

Fadden Primary School

Network: Tuggeranong

Impact Report 2021

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.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) 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

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

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1,2 and 3 (see reporting for detail):

- > Improvement in student writing
- > Improvement in student outcomes in mathematics
- > Improvement in student wellbeing

Reporting against our priorities

Priority 1: **Improvement in student writing**

Targets or measures

By the end of 2021 we will achieve:

- An increase of 20 % or greater in the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in Writing.
 - Year 3: Band 5 and Band 6 – 67.5 % in 2016 with a 20% increase in 2021 equal to 81% or greater
 - Year 5: Band 7 and Band 8 – 10.8 % in 2016 with a 20% increase in 2021 equal to 12.96% or greater
- A decrease of 20 % or greater in the percentage of Year 3 and Year 5 students in the bottom two bands of NAPLAN in Writing.
 - Year 3: Band 1 and Band 2 – 5 % in 2016 with a 20% decrease in 2021 equal to 4% or less

- Year 5: Band 3 and Band 4 – 8.1 % in 2016 with a 20% decrease in 2021 equal to 6.48% or less
- Student growth in Year 5 (within school match) is at or above the ACT scaled growth score and 85% of students have greater than or expected growth compared to 65.7% in 2016 for NAPLAN Reading
 - Year 5 2016 average scaled growth score is 70.1 compared to the ACT average scaled growth score of 74.9.
- 90 % of 2017 Kindergarten and Year 1 students show improvement of at least five points on the Fadden PS Criterion Referenced Assessment Tool for writing by the time they are in Years 4 and 5 in 2021.

In 2021 we implemented this priority through the following strategies:

1. Develop and implement whole school reliable and valid data tracking tool for writing.
2. Provide targeted, evidence-based support for students below average in English.
3. Professional learning in writing.
4. Empower students to take ownership of their learning and become confident writers.

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
An increase of 20 % or greater in the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in Writing.	Year 3 67.5 %	53.5%	35.1%	44.1%	N/A	61.3%
	Year 5 10.8 %	24%	9.8%	22.2%	N/A	30.3%
A decrease of 20 % or greater in the percentage of Year 3 and Year 5 students in the bottom two bands of NAPLAN in Writing.	Year 3 5 %	4.7%	10.8%	14.7%	N/A	3.2%
	Year 5: 8.1%	4%	19.5%	13.3%	N/A	9.1%
Student growth in Year 5 (within school match) is at or above the ACT scaled growth score in Reading.	School: 71.4%	School: 81.5%	School: 77.8%	School: 67.5%	N/A	School: 69.3%
	ACT: 80%	ACT: 78.3%	ACT: 82.7%	ACT: 72.9%		ACT: 78.7%
85% of Year 5 students have greater than or expected growth for Reading	66.7%	68.2%	80%	48.6%	N/A	57.7%

What this evidence tells us

- Targets do not currently provide us with an accurate picture of cohort growth or school impact.
- Both Year 3 and Year 5 cohort seem to have shown strong growth in writing over the past three years (2019 – 2021).
- Fadden Primary has achieved its goal to increase the number of students in the top bands of NAPLAN writing for Year 5 and decrease the number of students in the bottom bands of NAPLAN writing for Year 3.
- Reading growth has remained relatively steady in relation to ACT scaled growth and is starting to show a slight decline from Base expected growth of students in 2016.
- The Fadden PS Criterion Referenced Assessment Tool was not conducted in 2019, 2020 or 2021 and therefore cannot be compared in this report.

Our achievements for this priority

- 1. Develop and implement whole school reliable and valid data tracking tool for writing.**
 - > Collection of writing samples, with marked writing rubric for teachers to use to confirm and validate their marking.
- 2. Provide targeted, evidence-based support for students below average in English.**
 - > Target support for students achieving below average in writing, identified through learning data and as part of 'Learner Sprint' with teaching teams.
- 3. Professional learning in writing.**
 - > Professional learning and began implementing the 10 essential literacy practices K-6.
 - > Professional learning for new and existing staff on writing rubric.
- 4. Empower students to take ownership of their learning and become confident writers.**
 - > Development of a process and framework for student led goal setting in writing.

Challenges we will address in our next Action Plan

- A new School Improvement Plan 2022 – 2026 has been developed, based on feedback from School Review in 2021 and collected data sets, such as perception survey and academic achievement data of students. This new plan will focus on just 2 priorities: 1. All students will make academic progress and 2. All students will be equipped for the future.
- The school will prioritise reading in 2022, as well as the development of a clear and shared Curriculum Delivery Plan, Data Plan and Professional Learning Plan.

Priority 2: Improvement in student outcomes in mathematics

Targets or measures

- By the end of 2021 the school will achieve:
 - An increase of 20 % or greater in the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in Numeracy.
 - Year 3: Band 5 and Band 6 – 48.8 % in 2016 with a 20% increase in 2021 equal to 58.56% or greater
 - Year 5: Band 7 and Band 8 – 23.7 % in 2016 with a 20% increase in 2021 equal to 28.44% or greater.

- A decrease of 20 % or greater in the percentage of Year 3 and Year 5 students in the bottom two bands of NAPLAN in Numeracy.
 - Year 3: Band 1 and Band 2 – 4.9 % in 2016 with a 20% decrease in 2021 equal to 3.92% or less
 - Year 5: Band 3 and Band 4 – 7.9 % in 2016 with a 20% decrease in 2021 equal to 6.32% or less
- Student growth in Year 5 (within school match) *continues to be at or above* the ACT scaled growth score and 85% of students have greater than or expected growth compared to 62.9% in 2016 for NAPLAN Numeracy.
 - Year 5 2016 average scaled growth score is 93.7 compared to the ACT average scaled growth score of 83.8.
- PAT maths data will demonstrate an increase in the number of students performing at or above the normed range for their year level.

In 2021 we implemented this priority through the following strategies.

1. Develop whole school assessment processes to validate and confirm mathematics data.
2. Provide targeted, evidence-based support for students below average in mathematics.
3. Empower students to take ownership of their mathematics 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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
An increase of 20 % or greater in the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in numeracy	Year 3: 48.8 %	46.7%	54.1%	39.4%	N/A	31.3%
	Year 5: 23.7 %	34%	31%	20.5%	N/A	15.6%
A decrease of 20 % or greater in the number of Year 3 and Year 5 students in the bottom two bands of NAPLAN in numeracy.	Year 3: 4.9 %	6.7%	2.7%	3%	N/A	9.4%
	Year 5: 7.9 %	6.4%	4.8%	11.4%	N/A	3.1%
Student growth in Year 5 (within school match) <i>continues to be at or above</i> the ACT scaled growth score for Numeracy.	School 91.5%	School 94.1%	School 72.6%	School 73%	N/A	School 73.8%
	ACT 91.6%	ACT 96.4%	ACT 93.1%	ACT 85.6%		ACT 89.1%
85% of students have greater than or expected growth compared to 61.1% in 2016 for NAPLAN Numeracy.	61.1%	73.8%	60%	40.5%	N/A	40%

What this evidence tells us

- Targets did not capture the growth of the school's cohorts as they move through the school.
- The number of Year 3 and Year 5 students in the upper two bands of NAPLAN for Numeracy has decreased significantly since 2016.
- The number of Year 3 students in the bottom two bands of NAPLAN for Numeracy increased in 2021.
- The number of Year 5 students in the bottom two bands of NAPLAN for Numeracy decreased significantly in 2021 and met the target.
- The gap between Fadden School Year 5's growth, compared to ACT Year 5 students' growth for NAPLAN Numeracy did increase each year throughout the 5 year plan.
- Year 5 students having greater than expected growth in NAPLAN Numeracy has consistently decreased over the 5 years.

Our achievements for this priority

- 1. Develop whole school assessment processes to validate and confirm mathematics data.**
 - > Moderation of Fadden Number Assessment tool data.
 - > Provided professional learning for new staff on the use of the Fadden Number Assessment tool.
- 2. Provide targeted, evidence-based support for students below average in mathematics.**
 - > Targeted support for students achieving below average in Mathematics, identified through learning data and as part of 'Learner Sprint' with teaching teams.
 - > Provided each classroom with a 'Maths Trolley' with hands on resources and manipulatives which will assist with the development of maths concepts and skills at all levels within each classroom.
- 3. Empower students to take ownership of their mathematics learning.**
 - > Supported teachers in teaching teams to develop student's Mathematics goal for 3 Way Conferences.

Challenges we will address in our next Action Plan

- A new School Improvement Plan 2022 – 2026 has been developed, based on feedback from School Review in 2021 and collected data sets, such as perception survey and academic achievement data of students. This new plan will focus on just 2 priorities: 1. All students will make academic progress and 2. All students will be equipped for the future.
- The school will prioritise the development of a clear and shared Curriculum Delivery Plan, Data Plan and Professional Learning Plan.

Priority 3: Improvement in student wellbeing

Targets or measures

- By the end of 2021 the school will achieve:
 - 95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey. This would be a 22% increase from 2016 results.
 - 95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework.
 - 95 percent of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.

- 95 percent of Year 4, 5 and 6 students agree that their teacher listens to them and values their opinion in the KidsMatter survey.

In 2021 we implemented this priority through the following strategies.

1. Implement whole school wellbeing procedures and processes.
2. Enhance student voice and agency throughout the school.

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey	87.3%	86%	91.6%	90.6%	81.1%	87.4
95 percent of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool	90%	95%	95%	98%	94%	85.2%
*Average % of responses that agree or strongly agree to School Identification questions.						

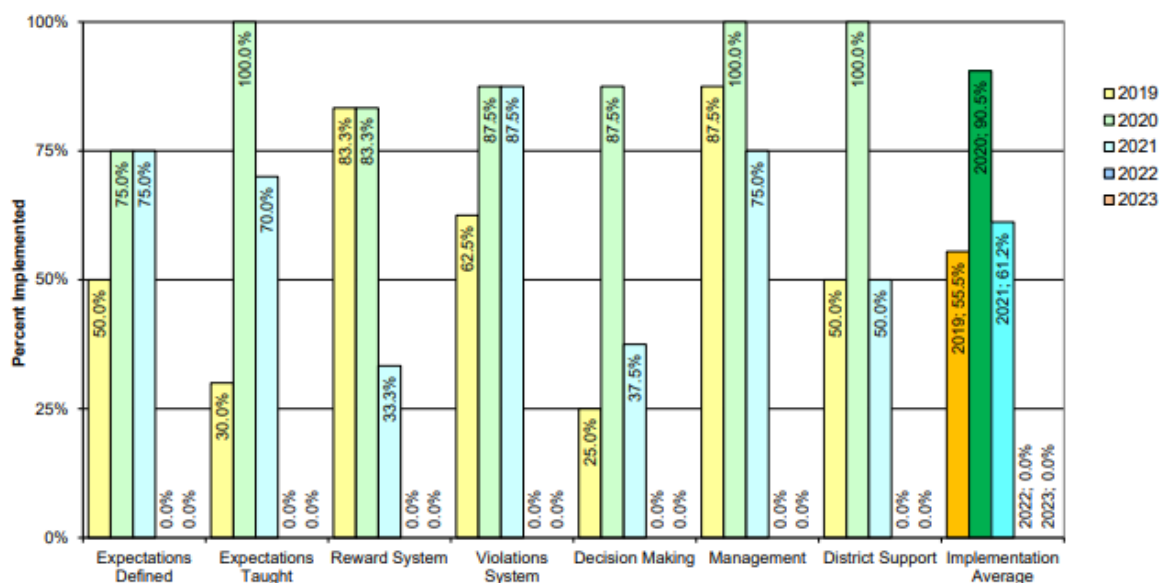
School program and process data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework	Not completed	66%	100%	Not completed	Not completed	Not completed

Positive Behaviours for Learning (PBL) School Evaluation Tool (SET)

The SET is conducted by the external PBL Coach and is designed to evaluate the critical features of school-wide effective behaviour supports and is reviewed after the initial training and then every 12 months to enable comparison of progress made within each feature.

Fadden Primary School participated in the SET at the end of 2019, 2020 and 2021.



What this evidence tells us

- Parent perception survey data returned to a level consistent with Base in 2016 with 87.4% of parents agreeing or strongly agreeing that their children feel safe at this school.
- Staff perception survey data declined in 2021 and fell below the Base in 2016 with 82.5% of staff identifying a sense of belonging at the school.
- Improvement in staff rating the school as achieving in the nine areas of the National Safe Schools Framework from 2017 to 2018. This data was not collected in 2019, 2020 or 2021.
- Implementation of PBL stalled in 2021 and declined, moving from 90.5% in 2020 to 61.2% in 2021.

The impact of COVID-19 lockdowns in both 2020 and 2021 which included remote learning and the health directions in place within schools has had a negative impact on our whole community's overall wellbeing. Parents and teachers have had little opportunity to connect during the year and students have now had two years of interruption and missing events such as assemblies and excursions etc, which contribute to the school's culture and ability to develop powerful learning relationships between all stakeholders. This is evident in the Perception Survey data collected immediately after return from remote learning late in 2021.

Our achievements for this priority

1. Implement whole school wellbeing procedures and processes.

- Continued to implement Positive Behaviours for Learning.
- Renewed the implementation of Friendly Schools Plus as the school's social and emotional learning program.
- Investigated, evaluated and determine the school's social and emotional program for 2022.

2. Enhance student voice and agency throughout the school.

- Provided teachers with professional learning on preparing students for 3 Way Conferences and goal setting.

Challenges we will address in our next Action Plan

- A new School Improvement Plan 2022 – 2026 has been developed, based on feedback from School Review in 2021 and collected data sets, such as perception survey and academic achievement data of students. This new plan will focus on just 2 priorities: 1. All students will make academic progress and 2. All students will be equipped for the future.
- The school will prioritise embedding the Positive Behaviour for Learning (PBL) framework into the classroom in 2022, with consistency of language and high levels of community engagement.

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 either report against their QIP using the Directorate template or to report progress here.

- We updated all records to comply with the National Quality Standards and regulations
- QIP reflected upon and updated and new actions had begun to be identified, however COVID lockdown occurred before this work could be finalised
- Consultation process began with staff on Preschool Philosophy