Florey Primary School

Network: Belconnen

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.

# Our school’s contribution to whole-of-system Strategic Indicators

## Education Directorate Strategic Indicators 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 the following priorities:

* *Priority One: Improve student performance in writing across all year levels*
* *Priority Two: Improve school identification (belonging), safety and student relations*

# Reporting against our priorities

## Priority 1: Improve student performance in writing across all year levels

### Targets or measures

By the end of 2025 we will achieve:

* To increase the percentage of year 3 students in the top two bands of writing to 57% (approx. 29 students) or more. The target was set to match the highest percentage of year 3 students in the top two bands of writing for similar schools over 2016-2019.
* To increase the percentage of students achieving high growth in reading in PIPS/BASE to 35% (approx. 18 students) or more. The target was set by averaging the three highest percentages of students achieving high growth over 2014-2019.
* To increase the percentage of P-6 students achieving at or above standard in writing. Targets to be set by year level teams at the beginning of each year and increase by at least 5% each year. Cohort progress will also be tracked across the 5 years of the plan.
* Percentage of students in each year level who agree with the following statements in the *Student Writing Survey* ‘I have a writing goal’, ‘I know what my writing goal is’, ‘My teacher talks with me about my writing goal’ and ‘My teacher talks with me about my writing and how I can get better’ to increase by at least 5% each year.

In 2021 we implemented this priority through the following strategies.

* Developing a whole school approach to the teaching and assessment of writing
* Building teacher capacity in the teaching of writing
* Building community capacity to support the development of students’ 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

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1**  *2021* | **Year 2**  *2022* | **Year 3**  *2023* | **Year 4**  *2024* | **Year 5**  *2025* |
| To increase the percentage of year 3 students in the top two bands of writing to 57% (approx. 29 students) or more. | 41%  *determined by averaging percentage of year 3 students in the top two bands of writing for the school over 2018-2019* | 34% |  |  |  |  |
| To increase the percentage of students achieving high growth in reading in PIPS/BASE to 35% (approx. 18 students) or more. | 24%  determined by averaging percentage of students achieving high growth in PIPS/BASE reading for the school over 2014 -2019 | TBC  Data delay due to COVID |  |  |  |  |

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| To increase the percentage of P-6 students achieving at or above standard in writing. | **Base**  *2020* | **Year 1**  *2021* | **Year 2**  *2022* | **Year 3**  *2023* | **Year 4**  *2024* | **Year 5**  *2025* |
| **Preschool** | 83% | 75% |  |  |  |  |
| **Kindergarten** | 64% | 61% |  |  |  |  |
| **Year 1** | 55% | 66% |  |  |  |  |
| **Year 2** | 52% | 63% |  |  |  |  |
| **Year 3** | 70% | 67% |  |  |  |  |
| **Year 4** | 76% | 63% |  |  |  |  |
| **Year 5** | 78% | 81% |  |  |  |  |
| **Year 6** | 86% | 88% |  |  |  |  |

#### Perception Data

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| **Targets or Measures** | **Base**  *Data collected T1, 2021 due to COVID and Remote Learning* | **Year 1**  *T4, 2021* | **Year 2**  *2022* | **Year 3**  *2023* | **Year 4**  *2024* | **Year 5**  *2025* |
| I have a writing goal | 80.7% | 86% |  |  |  |  |
| I know what my writing goal is | 72.3% | 79% |  |  |  |  |
| My teacher talks with me about my writing goal | 64.6% | 71% |  |  |  |  |
| My teacher talks with me about my writing and how I can get better | 82.1% | 83% |  |  |  |  |

### What this evidence tells us

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| * This evidence indicates that our school is beginning to make progress towards its five year targets. Half of our learning cohorts have made the growth in the number of students achieving at or above standard for writing, with one cohort making 11% growth- well above the target of 5%. Our writing perception data demonstrates that only one of the four questions posed to students about their writing did not meet the target growth, however, some growth was made. * Due to COVID-19 and remote learning, our data collection timelines had to be adjusted slightly. Although the sources of data have remained the same, the baseline data was collected at the beginning of 2021 or was formulated based on averages of previous years data instead of being collected in 2020. |

### Our achievements for this priority

* Reviewing current practices and beginning to develop shared beliefs around writing has led to:
  + Executive PLCs and teaching team PLCs
  + Implementation of a coaching and mentoring structure
  + Leadership PLCs with neighbouring schools participating in the Essential Literacies PL
  + Purchasing of resources, for example spelling books
  + Students in all classes to select writing goals in collaboration with their teachers
  + Creation of whole school shared document about belief statements
  + Creation and implementation of whole school data plan
  + Document outlining minimum standards to develop ‘classroom as the third teacher’
* Participation in the Essential Literacies Practices professional learning has led to:
  + Increased coaching role by team leaders, senior executive and ‘expert’ teachers
  + Increase in Professional dialogue around the process of writing and what that looks in classes and the impact on students
  + Celebrations of learning achievements in writing
  + Consistent planning and programming documents across whole school
  + Development of student perception data survey
  + Collection of teacher perception data around confidence levels in implementing Essential Literacies practices within classrooms
  + Coaching and mentoring
  + Executive PLC and teaching PLCs
  + Whole school staff meeting focus
  + Fluid PLC groupings on Wednesday afternoons
  + Regular briefing of committee work via executive PLC
  + Instructional Mentors from ESO
  + Leadership PLCs with neighbouring schools participating in the Essential Literacies PL
* Facilitate parent/carer events in relation to writing
  + Term 2 Learning Celebration focused on writing
  + Term 3 Parent/Carer workshop
  + Every newsletter item to include work classes are doing around writing
  + Regular Facebook posts show samples of students writing

### Challenges we will address in our next Action Plan

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| * Implementing planned actions which were interrupted by COVID-19   + Hosting Learning Journeys for parents/ carers and members of the community to experience some of the learning that takes place at Florey Primary School   + Coaching and Mentoring |

## Priority 2: Improve school identification, safety and student relations

## Targets or measures

By the end of 2025 we will achieve:

* 70% (approx. 105 students) or more of our students will communicate that they feel supported and safe at school. This means students feel close to others at school, feel safe and think the school is a nice place to be. They believe teachers care about students and that students can talk to teachers about problems at school. This was determined by averaging the data for ACT P-6 schools over 2017-2020.
* 55% (approx. 83 students) or more of our students will communicate that they agree or strongly agree that students care about and are friendly to each other. This includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other’s differences. This was determined by averaging the data for similar schools over 2017-2020.
* To increase the percentage of students positively identifying with the school to 73% (approx. 110 students) or more. Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. The target was set by averaging the percentage of students positively identifying with their school for all ACT P-6 schools over 2016-2019.
* To increase the percentage of students that agree with the following statements- ‘I feel safe at school’, ‘I feel I belong at school’ and ‘Other children are kind to me’ from the Florey Primary School Student Survey increase by at least 5% each year.

In 2021 we implemented this priority through the following strategies.

* Developing a whole school approach to supporting student engagement and welfare
* Building teacher capacity to support students with school identity (belonging), safety and student relations
* Building community capacity to support the development of students’ engagement and well-being

*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

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| **Targets or Measures** | **Base**  *Average of school data from 2017-2020* | **Year 1**  *T4, 2021* | **Year 2**  *2022* | **Year 3**  *2023* | **Year 4**  *2024* | **Year 5**  *2025* |
| 70% (approx. 105 students) or more of our students will communicate that they feel supported and safe at school. | 57% | 56% |  |  |  |  |
| 55% (approx. 83 students) or more of our students will communicate that they agree or strongly agree that students care about and are friendly to each other. | 38% | 39% |  |  |  |  |
| To increase the percentage of students positively identifying with the school to 73% (approx. 110 students) or more. | 62% | 65% |  |  |  |  |

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| To increase the percentage of students that agree with the following statements- | **Base**  *Data collected T1, 2021 due to COVID and Remote Learning* | **Year 1**  *T4, 2021* | **Year 2**  *2022* | **Year 3**  *2023* | **Year 4**  *2024* | **Year 5**  *2025* |
| **I feel I belong at FPS** | 71.7% | 67% |  |  |  |  |
| **I feel safe at FPS** | 66.6% | 62.4% |  |  |  |  |
| **Other children are kind to me at FPS** | 56.8% | 54% |  |  |  |  |

### What this evidence tells us

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| * This evidence indicates that we have not made the targeted growth towards our five-year targets. * Due to COVID-19 and remote learning, our data collection timelines had to be adjusted slightly. Although the sources of data have remained the same, the baseline data was collected at the beginning of 2021 or was formulated based on averages of previous years data instead of being collected in 2020. * Such decrease in all areas of Student Perception Data indicates that his needs to be our main focus for the next Action Plan. We will implement a SEL approach with systemic lessons. We need to further explore and research safety, identity and kindness. |

### Our achievements for this priority

* Revision of current school practices in relation to Positive Behaviours for Learning and Zones of Regulation
  + Staff achieving personal goals around PBL
  + All community members to be able to discuss PBL and Zones
  + Reduction in minor and major incidents
  + More formal recognition through certificates based on positive points
  + Shared language across the school
  + Increase in student satisfaction data
  + Consistent visuals across the school P-6
  + Adapted documents outlining PBL behaviour expectations and processes
  + Ongoing Professional Learning
  + Staff personal learning goals
  + Creation of student wellbeing survey
  + Programming and planning for Lessons of PBL and Zones
* Implementation of a coaching and mentoring model to support student engagement
  + Increase in teacher capacity and confidence level in managing student engagement
  + Focus on staff wellbeing
  + Student satisfaction data
  + Aspiring leaders provided opportunities to lead and mentor PBL and ZER across the school
  + Reduction in both minor and major incidents
* Facilitation of parent/carer events in relation to student engagement
  + Community workshops around Zones of Regulation and PBL
  + Fortnightly focus communicated via Class Dojo, Newsletter and Facebook
  + PBL information included on website
  + Parent/carer satisfaction survey
  + Shared vocabulary around ZER and PBL
  + Families participating in Community led programs
  + Celebrate students’ achievements in receiving PBL certificates and share via Facebook, assemblies and Newsletter
  + Community Coordinator facilitated events, for example, playgroups, Circles of Security and Tuning into Kids
  + Wellbeing meetings
  + Staff meeting PLs
  + Team Leader coordinating social media and communication with families

### Challenges we will address in our next Action Plan

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| * Focus on student interactions with their peers, enhancing the positivity of these interactions * Improving staff wellbeing and morale   + Overcoming the implications of COVID-19 within the school setting   + Implementing the recommendations from the School Workload Reduction Strategies      * Encouraging community involvement after COVID-19 |

## 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.

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| **Quality Area 1: Education program and practice**  *Areas for improvement:*  Consistency with the knowledge and understanding of the 10 Essential Literacy Practices across preschool.  Increase communication/s with families, especially those families who work and cannot spend time in preschool.  Reviewing current program and planning cycle – how to develop an engaging and dynamic document focusing on child’s interest and needs.  Quality Observations under all 5 EYLF outcomes (some inconsistencies between staff members).  Consistency in writing assessment between preschool and Kindergarten.  *Achievement Measures:*  Use of the Essential Literacies Suite to gain an understanding and build knowledge around the Essential Literacies we have identified we need more exposure to as collated by the audit staff completed in 2021.  Further professional learning offered to beginning teachers or teachers who have not completes the Christine Toper PL.  Use of ClassDojo as a way of communicating learning occurring, weekly learning reflections and uploading fortnight program for family input (family welcomed to add to comments with ideas and contributions to their child’s learning).  Reflect on fortnight programs during PLC team meetings allowing for conversations around the planning cycle. Team to discuss the ‘must haves’ in a program.  Develop a checklist with staff for programming and planning once the ‘must haves’ have been discussed.  Team Leader to provide copies of information about the planning cycle. Also discuss during PLC and guage understanding and knowledge around it (individual discussions with staff to follow).  Develop observations track sheet for staff to utilise when taking down observations, ability to track which EYLF area has not been observed just yet and why (area for further discussion).  Collaboration with the Kindergarten Team leader and team to discuss consistency in the evidence collected to measure assessment of writing in preschool to then flow on to kindergarten (looking at ACARA work samples as a guide).  **Quality Area 2: Children’s health and safety**  *Areas for improvement:*  Medical Commination/Risk plans are current and up to dated using the current policies and procedures. Reviewed with the preschool team once a term.  Community coordinator engagement with staff, children and families.  Review of current policies and procedures with all preschool staff. Policies and procedures are available and accessed by all who work at preschool.  *Achievement Measures:*  Review current Policies and procedures around Medical Conditions with staff. Develop a plan to collect information from families before the start of the preschool year. Develop a plan for families to receive the risk/communication plan prior to the start of their child’s preschool.  A consistent plan to be developed across the school for community coordination engagement. A referral process first to DECO followed by Community Coordination engagement after that process has been approved.  Develop a checklist and provide time in PLC to review policies and procedures each week – allowing for questions and reflective conversations around how we can improve our practice through these policies and procedures.  **Quality Area 3: Physical environment**  *Areas for improvement:*  Sustainability – introductions to worm farm and building the capacity of teachers and students around sustainable practices.  Mud Kitchen/ Herb/Vegetable Garden (P and C petty cash).  Landscaping – rocks, tanbark around the boat (safety).  Shade sail – under the swings.  *Achievement Measures:*  Linking child voice around the topic of sustainable practices, adding then to units of Inquiry.  Professional Learning opportunities/article discussion for staff during PLC regarding sustainable practices in early childhood settings.  Continue to upgrade the outdoor environment, adding vegetable garden, worm farm bin, tyres for gardening opportunities.  Adding rocks and tanbark to level out uneven surfaces outlined in our outdoor checks.  Shade sail being installed early 2022 as swing area does not have any shade and can be unsafe on hot days.  **Quality Area 4: Staffing arrangements**  *Areas for improvement:*  Transitions for children when relief staff are employed.  Ensure effective communication is happening for all our educators.  Consistency of roles and responsibilities for all preschool staff.  Regular PLC meetings to ensure sharing is valued.  *Achievement Measures:*  Weekly ‘check ins’ with the team leader (Belinda Sapteski), timely responses to emails, utilise communication systems and processes and being respectful of educators differing operational styles.  Roles and Responsibilities developed, available to all staff working in preschool.  Reviewing our team norms and referring to them at each PLC/Meeting.  Schedule relevant and timely professional learning in PLC time.  Developing a roles and responsibilities document with all preschool staff.  **Quality Area 5: Relationships with children**  *Areas for improvement:*  Learn more about the cultures, languages and traditions of our families and incorporate this into our learning programs.  Case conferences during Team PLC.  Incorporation of PBL and Zones of regulation across both preschool rooms.  *Achievement Measures:*  Consider how we might find out more information about the cultures, languages and traditions of our families. Use this information to consider programming and planning opportunities. Possibilities for ‘Getting to know you interview’ specific questions linked to cultural background/celebrations, ClassDojo questions and comments from families etc.  Case conference discussions added to PLC’s. A matrix developed to assist educators during the case conference.  PBL birds introduced to classrooms. More focus on the Zones of Regulation for preschool. Each classroom has an accessible, working display for children to access throughout the day. Explicit teaching of the Zones of Regulation to be added to fortnightly programs.  **Quality Area 6: Collaborative partnerships with families and communities**  *Areas for improvement:*  Use our school Facebook page to advertise events and learning occurring at preschool.  Use ClassDojo to communicate learning with families on a regular basis.  Increase community connections post COVID.  *Achievement Measures:*  Develop a whole school wide timetable to ensure consistency and fairness for Facebook posts weekly from the preschool team. Team leader to add events to both Facebook and ClassDojo as they occur.  Discussion with preschool team on the expectations of learning post on ClassDojo e.g. minimum 1 individual post per fortnight and 1 grou0 post per week.  Connections with ‘Green Shed’ and ‘Bunnings’ to resume post COVID restrictions .  **Quality Area 7: Leadership and management**  *Areas for improvement:*  Continue to review our policies and procedures so that they support the effective operation of Florey Preschool, particularly when there are changes to the laws and regulations.  Development of Preschool Handbook for staff (separate to the K-6 handbook previously referred to).  *Achievement Measures:*  Development of a preschool specific handbook in collaboration with the preschool staff, educational leaders and nominated supervisor.  Review of current policies and procedures in the preschool environment. Allocated time during PLC to review each. A checklist developed by Team leader to track who has reviewed policy and who needs to do so. |

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