, analysis of the 2021 data will be used in 2022 to inform literacy programs and action individual writing goals for students.

In 2020/2021 a significant body of work went into reviewing literacy practices across P-2.
In 2022, the literacy committee will be extending this body of work into the Year 3-6 area.

- In 2021, in our Year 3 Cohort 65.7% were in the top two bands, 34.3% middle bands and 0% in the bottom bands.

Our achievements for this priority

- Building the capacity of staff
  - The English Committee presented PL on Essential Practices 1, 6 and 9.
  - Under the leadership of their exec, teaching teams collaborated to create measurable writing goals in partnership with their students
  - Staff were provided with the 'Commit to Confer' (Rodriguez and Marsh) article to read. This was discussed in team PLC meetings and teachers were supported to choose a conferencing tracking document and implement conferencing in their regular writing cycles.
  - Teachers did 'walkthroughs' of classrooms to explore the goal setting and conferencing structures of their peers
  - Staff celebrated one another's practice during 'walk thoughts' feedback back session
  - 5 staff attended a Directorate-led feedback PL. Learnings were shared with teams and influenced planning

- Teaching and Learning
  - Teaching teams analysed student work samples and used the ACARA literacy progressions to support consistency of expectation for 6 'focus students' from each class (below satisfactory, satisfactory and above satisfactory)
  - Perceptual data was collected and collated based on teachers' self-assessment audits
  - Regular followup from executive about conferencing and establishing writing goals in team PLC meetings

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

Challenges we will address in our next Action Plan

- Opportunities for further work:
  - Embed appropriate whole school assessment tools to monitor student progress
  - Triangulating data between PAT, NAPLAN and A-E scores
  - Streamlining and aligning whole school calendar and data plan
  - Utilising Team PLC time to focus on data, utilising the Spiral of Inquiry framework to look at data in a focused and strategic manner
  - Focus on personalised learning goals for every student as regular practice across the school
  - Embed a consistent approach of using Seesaw to celebrate student learning from P-6

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.

Standard 1
- Sensory motor equipment purchased to support the needs of the student
- Students have access to a targeted small group workshops run by classroom teachers

Standard 2
- All preschool staff engaged in the Auslan training to support all students, including students with a significant hearing loss.

Standard 3
- During remote period, students were sent a packet of peas and a measuring tape
- During their weekly Google Meets students worked with their teachers to use environmentally responsible practices to plant the seeds, for example, using egg cartons

Standard 4
- To support whole school strategic plan preschool teachers offered their students are writing tasks and highlighted the child's writing against the school's writing tracking document

Standard 5
- Educators are establishing processes to document and communicate how we provide children with voice and agency through the Seesaw platform.
- Designated space for each child was established for them to choose and display artwork or photos of play creations.

Standard 6
- Mothers' Day morning tea was hosted which was an onsite event

- Continuing to draw out the learning and value in play and use EYLF links and real-life applications in messages on Seesaw.

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

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