Theodore Primary School

Network: Tuggeranong

Impact Report 2020

# 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*

In 2020 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 2020 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 2020 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 universalsystems and practices aligned to Positive Behaviours for Learning in classrooms and around the school.

In 2020 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 |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |
| 80% of parents agree that the school values parent opinions. | 75% | 65.1% | 78% |  |  |  |
| 92% of parents agree that their child is safe at school. | 87% | 72.5% | 80% |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |
| Embed universalsystems and practices aligned to Positive Behaviours for Learning in classrooms and around the school. (SET implementation average) | 46.0% | 84.0% | N/A |  |  |  |

### What this evidence tells us

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| * What does this evidence indicate about your school’s progress towards its five-year targets?   + Due to COVID-19 we spent a considerable time 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 2020 as compared to other years.   + Perception data from staff that they receive quality feedback has improved since last year but is still below target   + Parents feedback that their opinions are taken seriously is improved from last year and is almost on target   + Parent perception data that they agree their child is safe at school is improved from last year but still below target.   + All staff and students are able to articulate school values and what this means in day to day school life. An improvement from 50% in 2019 * 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 * What implications does this evidence have for your next AP?   + Our next AP should provide more school-based data sets as evidence with longer term consistency to measure the implementation of our targets. |

### Our achievements for this priority

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| **Implement PBL framework across the school**   * Consistent use of PBL language and expectations across the school * Student acknowledgment system implemented in 2020 * Behaviour tracked more consistently using SAS for both negative and positive incidents * All staff are able to 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) * Social and Emotional Learning (SEL) team established to research best approach for SEL in 2021 * Staff trained in Team Teach during O Week, 2020   **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 * Implementation of processes for identifying and responding to student needs (flow chart for student referrals) * Systems established for consistent recording and tracking of student wellbeing needs * Process for NCCD implemented   **Develop, implement, and review staff wellbeing plan**   * Staff wellbeing focus changed due to COVID-19 with an emphasis on supporting staff through home-learning and COVID safe practice * Staff shout-out system established to acknowledge and celebrate staff contributions to the school * Active social committee organised social events for staff   **Develop, implement and review community communication plan**   * Community communication plan developed and ratified by School Board * Front Office processes for community communication refined accordingly to improve effectiveness and efficiency. |

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

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| **Implement PBL framework across the school**   * Embedding student acknowledgement system * Permanent signage installed   **Develop a clear vision for wellbeing at Theodore Primary**   * Whole staff to develop vision statement for wellbeing at Theodore Primary. * Develop suite of wellbeing resources for whole school approach to Social Emotional Learning (Zones of Regulation, Friendly Schools, mindfulness). * Implement consistent SEL program across the school. * Work with ACTED Cultural Integrity team to review and develop a whole school approach to cultural integrity.   **Review and update student wellbeing and special needs procedures**   * Staff Professional learning in ILP and behaviour plan writing. * Embed student wellbeing and special needs processes school-wide. * Evaluate actions as a result of process (obtaining diagnosis, treatment plans, reduction in behaviours, funding for school).   **Develop, implement and review staff wellbeing plan**   * Whole staff to have input into developing a staff wellbeing plan for 2021. |

## 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 2020 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% 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 |  |  |  |
| 50% of Kindergarten students will be achieving at or above expected growth in reading. | 43% | 79% | N/A |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |
| 87% of parents who agree that their child’s learning needs are met at the school | 83% | 78% | 73% |  |  |  |
| 75% of students from K-6 indicate that they are improving as readers. | N/A | Not measured | Not measured |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |

### What this evidence tells us

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| * What does this evidence indicate about your school’s progress towards your five-year targets?   + Perception data from parents that their children are receiving an education that meets their learning needs is well below the required 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. * What implications does this evidence have for your next AP?   + Improving parent perceptions about how we are meeting their students learning needs continues to be under our target and needs to be a focus.   + Quality feedback for teachers and students is an area that requires improving   + Strategic priority action team are using an inquiry approach to improve student outcomes in literacy, develop perception surveys to capture data from students and staff as well as develop a consistent approach to teaching and assessing literacy across the school. |

### Our achievements for this priority

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| **Data tracked, analysed, and implemented consistently to improve student outcomes in reading and writing**   * Whole school data tracker is consistently used from K-6 * PLTs using data to inform planning and intervention * RTI approach to intervention established with Reading Café and small group literacy intervention using specialist teachers * Staff tracking data to assess effectiveness of interventions * Resources to support reading engagement purchased * Library upgrades completed   **Develop a whole school belief and practice statement in reading and writing**   * A whole school statement on beliefs and practices about writing was started * PL delivered by Principal to align teachers’ beliefs and practices   **Develop and implement a Theodore curriculum for the teaching of reading and writing using Australian Curriculum**   * Writing rubrics created and implemented for K-6 to support assessment and planning of writing tasks * Writing rubrics developed for K-6 * Develop and annotate at-standard writing samples for K-6 * Phonics and phonological awareness scope and sequence based on AC developed for Theodore PS including resources * K-2 team teachers participated in Essential Years Literacy Initiative in Semester 2, 2019 and whole school walk throughs conducted by ACTED literacy team in 2020 provided feedback on our progress and next steps   **Provide professional learning in a whole school approach to teaching reading and writing including coaching workshops**   * Writing rubrics developed for K-6 * Hot Reads established to provide opportunities to build student reading interest and stamina * Leadership team researching various coaching models to determine the best approach for Theodore PS * A small group of teachers self-selected to trial peer coaching     **Measure and track perception data to inform school improvement in reading and writing**   * Surveys sent to staff in 2020 to measure perceptions about teaching writing and areas where support is required * Communicate more consistently with families about student achievements in literacy |

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

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| **Develop a whole school belief and practice statement in reading and writing**   * + Continue forming a whole school belief and practice statement in reading and writing   + Whole school PL in applying Marzano elements of the ‘New Art and Science of Teaching’ to improve consistent pedagogy across the school presented by teachers   **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**   * + PLT teams use a spiral of inquiry model to develop an Action Plan to improve writing across the school   + 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   + Whole school PL in reading and writing workshops   + Coach staff in literacy practices   **Provide professional learning in a whole school approach to teaching reading and writing**   * + Whole school PL in applying Marzano elements of the ‘New Art and Science of Teaching’ to improve consistent pedagogy across the school presented by teachers   + Coaching plan to be developed and implemented   + 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.

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| * 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 2020 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.*