Campbell Primary School

Network: North Canberra/ Gungahlin

Impact Report 2022

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 2022 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 2022 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Continued development of scope and sequence documentation in mathematics and English (K-6)
- Following our schools' move into contemporary learning spaces, we have continued whole staff professional development on Future Focussed pedagogies and best practice for delivering curriculum and strengthening outcomes in new spaces.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2022 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

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

- Whole teaching staff participated in Future Focussed Learning Master Class on Inquiry to build capacity around student centred approaches for learning.
- Research into future focussed personalised learning practices: engaging external professionals e.g. speech therapist to upskill staff on using inclusive strategies such as visual aides in contemporary learning spaces
- Leadership training in managing transformational change through Future Focused Learning Network
- Leadership team gathered base-line perceptual staff data to assist in determining future PL, possible mentors and strategies for targeting student support.

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 2022 we implemented this priority through the following strategies.

- Leadership team triangulated PAT, A-E and NAPLAN data and identified that PAT is an accurate indicator of potential gaps in NAPLAN results. This informed the decision to test students at the end of Term 3 in PAT Maths.
- The maths committee created a google doc to identify common trends of misconceptions in the number strand, which is used by teachers to inform programing for Term 4 2022.
- Continue to build 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	Baseline data of 61% was determined by averaging percentages of students achieving at or above expected	N/A	40%	N/A*		

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

expected growth in numeracy.	growth over the previous five years at your school i.e. 2015-2019					

No comparative data available as 2022 Year 5 cohort did not participate in NAPLAN in Year 3

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Satisfaction Survey: 95% or more students agree or strongly agree that 'My teachers motivate me to learn'.	Baseline data was determined by averaging student responses for 'My teachers motivate me to learn' over 2016-2019, 90% agree or strongly agree.	91%	N/A	69%		
NEW Question 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%	70%		

What this evidence tells us

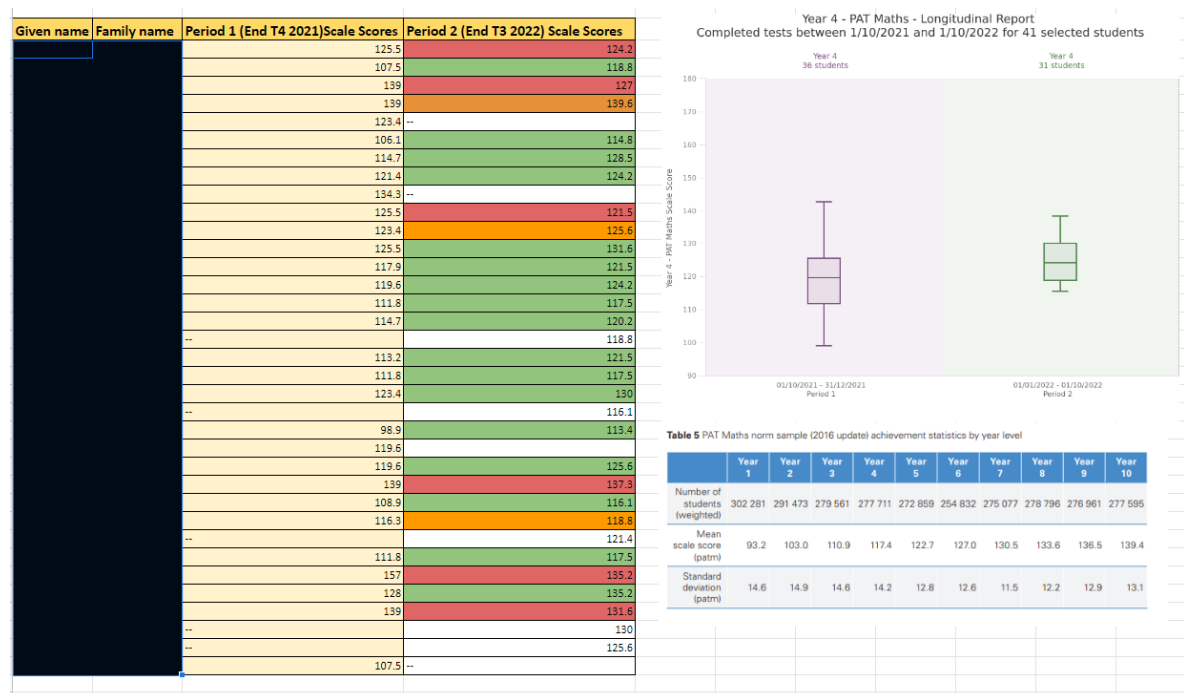In 2022, The mathematics committee has worked with teaching teams to triangulate the data from NAPLAN, PAT and A-E to inform teaching programs and opportunities for differentiation and personalised learning goals. This data led us to refine our data plan and use whole-school data sets to inform teaching and learning programs.

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

MATHS Year 3

NAPLAN 2022		A-E Semester 1 2022		PAT End 2021	
Top 2 Bands	26.8% (11)	A/B	37.2% (16)	Stanines 7-9	21.5% (11)
Middle 2 Bands	63.4% (26)	C	58.1% (25)	Stanines 4-6	76.5% (39)
Bottom 2 Bands	9.75% (4)	D/E	4.6% (2)	Stanines 1-3	2% (1)

MATHS Year 5

NAPLAN 2022		A-E Semester 1 2022		PAT End 2021	
Top 2 Bands	30.6% (15)	A/B	69.38% (34)	Stanines 7-9	27.1% (13)
Middle 2 Bands	57.1% (28)	C	30.6% (15)	Stanines 4-6	64.6% (31)
Bottom 2 Bands	12.2 % (6)	D/E	0% (0)	Stanines 1-3	8.3% (4)

Using PAT data, leadership identified the growth of each student and have reflected on teaching practices such as grouping and the use of daily number sense. Leadership is refining and developing this process and it's in it's infancy in terms of how we can use this information to bolster student outcomes.

Given name	Family name	Period 1 (End T4 2021)Scale Scores	Period 2 (End T3 2022) Scale Scores
		125.5	124.2
		107.5	118.8
		139	127
		139	139.6
		123.4	--
		106.1	114.8
		114.7	128.5
		121.4	124.2
		134.3	--
		125.5	121.5
		123.4	125.6
		125.5	131.6
		117.9	121.5
		119.6	124.2
		111.8	117.5
		114.7	120.2
	--		118.8
		113.2	121.5
		111.8	117.5
		123.4	130
	--		116.1
		98.9	113.4
		119.6	
		119.6	125.6
		139	137.3
		108.9	116.1
		116.3	118.8
	--		121.4
		111.8	117.5
		157	135.2
		128	135.2
		139	131.6
	--		130
	--		125.6
		107.5	--

Year 4 - PAT Maths - Longitudinal Report
Completed tests between 1/10/2021 and 1/10/2022 for 41 selected students

Table 5 PAT Maths norm sample (2016 update) achievement statistics by year level

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Number of students (weighted)	302 281	291 473	279 561	277 711	272 859	254 832	275 077	278 796	276 961	277 595
Mean scale score (patm)	93.2	103.0	110.9	117.4	122.7	127.0	130.5	133.6	136.5	139.4
Standard deviation (patm)	14.6	14.9	14.6	14.2	12.8	12.6	11.5	12.2	12.9	13.1

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

Our achievements for this priority

- **Building the capacity of staff**

  - PL time was allocated to discuss, refine and share team's use of future focused pedagogy and our school's transition to incorporating more student centred approaches to teaching and learning

  - 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 continues to be used in 2022.

  - Now that we have moved into the new learning spaces, leadership are working on strengthening and building consistency in data collection and analysis practices

  - Allocating time for staff to work collaboratively on our 2023 Annual Plan

- **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.

  - Continued work on utilising PAT to inform teaching by differentiating content and grouping students based on data

  - 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-6

  - Pupil Free days and no report comments meant that teacher time was utilised strengthening moderation and grading practices to ensure consistency and leadership facilitated conversations around consistency of grade allocation.

  - Triangulating data between PAT, NAPLAN and A-E scores

  - Team PLC time to focus on data, utilising the Spiral of Inquiry framework to look at data in a focused and strategic manner

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

Challenges we will address in our next Action Plan

- **Opportunities for further work:**

  - Leadership team working with an identified classroom teacher to complete a school action research into utilising Seesaw as a teaching tool

  - Created and implemented termly skills-based checklist for teachers to monitor student progress each term K-6

  - Planning documents updated to support teaching and learning expectations, for example, replacing 'pacing guide' with the year level Scope and Sequence

  - More consistent use of assessment tools, such as MYMC and SENA

  - Streamlining and aligning whole school calendar and data plan

  - Continue with team PLC time to focus on data, utilising the Spiral of Inquiry framework to look at data in a focused and strategic manner

  - Embed routine structures around PLs, PLCs by continuing to build the CPS' Teaching and Learning Planner (see below).

	Monday	Tuesday	Wednesday	Thursday	Friday	Exec Focus	Team Focus (TEACHING TEAMS - Monday)	PLC (ALL TEACHING STAFF - Tuesday)	PL	Data	Committee/Pop Up Focus	Considerations for Term 4
Standdown												SSEMS budget tool
Week 1	10/10	11/10	12/10 Floriade whole school excursion (choir performace 10am)	13/10	14/10		UOI Programme/scoping moderation tasks/term overviews	PAT maths analysis & Reality Survey				Reporting, BASE
Week 2 BASE ASSESSMENTS	17/10	18/10 Lock down drill Year 2 Landmark excursion	19/10 Headspace workshops (Yr 6) Term overview to exec	20/10 Tanken Excursion Indigenous cluster	21/10 Term Overviews Year 1 Assembly		No meeting: Term overview writing	Report timeline &Sharing UOIs (whole staff sharing)			PBL: Children's week, Maths: Numeracy Week (including evening)	
Week 3 Children's Week	24/10	25/10	26/10 NUMERACY / STEM NIGHT	27/10	28/10 PUPIL FREE DAY WORLD TEACHERS DAY		No team- late night on 27th	ILP review/timeline				Classes 2023 , School Safety check
Week 4 Book Fair	31/10	1/11	2/11 Enlighten	3/11	4/11 Kinder Assembly			Writing Inquiry			Committees: PSL with Susan	end of year celebration , EMP Drill
Week 5	7/11	8/11	9/11	10/11	11/11 Remembrance Day Assembly		Current Reality / Satisfaction Survey feedback	2023 Milestones, Destinations and Footsteps	PM and Probe Data entered into Markbook			
Week 6	14/11	15/11 Preschool come & play/info 430-530	16/11 ACT Physical Activity and Nutrition Survey (Yr 6 only)	17/11 3/4 BIRRIGAI DAY TRIP	18/11		Moderation meeting	Meeting Free K-6; reports and ILPs				Graduations, Orientations, Transition
Week 7	21/11	22/11 Kindy info session	23/11 Preschool reports due to exec	24/11	25/11 Year 5 Assembly CEIS		ILPs					Observation cycle? Team 2
Week 8	28/11 PUPIL FREE DAY (2023 classes)	29/11 Yr 3-6 Extravaganza Workshops	30/11 Yr 3-6 Extravaganza Workshops K-yr 6 reports due to exec	1/12 Yr 3-6 Extravaganza Workshops	2/12 Performance Afternoon 4pm- whole staff event					PAT Testing 3-6		PDAs, Contracts reports
Week 9 ILP meetings	5/12 K-2 reports home	6/12	07/12/2022 Preschool reports home Y6 Graduation Deakin Soccer Club Preschool Graduation	8/12	9/12							2023 planning, room moves, commi
Week 10	12/12 5/6 CAMP	13/12 5/6 CAMP Preschool Celebration	14/12 5/6 CAMP	15/12	16/12 Farewell Assembly							
												Remembrance Day
												Y6 graduation
												ILPs

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

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 2022 we implemented this priority through the following strategies.

● Implement evidence-based teaching strategies and assessment practices to evaluate and provide feedback on student learning in accordance with staff learning on Future Focussed pedagogy

● Embedded 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%	32.7%		
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%	N/A*		

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

No comparative data available as 2022 Year 5 cohort did not participate in NAPLAN in Year 3

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%	50%		
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%	89.5%		

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	62%	N/A	57.3%		

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

	‘Setting individual writing goals.					

What this evidence tells us

NAPLAN

- The percentage of year 5 students in the top two bands of writing was significantly above our intended target with 32.7% of students achieving the top two bands.

In 2022 leadership have worked on strengthening data analysis using NAPLAN writing samples. It was identified that the following criteria are areas of focus moving forward:

YEAR 3 Breakdown of criteria/priorities for teaching focus Term 4 2022		
Areas for Development	**Neutral**	**Strengths**
Paragraphing (not in curriculum)	Character & Settings	Spelling
Punctuation	Vocabulary	Ideas
Text Structure		Audience
Cohesion		Sentence Structure

YEAR 5 Breakdown of criteria/priorities for teaching focus for Term 4 2022		
Areas for Development	**Neutral**	**Strengths**
Paragraphing	Character/Setting	Spelling
Cohesion	Text Structure	Sentence Structure
Punctuation	Vocabulary	Ideas
		Audience

Our achievements for this priority

- Building the capacity of staff
  - NAPLAN writing PLC inquiry where staff annotated CPS students' NAPLAN writing samples and used marking criterion to guide conversations around how to improve teaching and learning of writing

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

- ○ Ongoing work around using student-centred pedagogy to engage learners in the writing process

- ○ Leadership team has investigated resources to support our senior team's writing traits

- ○ Leadership team has built their capacity to analyse NAPLAN data and compare results with A-E data to look for patterns and anomalies

WRITING Year 3				
NAPLAN 2022		A-E Semester 1 2022		
Top 2 Bands	43% (18)	A/B	14% (6)	
Middle 2 Bands	52% (22)	C	72% (31)	
Bottom 2 Bands	5% (2)	D/E	14% (16)	

WRITING Year 5				
NAPLAN 2022		A-E Semester 1 2022		
Top 2 Bands	32% (16)	A/B	44% (22)	
Middle 2 Bands	59% (29)	C	53% (26)	
Bottom 2 Bands	8% (4)	D/E	2% (1)	

- ● 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)

Challenges we will address in our next Action Plan

- ● Opportunities for further work:

  - ○ Embed appropriate whole school assessment tools to monitor student progress

  - ○ Streamlining and aligning whole school calendar and data plan (CPS Teaching and Learning Planner)

  - ○ 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

  - ○ Ongoing staff learning about ways to display student writing goals, Bump it Up walls and explicit writing exemplars in contemporary spaces.

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

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

- Students have access to a targeted small group workshops run by classroom teachers

- Reflecting on students semester based Summative of Learning documentation.

Standard 2

- Creating QR display posters which contain all relevant preschool policies and information, including links to health practices and procedures

Standard 3

- Organising the pack up and pick up areas to be more inclusive and fit for purpose

- Timetabling sessions throughout the week for specific areas, including the storeroom to be tidied

Standard 4

- Continue to meet on a fortnightly bases with the educational leader

- During whole school staff meeting, present preschool's approach with inquiry

Standard 5

- Educators embedded processes to document and communicate how we provide children with voice and agency through the Seesaw platform

- Creating Individual Learning Plans for students and setting short term achievable goals

- Creating a Buddy system, providing students with opportunities to work with a range of students both within the preschool and primary school setting

- Changing the days of sessions so that two groups are running concurrently, allowing for greater opportunities for collaboration

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

Standard 6

- Community events over the year, including whole school excursion to Floriade with lots of parent volunteers

- Regular updates to families utilising the Seesaw App

- Creating a centralised Preschool Community Board

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

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