

Palmerston District Primary School

Network: North Canberra/ Gungahlin

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

Set up for Success and Future of Education Strategies

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

In 2022 our school supported this foundation through – Priority 1 - Improve students' writing and spelling capabilities.

- A whole school writing and spelling framework
- Students co-construct their learning environment

Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 2 - Improve students' ability to connect with learning.

- PBL underpins our SEL program and whole school approach to learning.
- Students have increased voice with their learning.
- Every classroom is a word conscious classroom.

Reporting against our priorities

Priority 1 Improve students' writing and spelling capabilities

Targets or measures

By the end of 2022 we will achieve:

The percentage of students in the top two bands of Spelling in Year 5 will increase by 10%
The percentage of students in the top two bands of Writing in Year 5 will increase by 15%

In 2022 we implemented this priority through the following strategies.

1. Teachers develop a word conscious culture in which learners become effective spellers and writers.
2. Teachers moderate for consistency in assessing student learning.
3. Teachers provide all students with authentic writing experiences every day.
4. Teachers deliver high quality feedback to all students in a timely manner.

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
To increase the Year 3 to Year 5 growth in mean scale scores in Writing to 65 mean scale scores or more	54.6 mean scale scores	N/A	56.7%	N/A Due to COVID		
65% of our students will be achieving at or above expected growth from Year 3 to Year 5 in Writing	56.8%	N/A	56.8%	N/A Due to COVID		
To increase the % of Year 5 students in the top two bands of writing to 35% or more. (This cohort has a much larger group of students in the bottom two bands)	22.3%	N/A	16.1%	22%		

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
80% or more of our Year 4,5,6 students agree or strongly agree that 'Teachers give useful feedback.'	72.2%	66.7%	60.9%	2022 data Cannot be located		

What this evidence tells us

Progress towards our goal has been a highlight for us in 2022. A whole school, dedicated approach backed by evidence-based best practices and allocated time invested in upskilling every teacher has made the difference. The below results indicate we surpassed our targets by 12.6% and 24.7%, respectively.

Year 5 Spelling (NAPLAN)

The percentage of students in the top two bands has increased from 37.9% (2021) to 50.6% (2022)
The average NAPLAN Score for Year 5 Spelling was 498.5 (2021) and 527.8 (2022)

Year 5 Writing (NAPLAN)

The percentage of students in the top two bands has increased from 16.1% (2021) to 40.8% (2022)
The average NAPLAN Score for Year 5 Writing was 466.7 (2021) and 509.13 (2022)

A continued future focus is for teachers to give useful and timely feedback and is already part of the 2023 Action Plan.

Our achievements for this priority

Teachers have developed a word conscious culture in which learners become effective spellers and writers

- All teachers at Palmerston have increased familiarity and regularly use the core text to lead change – Effective Spelling Teaching Guide in Practice – Christine Topfer. Every classroom is a now a word conscious classroom with co-constructed anchor charts and specially dedicated walls motivating students to access support for their spelling and writing across different subject areas. Some word walls have been coloured coded to support the needs of the students. Co-constructed charts are more effective because of the higher level of ownership.
- Now, lesson plans are explicit and focussed on content and strategies to build word conscious classrooms and the benefits that this approach can be differentiated for all learners. All teams participated in workshops with Christine and were able to directly ask questions pertinent to each year level and gain new insight in how to move forwards. Kindergarten teachers used an Inquiry approach to developing knowledge and understanding of letter-sound relationships through the implementation of the “Big Ideas” from the core text. Students were encouraged to notice letter patterns or sounds in words, hunt for the letter patterns or sound in books and other print in the classroom. New whole school practices such as Word of the Week and WOW words became regular parts of the classroom routine and are energetically embraced by students, who increasingly transfer their new words accurately into their own daily writing.
- In many classrooms, and all senior classrooms, student work displays included etymology walls where students were finding meaning in the language that was being used in all areas of learning including history, geography, science, and maths.
- Teachers state with increased knowledge of the importance of a word conscious classroom, their spelling program is more robust and better organised. Students benefit from this organisational shift, because they know what to expect and relish accessing their room to support their spelling development.
- Specialist teachers also worked diligently to incorporate words and a word conscious culture in their area of speciality. This included the importance of syntax in programming, locating key words and recognising verbs, their spelling and lyrics in songs on walls.
- Teachers moderate for consistency in assessing student learning.
- Teachers have built a culture of moderation, resulting from the school wide expectation of team-teaching, co-planning, and use of data to differentiate. All teachers now moderate student work samples more regularly than ever before – team meeting times and pupil free days have provided teachers with the time for moderation to be conducted.
- Teachers have increased understanding around the spelling and writing process noted by a collective rigour when moderating work samples. They have confidence that they are aligned to decide A-E grades. Teachers have reflected and shared that the professional conversations when assessing student work samples and data has been instrumental in building a collective efficacy. Several teams accessed the Australian Curriculum work samples with some teams taking photos of the work samples to refer to later.

Teachers have provided all students with authentic writing experiences every day.

- All students benefit from learning new spelling strategies and use them in daily writing activities.

- Every day, authentic writing experiences occurred In Kindergarten using the process of draw-write-talk-share encouraging students to process their ideas through drawing before writing. Early childhood teachers used the letter ID assessment to track growth across the year. Across the school, students are excited about noticing words and spelling patterns and actively share with others, incorporating unfamiliar words into their writing and adding to Word Walls continuously.
- Teachers state that with quality words visible on walls, students have increased confidence to write and are producing work of a higher level than seen in recent years. Teachers also identify a shift in pedagogy as they refer to Word Walls and share their excitement in the location of amazing new words and model adding them to the Word Wall. Teachers now make the link of words verbally spoken to its written form in frequent incidental learning moments. Teams are planning high quality writing units for narratives, persuasive, information reports, procedure, and poetry to name a few. Presentations by students demonstrate a higher degree of articulation in explaining the activity and outcomes.
- Senior classes differentiated spelling for students by running an intensive program that allowed for students' differing abilities across the three classes. This allowed for knowledge gaps to be closed as well as including extension work for the more able spellers – resulting in National Award-winning poetry and pieces of writing.

Teachers have delivered high quality feedback to all students in a timely manner.

- Early Childhood teachers noticed that instant feedback during the writing process has been highly successful. Supporting students to 'know in the moment' promoted confidence and competence.
- One Year 4 teacher stated: Over the year we have seen growth in students' spelling and vocabulary skills. This is evidenced in their writing books, and PAT data which show that almost all students show growth with an average of 1-2 stanine increase, and percentile increase in both reading and vocabulary tests over the last 18 months.
- 90% of classes used Writing Goals ensuring feedback and encouragement was given when goals were met, or nearly met. Teachers also provided feedback to parents/carers through Sunshine Calls, in SeeSaw posts and through the fortnightly PRIDE Award system. In several classrooms, the use of stamps in books gave the teacher a platform to give brief feedback as: two stars and a growing goal. Verbal feedback is given to individual students as well as students in small group settings. Peer feedback was also harnessed across several classrooms as an important part of the feedback process. Students were able to self- assess using the Bump It Up walls across every year level. Teachers ensure that students can read the written feedback and understand it, allowing time for students to ask any clarifying questions.

Challenges we will address in our next Action Plan

This priority has been highly successful, with genuine care, alignment, and high energy to implement the work. Something we will need to consider is inducting the number of new staff to continue the work. Christine Topfer is continuing as a critical friend as we evolve into a Reading priority in 2023, whilst monitoring and maintaining traction with writing and spelling.

Priority 2: Improve students' ability to connect with learning

Targets or measures

By the end of 2022 we will achieve:

- Every class timetable will have weekly Social and Emotional Learnings (SEL) lessons through our Mindful Monday program.
- Students use self-regulation strategies in class.
- Targeted students benefit from multi-tiered systems of support.

In 2022 we implemented this priority through the following strategies.

Learning Strategies

1. Teachers deliver high quality feedback to all students in a timely manner
2. There are clear and consistent processes enacted for promoting Positive Behaviours for Learning (PBL) aligned with our SEL approach.
3. Explicit teaching of self-regulated learning concepts and strategies.
4. Teachers effectively develop the personal and social capabilities of our learners, with specific relation to the school's agreed SEL approach.
5. Benefit for the classroom as the third teacher to nurture creativity and curiosity assessing HOW the student will engage with the classroom environment.

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
Increase percentage of student agreement with the item 'I feel safe at this school' to 80%	63.4%	51.9%	54.5%	60%		
Increase percentage of student agreement with the item 'My teachers motivate me to learn' to 85%. • Replaced with "teachers expect every student to do their best"	79.8%	72.1%	90.1%	84%		
Increase percentage of student agreement with the item 'I can talk to my teachers about my concerns' to 80%.	73.1%	61.5%	46%	56%		
Increase percentage of student agreement with the item 'My school gives me opportunities to do interesting things' to 80%. * Replaced with "I am interested in what I learn at school,	74.7%	69.4%	50%	71%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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Increase number of positive incidents by (15%) each semester	2020 S1 – 1309	63% increase from S1 2020 to S2 2020	** 23 219	11556 9378 20934		
** change to annual total due to Covid having impact with remote learning.	2020 S2 - 3562					

What this evidence tells us

What does this evidence indicate about your school's progress towards its five-year targets?

20135 positive actions were recorded for 2022

- Teachers continued with using the Djurra system and with a precise routine to award students with PBL Awards and badges.
- Co-constructed behaviour charts and classroom expectations set the scene for a consensual understanding about everyone's roles and responsibilities to create a safe learning environment.
- Teachers identified 85%+ of students across Kindergarten – Year 6 were empowered to be problem solvers and had a stronger sense of belonging in 2021.
- 100% of teachers declare they increased their reporting of positive behaviours across 2022.
- Strong improvement in "My Teachers motivate me to Learn" - up 6% and in line with school type.

Are you using the most effective and suitable measures and targets for each of your priorities?

Consider the consistency and integrity of data collection.

- Goal - "I can talk to teacher about my concern 80%" is not realistic – we scored 56% in 2022 but the National average is only 57% and over the last 5 years has never been higher than 69%.
- Increase percentage of student agreement with the item 'My teachers motivate me to learn' to 85%. Our score is lower than last year but only 4% less than National average. Note that there was a fall across the whole system of 6% (we had a 5% fall).

Implications will be addressed in the next Action Plan, as we undertake School review in term 1, 2023, and a new five-year strategic plan will be created.

- "I feel safe at this school" improvement on the last two years but still 9% below similar schools.
- Induction for new staff to ensure they understand the need for inputting positives on Sentral. This could also include staff incentives and broadening the wider picture of the importance of efficiency in inputting the data. Also, in 2021, we held special days for triple token day, whereas this did not occur in 2022.
- Our recording of positive incidents is a little lower than in 2021, however we have experienced significantly increased teacher absences across the entire year, where it has been typical to have 20+ teachers away daily.

Our achievements for this priority

Clear and consistent approaches are enacted to promote PBL aligned with our SEL approach.

- 100% of classes undertake Mindful Monday - this occurs in all classrooms where lessons are taught from Bounce Back and other foci individual to classes. Self-regulation strategies

are used in around 75% of classrooms. Mindfulness practices are also common across all age groups.

- All teachers follow the PBL Scope and Sequence and refer to the PBL Behaviour Management Flowchart.
- There is a raised awareness and implementation of Active Playground duty.
- Circle time is used across all year levels, and roleplay/use of books are frequent components of such lessons.
- PBL drives our behaviour expectations, every class spends a day in Week 1, of term 1 to collaborate about what PBL means in their setting and a classroom display is jointly created – raising the ownership of the expectations collectively decided.

Years 1 and 5 teachers developed pedagogical practices to meet the needs of students through a self-regulated learning project.

- Year 1 and Year 5 teachers undertook a yearlong self-regulated learning project to empower their students.
- Teachers worked collaboratively under the leadership of Shyam Barr, from the University of Canberra to investigate skills needed to become a self-regulated learner. Teachers identified which students this would benefit the most and were able to implement strategies, through a differentiated lens to empower these students. The way this was done was through incidental opportunities across the daily routine. All teachers noticed an increase in the positivity and relaxed environment for all types of learners, including the teachers. They also noted there was an observable development of self-efficacy across the Year 5 classes.
- Older students experienced success within their mainstream classroom and were able to, with teacher guidance, complete self-regulation. These students were proud of the change in their behaviour.

Every teacher has built the classroom as the '3rd teacher'

- Every classroom contains co-constructed Word Walls, Inquiry Wall, PBL wall, maths walls, displays of reading and spelling strategies and Bump It Up walls. Students are connected to their environment and use walls regularly to assist with spelling of words etc.
- Classrooms are co-designed to allow for clearly defined teaching and learning spaces including cool down spaces, individual spaces, partner workspaces, as well as designated areas for small and whole group learning. Students feel connected because they feel a strong sense of belonging that they matter, and their needs are catered for.
- PBL expectations are visible and jointly constructed. Teachers refer to the classroom displays each day when they need to support/redirect the desired behaviours.
- Quality student work is displayed in every classroom. Students feel connected through pride of quality work being acknowledged publicly.
- Some classes built the 3rd teacher with student curiosity and wellbeing in mind. Mindset nameplates and mindset student goals encouraged positive thinking and inspired students to reach their goals.

Challenges we will address in our next Action Plan

Challenges such as the cramped classroom situation in 2022, will not be a factor in 2023, as we now have occupancy of 12 new classrooms, allowing each class to have their own space to create a vibrant and supportive learning environment. Inducting new staff is always a priority to support them into the Palmerston way and is not considered a challenge.

The leadership team has grappled with the SSS data from students, as we experience daily, a positive environment where inappropriate behaviour is addressed swiftly, communication with families occur promptly, and feedback from students and parents gives us the impression that we are travelling well. Yet, the data shows differently. The Exec team have had several meetings around this and remain puzzled. An increased capacity to build strong relationships with senior students will be a priority for the leadership team in 2023. A different approach for 2023, is the introduction of a Student Wellbeing SLC, with regular check ins with students. End of term data collation could assist in keeping us abreast of any student concerns.

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