

Theodore Primary School

Network: Tuggeranong

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 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

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

- Implement PBL across the school
- Develop and implement a systematic approach for student wellbeing
- Track and analyse data to improve student wellbeing outcomes
- Track and analyse data to improve student outcomes in reading and writing

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):

- Provide professional learning in a whole school approach to teaching reading and writing including coaching and workshops
- Track, analyse and use data systematically in PLTs to improve student learning outcomes

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 (see reporting for detail):

- Implement PBL framework across the school
- Develop consistent processes and procedures for student wellbeing at Theodore Primary
- Review and update special needs procedures
- Family and Community Engagement Coordinator strengthened community relationships, improved student attendance and delivered wellbeing programs for students and families

Reporting against our priorities

Priority 1: Provide a positive learning environment for all stakeholders

Targets or measures

By the end of 2023 we will achieve:

- Decrease in the number of negative incidents that interrupt learning time.
- 55% of students agree that student behaviour is well managed.
- 92% of staff agree that they get quality feedback on their performance.
- 80% of parents agree that the school values parent opinions.
- 92% of parents agree that their child is safe at school.
- Staff and students articulate school values and what these mean in day-to-day school life.
- Embed universal systems and practices aligned to Positive Behaviours for Learning in classrooms and around the school.

In 2021 we implemented this priority through the following strategies:

- Implement PBL framework across the school
- Develop consistent processes and procedures for student wellbeing at Theodore Primary
- Review and update special needs procedures
- Family and Community Engagement Coordinator strengthened community relationships and delivered wellbeing programs for students and families

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 |
|--|------------|---------------|---------------|---------------|--------|--------|
| Decrease in the number of negative incidents that interrupt learning time. (Classroom incidents recorded on SAS) | no records | 662 incidents | 483 incidents | 328 incidents | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------|--------|--------|--------|
| 92% of staff agree that they get quality feedback on their performance. | 72% | 63.2% | 76% | 74% | | |
| 80% of parents agree that the school values parent opinions. | 75% | 65.1% | 78% | 79% | | |
| 92% of parents agree that their child is safe at school. | 87% | 72.5% | 80% | 85% | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-------|--------|--------|--------|--------|--------|
| Staff and students articulate school values and what these mean in day-to-day school life. | 0% | 50% | 100% | 100% | | |
| Embed universal systems and practices aligned to Positive Behaviours for Learning in classrooms and around the school. (SET implementation average) | 46.0% | 84.0% | N/A | 100% | | |

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
 - Due to COVID-19 we spent approximately one term in home-learning. During this time behaviour incidents were not recorded as students were not physically in the school. This potentially equates to a drop in negative behaviour incidents in 2021 as compared to other years.
 - Perception data from staff that they receive quality feedback has remained stable from the previous year but is still below target. Implementation of the new coaching model was due to begin in semester two.
 - Parent's feedback that their opinions are taken seriously has improved for the second year in succession and is just below target.
 - Parent perception data that they agree their child is safe at school has improved for the second year in succession but still below target.
 - All staff and students can articulate school values and what this means in day-to-day school life. This figure has remained stable over the past two years.
- Have any of your data sources changed over time? If so, why?
 - SAS data was collected for positive behaviour incidents from the end of 2020. Previously there was no data records kept for positive behaviour incidents
 - Minor changes to questions asked as part of the School Satisfaction Survey.
- What implications does this evidence have for your next AP?
 - Review and refine our whole school approach to using student learning evidence to include more school-based data sets with longer term consistency to measure the implementation of our targets.
 - To expand our focus in providing a positive learning environment to go beyond PBL and wellbeing and begin impacting student learning through inquiry learning.

Our achievements for this priority

Implement PBL framework across the school

- Consistent use of PBL language and expectations across the school
- Student acknowledgment system embedded during 2021
- Behaviour tracked more consistently using SAS for both negative and positive incidents
- All staff can articulate the PBL values

Develop a clear vision for wellbeing at Theodore Primary

- Improved emotional regulation for students through consistent practice
- Community Engagement Coordinator making strong connections with families
- Wellbeing initiatives undertaken by Community Engagement Coordinator (Be You, Anxiety workshop, Seasons for Growth, playgroup and UR FAB)
- Social and Emotional Learning (SEL) team was established and implemented a collaborative, schoolwide approach to SEL.
- Targeted Team Teach training was delivered during 2021

Review and update student wellbeing and special needs procedures

- Consistent procedures and protocols for student de-escalation space
- Consistent process for responding to student behaviour (playground decision making flowchart and classroom flow charts) established
- Embedding of processes for identifying and responding to student needs (flow chart for student referrals)
- Systems embedded for consistent recording and tracking of student wellbeing needs
- Process for NCCD embedded

Develop, implement, and review staff wellbeing plan

- Professional learning engaged in by staff through UR FAB and Community Engagement Coordinator
- Staff shout-out system established to acknowledge and celebrate staff contributions to the school
- Active social committee organised social events for staff

Review and develop a cultural integrity action plan

- Staff engaged collaboratively through the Engoori process to identify common foundational values for our staff
- Establishment of Cultural Integrity team (staff) as well as a Cultural Integrity club for students
- Leadership of Cultural Integrity initiatives by the student parliament for other students, including NAIDOC and Reconciliation experiences.

Challenges we will address in our next Action Plan**Implement PBL framework across the school**

- Embed PBL internal settings across the school via PLTs.

Develop a clear vision for wellbeing at Theodore Primary

- Embed a consistent approach to SEL across the school via PLTs.
- Introduce Inquiry Learning approach across the school P-6.

Develop, implement and review staff wellbeing plan

- Whole staff to have input into developing a staff wellbeing plan for 2022.

Review and develop a cultural integrity action plan

- Embed cultural integrity teaching practices across the school
- Embed opportunities for students to engage in culturally appropriate experiences

Priority 2: Improve student learning outcomes in reading and writing

Targets or measures

By the end of 2023 we will achieve:

- 53% of year five students will be achieving at or above expected growth in writing from years three to five.
- 65% of year five students will be achieving at or above expected growth in reading from years three to five.
- 50% of kindergarten students will be achieving at or above expected growth in reading.
- 85% of students agree that teachers give quality feedback.
- 87% of parents who agree that their child's learning needs are met at the school.
- 75% of students from K-6 indicate that they are improving as readers.
- Students K-6 articulate the strategies they are using when reading new material.

In 2021 we implemented this priority through the following strategies.

- Developed a whole school belief and practice statement in reading and writing
- Developed a school-wide assessment tracker for recording literacy data. Regularly discussed in Professional Learning Teams
- Interventions run from K-5 through reading café and small group intervention
- Developed and implemented K-6 rubrics for writing
- Staff collaborated to review and critique current planning documents with view to Executive editing before the beginning of 2020
- Provide professional learning in a whole school approach to teaching reading and writing including coaching and workshops
- Measure and track perception data to inform school improvement in reading and writing

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 |
|--|-------|--------|--------|--------|--------|--------|
| 53% of year five students will be achieving at or above expected growth in writing from years three to five. | 32.3% | 58.8% | N/A | 65% | | |
| 65% of year five students will be achieving at or above expected growth in reading from years three to five. | 59.4% | 51.5% | N/A | 62% | | |
| 50% of kindergarten students will be achieving at or above expected growth in reading. | 43% | 79% | N/A | 50% | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------|--------|--------|--------|--------|--------|
| 85% of students agree that teachers give quality feedback. | 80% | 54.3 | 65% | 66% | | |
| 87% of parents who agree that their child's | 83% | 78% | 73% | 79% | | |

| | | | | | | |
|---|-----|--------------|--------------|--------------|--|--|
| learning needs are met at the school | | | | | | |
| 75% of students from K-6 indicate that they are improving as readers. | N/A | Not measured | Not measured | Not measured | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------------|--------------|--------------|--------|--------|
| Students K-6 articulate the strategies they are using when reading new material | N/A | Not measured | Not measured | Not measured | | |

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
 - Student growth data shows improvement from years 3 to year 5 in both reading and writing.
 - Student growth data for kindergarten reading has fluctuated over the first three years but is currently on track to meet the five-year target.
 - Perception data from parents that their children are receiving an education that meets their learning needs has improved in 2021 but is still below the five-year target.
 - There is no data collected to indicate whether students perceive that they are improving as readers or that they can articulate the strategies they use when reading new material.
- Have any of your data sources changed over time? If so, why?
 - No data is available for NAPLAN in 2020 as assessments were cancelled due to COVID-19.
 - Data for Kindergarten reading is unreliable as the assessment changed from PIPs to BASE so no comparisons could be made.
 - Minor changes to questions asked as part of the School Satisfaction Survey.
- What implications does this evidence have for your next AP?
 - Review and refine our whole school approach to using student learning evidence to include more school-based data sets with longer term consistency to measure the implementation of our targets.
 - Increase in student learning outcomes indicates that approach to reading and writing is working. The challenge for the school is to continue to embed practices to ensure upward trend continues.
 - Improving parent perceptions about how we are meeting their students' learning has improved but is still below target. What strategies can the school explore to improve communication between school and home to share student learning?
 - Quality feedback for teachers and students is an area that requires improving
 - Method for collecting evidence of students' perception of improving as a reader will be developed in 2022.

Our achievements for this priority

Data tracked, analysed, and implemented consistently to improve student outcomes in reading and writing

- Improvements in student growth data for reading and writing in kindergarten (BASE) and year 5 (NAPLAN).
- Whole school data tracker is consistently used from K-6
- PLTs are following a disciplined dialogue approach to using data to diagnose student learning needs, inform planning and intervention
- RTI approach established with Reading Café and small group literacy intervention using specialist teachers
- PLTs tracking data to assess effectiveness of interventions and to plan next steps for student support.

Develop a whole school belief and practice statement in reading and writing

- Continued embedding of the Workshop Model to ensure high quality pedagogy and practice in every classroom.

Develop and implement a Theodore curriculum for the teaching of reading and writing using Australian Curriculum

- Writing rubrics continue to be embedded for K-6 to support teachers in assessing student learning and informing planning to meet student need
- Annotated at-standard writing samples for K-6 have been developed
- Phonics and phonological awareness scope and sequence based on AC developed for Theodore PS including resources

Provide professional learning in a whole school approach to teaching reading and writing including coaching workshops

- Focus on conferencing K-6. Embedding conferencing practices across the school.
- Coaching model designed and developed with a trial team established.

Measure and track perception data to inform school improvement in reading and writing

- Staff perception data improved over the course of 2021.
- Student perception measures were introduced during 2021.

Challenges we will address in our next Action Plan

Develop a whole school belief and practice statement in reading and writing

- Continue embedding literacy beliefs and practices across the school via PLTs. This specifically includes the use of reading and writing workshops along with evidence of the Essential Literacy Practices in every classroom.

Develop and implement a Theodore approach for the teaching of reading and writing using Australian Curriculum, coaching and the Reading/Writing workshop model developed by Debbie Miller

- PLTs use the spiral of inquiry model to develop PLT Action Plans with a focus on improving reading and writing outcomes for students in their cohort.
- Continue to implement reading intervention through Reading Café
- Use specialist teachers and Learning Support Assistants to support RTI across the school
- Create student and staff surveys to measure and track perception data in reading and writing

Provide professional learning in a whole school approach to teaching reading and writing

- Continue to implement the coaching model across the school to empower teachers to engage in critical self-reflection of practice with a coach and plan for improvement.
- Implement Workshop Walkthrough document which PLTs use to self-assess their teaching team and plan for targeted improvements.
- Spiral of Inquiry Action Plans in PLTs to focus on improving writing outcomes

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.

- In 2019 Theodore Preschool underwent the ACECQA NQS Assessment and Rating
- The final ratings were:
 - > Quality Area 1 is rated Meeting NQS
 - > Quality Area 2 is rated Meeting NQS
 - > Quality Area 3 is rated Exceeding NQS
 - > Quality Area 4 is rated Exceeding NQS
 - > Quality Area 5 is rated Exceeding NQS
 - > Quality Area 6 is rated Exceeding NQS
 - > Quality Area 7 is rated Exceeding NQS
 - > **Overall rating Exceeding NQS**
- In 2021 the QIP priorities were:
 - > **Standard 1 Educational program and practice**
The educational program enhances each child's learning and development
Investigate ways of incorporating print into children's home languages to reflect the diversity of the preschool community.

Reflect on the length of some group times and the impact this has on some children's ability to focus.

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

Deepen understanding of critical reflection relating to the program and learning environments.

Make children's learning and thinking visible.

Reflect on the current report format to determine if some children are advantaged or disadvantaged through the rating system.

Reflect on COVID 19 and how we will deliver an educational program to students.

> **Standard 2 Children's health and safety**

Each child is protected

Reflect on ways of regularly auditing the preschool environment to check for harms and hazards.

> **Standard 3 Physical environment**

The design of the facilities is appropriate for the operation of a service

Determine ways to use the improved outdoor gardens/spaces to create opportunities for open ended explorations.

The service environment is inclusive, promotes competence and supports exploration and play-based learning

Reflect on indoor learning spaces and consider whether the information displayed is overstimulating for some children depending on the different cohort of children each year.

> **Standard 4 Staffing arrangements**

The design of the facilities is appropriate for the operation of a service

Reflect on the role of educators to ensure most of their time is spent working directly with children to support learning and development.

> **Standard 5 Relationships with children**

Respectful and equitable relationships are maintained with each child

UNICEF CRC is not a familiar document to some staff/students/families.

Each child is supported to build and maintain sensitive and responsive relationships

Improve collaborative projects for students.

Whole school wellbeing goal of PBL practices are used in preschool.

> **Standard 6 Collaborative partnerships with families and communities**

Collaborative partnerships enhance children's inclusion, learning and wellbeing

Further engage the community.

To further support children's sense of belonging, host a day where other family members are celebrated at preschool.

Incorporate Aboriginal and Torres Strait Islander perspectives into the learning at preschool.

> **Standard 7 Governance and leadership**

Effective leadership build and promotes a positive organisational culture and professional learning community

An increase in community involvement in the QIP.

Extend understanding of early childhood pedagogy and theory.

Reflect on how to involve the community in decisions with COVID 19 restrictions.

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