Calwell Primary School

Network: Tuggeranong

Impact Report 2021

# The purpose of this document

This document flows directly from our Action Plan for 20XX 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 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 & 2 (see reporting for detail):

* Provided additional support for students with significant learning needs in Years K-2
* Student Support Team targeted school resources strategically to meet student needs P to

Year 6

* Implementation Phase 2 of PBL
* Provided differentiated learning tasks and student support during Covid lockdown period
* Social Emotional Learning Program P-6 supported student well-being and social skill development

## 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 (see reporting for detail):

* Supporting and building teacher capacity to deliver the educational program on-line during the period of Remote Learning
* Further enhancing teacher knowledge and practice in the implementation of Readers Workshop
* Maintained a focus on reading & numeracy across the school
* Data was reviewed at PLC meetings to inform planning and teaching

## 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):

* Increased data collection/evidence (class profile discussions/documentation) enhanced class placement and the provision of targeted support
* The consistent use of learning intentions, success criteria and formative assessment practices supported meeting students at point of need
* The introduction of Kath Murdoch’s ‘split screen’ linking the Learning Assets to learning intentions

# Reporting against our priorities

## Priority 1: Students will be engaged, challenged and learn successfully.

## Targets or measures

By the end of 2023 we will achieve:

* 85% or greater of students (K-2) achieve PM reading benchmark
* The percentage of students showing similar or greater growth in PIPS than the two year average 2017/18 will remain at or above the starting points.
* 60% of students in Years 3 and 5 achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)
* % of students in the top two proficiency bands in Reading, Writing and Numeracy is within 5% points of similar schools
* Decrease the percentage of students in the lower two bands in Reading, Writing and Numeracy by 5% points or greater
* Increase the percentage of ‘in-school matched’ students achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy

In 2021 we implemented this priority through the following strategies.

* Embed effective pedagogical practice across the school
* Use multiple sources of data to monitor student growth
* Embed Formative Assessment
* Differentiate teaching and learning to meet individual student need
* Develop Individual student goals to support teaching, learning and student agency
* Develop a culture of feedback
* Deliver an innovative and relevant curriculum

*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.*

***Learning Data***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Baseline** | | **2019** | **2020** | **2021** |
| 85% or greater of students (K-2) achieve PM reading benchmark (October 2019) | 85% | | 92% | 95% | 89% |
| The percentage of students showing similar or greater growth in PIPS than the two-year average 2017/18 will remain at or above the starting points. | Reading | 82% | 98% | Base replaced PIPS  *\*From 2020 target were adjusted to reflect BASE see table below* | |
| Number | 81% | 100% |
| 60% of students in **Year 3** achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics) | Comp | NA | 88.2% | 83.9% | 46.3% |
| Spell | NA | 88.2% | 96.8% | 67.5% |
| Maths | NA | 91.2% | 100% | 65% |
| 60% of students in **Year 5** achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics) | Comp | NA | 82.9% | 82.9% | 67.7% |
| Spell | NA | 85.7% | 82.4% | 74.1% |
| Maths | NA | 57.1% | 75% | 48.3% |

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| **NAPLAN - Target or Measure** | **Area** | **Baseline** | **2019** | **2020** | **2021** |
| **Year 3**  The percentage of students in the lower two bands in Reading, Writing and Numeracy is less by 5% points than similar schools | Reading | 22.2 | 2.3 |  | 4.4% |
| Writing | 3.9 | 0.5 | 5.4% |
| Numeracy | 8.4% | 8.0% | 6.3% |
| **At or Expected growth - CPS compared to SSSG** | Reading |  |  |  | -0.9% |
| Writing |  |  |  | 11.6% |
| Numeracy |  |  |  | -4.8% |
| **Year 5**  The percentage of students in the lower two bands in Reading, Writing and Numeracy is less by 5% points or greater than similar schools | Reading | 4.7% | 7.1% |  | 5.5% |
| Writing | 0.6% | 0.2% | 4.2% |
| Numeracy | 3.8% | 3.1% | 3.7% |
| Increase the percentage of ‘in-school matched’ students achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy | Reading | 77% | 55% |  | 61% |
| Writing | 69% | 54% | 67% |
| Numeracy | 64% | 49% | 50% |

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| **BASE Targets or Measures** *(Replacing PIPS)* | | | | |
| Average class results in BASE will meet or exceed the National Average in the six areas of Literacy and the four areas of Mathematics | 2020 | | 2021 | |
|  | Class A | Class B | Class A | Class B |
| Literacy – Concepts about print | Exceed | Exceed | Exceed | Exceed |
| Literacy – Vocabulary | Exceed | Exceed | Exceed | Exceed |
| Literacy – Letter Recognition | Exceed | Below | Exceed | Exceed |
| Literacy – Repeating Words | Below | Met | Below | Below |
| Literacy – Reading | Exceed | Exceed | Met | Exceed |
| Literacy – Matching | Exceed | Exceed | Exceed | Exceed |
| Mathematics – Understanding Counting | Exceed | Exceed | Below | Exceed |
| Mathematics – Number Recognition | Exceed | Exceed | Exceed | Exceed |
| Mathematics – Quantity, shape and space | Exceed | Exceed | Exceed | Exceed |
| Mathematics – Numeracy | Exceed | Exceed | Below | Met |

***Perception Data***

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| --- | --- | --- | --- | --- |
| **Targets or Measures** | **Baseline** | **2019** | **2020** | **2021** |
| Year average is at or above the ACT average in the following Satisfaction & Climate Survey questions | | | | |
| *'Teacher’s give useful feedback’* | +11.4% | +10% | +16% | +2% |
| *‘Teachers motivate me to learn’* | +3.39% | +8.4% | +16.6% | 6.3% |
| *‘My teachers expect me to do my best’* | +3.80% | +2.6% | +9.3% | +4.5% |

#### **School program and process data**

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| --- | --- | --- | --- |
| **Targets or Measures** | **2019** | **2020** | **2021** |
| % positive responses to the school Learning Survey Years 3-6  *1 = Not true, 2 = Somewhat true, 3 = Very true* | % based on 3 = very true | | |
| *‘I understand my learning goals’* | 55.3% | 71.2% | 67.5 |
| *‘Teachers give me feedback to help me learn’* | 61.9% | 67% | 70.7 |
| *‘I am interested in what I learn at school’* | 29% | 49.2% | 39.8 |
| *‘My teacher shares learning intentions with the class’* | 60.3% | 96.7% | 87 |
| *‘I know what the next steps are to improve my learning’* | 51.8% | 66.9% | 61.8 |

*\*The school Learning Survey*

### What this evidence tells us

Despite the impact of the COVID 19 pandemic the evidence demonstrates that the priorities and strategies in the Strategic Plan and the actions in the 2021 Annual Action Plan lead to improvements in teaching and learning in most areas.

Student learning data

* 89% or of students K-2 achieved PM reading benchmark exceeding our target by 4% points
* 87.5% of Kindergarten achieved at or above expected growth in the BASE reading assessment
* 77.5% of Kindergarten achieved at or above expected growth in BASE Maths assessment
* Year 3 NAPLAN results indicate greater than a 4% point growth in reading, writing and numeracy
* Year 5 NAPLAN results indicate a small decrease in growth compared to similar schools in reading and numeracy, while in writing there was a 4% point increase in growth compared to similar schools
* The PAT data indicates and overall decrease in student achievement in comparison to 2020. This could be related to two years of disrupted teaching and learning due to COVID

Perception data

* In the School Satisfaction and Climate Survey the school achieved slightly above the ACT average in all the target questions.

School Program & Process data

* A school-based Learning Survey was implemented in 2019. The 2021 survey results indicate that students have continued to report a positive response to all questions.

2021 outcomes highlighted the following key focus areas for inclusion in the school’s 2022 Action Plan:

* Maintain a focus on the Early Years Literacy initiative
* Consolidate the agreed approaches to teaching spelling – junior / senior
* Maintain teacher focus on data analysis through the PLC model to support teachers in meeting the needs of all students through differentiation
* Combine Learning Assets together with Learning Intentions – learning to learn approach
* Further develop teacher capacity to conference with students and provide targeted feedback to progress learning
* Maintain the focus of building teacher capacity through targeted professional learning and coaching

### Our achievements for this priority

**Pedagogical practice**

* Senior primary teachers focussed on improving reading results and consistently applying high expectations for all students.
* The Reader’s Workshop model was implemented across the school K-6. The key focus this year was to set up independent reading time for students where they could select a ‘just fit’ book and teacher conferencing with students.
* All classes maintained a continued focus on phonological awareness and morphology through the explicit teaching of reading strategies and reading high-quality reading texts in class libraries. Additional books were purchased to support modelled reading.
* In Mathematics mental computation and rich tasks were again the focus. This has been a positive approach that targeted students at their point of need and was highly engaging.
* The senior Spelling Guide developed and trialled in 2020wassuccessfully implemented
* In 2021 an expert staff Seesaw team presented professional learning in staff meetings to increase teacher knowledge in the use of Seesaw tools.
* The school continued to strategically target resources to support student need. This included facilitating learning support groups, LSA support, sensory resources and flexible learning furniture.
* Preschool teachers further engaged in professional learning of contemporary practices in Early Childhood Education particularly in the area of open-end play-based learning and indoor and outdoor investigation.

**Data**

* Data continued to be a focus in PLC meetings and whilst data analysis continued, COVID impacted the collection and analysis of some school data sets, notably in Semester 2.
* The school data schedule was again reviewed and refined in consultation with teachers.
* Class Profile discussions were not held in Semester 2 due to partial school closure (due to COVID) and significant staff and student absences.
* Preschool implemented the Brigance Preschool screening tool in semesters 1 and 2. This was a positive addition to the school’s data collection plan.

**Formative Assessment**

* A focus on the use of formative assessment tools was maintained, targeted support provided to individual teachers as needed
* Teachers continued to share Learning Intentions and Success Criteria together with Learning Assets were shared with students during lessons to support student understanding and ownership of their learning

**Deliver an innovative and relevant curriculum**

* Due to COVID there was no implementation of new curriculum initiates. Work continued in the key areas identified in previous years.

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

On-going impact of COVID on:

* teaching and learning
* staff and student wellbeing
* community engagement
* staffing

**Priority 2:**  **Build a positive and inclusive school culture to support** **student well-being and social emotional development and learning.**

## Targets or measures

By the end of 2023 we will achieve:

Well Being / School Culture- year average meets or is above average of P-6 same ACT school type in the following student Satisfaction & Climate Survey questions:

*I feel safe at this school*

*I like being at my school*

*I can talk to my teachers about my concerns*

*Student behaviour is well managed at my school*

*Staff take students concerns seriously*

Parental Engagement **/** Home – School partnership.Year average meets or is above average of P-6 same ACT school type in the following Parent Satisfaction & Climate Survey questions:

*This school takes parent’s opinions seriously*

*This school works with me to support my child’s learning*

*My child’s learning needs are being met at this school*

*Student behaviour is well managed at this school*

*Teachers at this school treat students fairly*

PBL Data Sets and School Staff Survey shows positive impact of PBL Framework

**Source:** Sentral / School Survey

In 2021 this priority was supported through:

* The projects / activities identified in the Community Engagement Grant
* Continuing a strong focus on PBL
* Maintaining an explicit SEL program P-6
* Strategically targeting school resources to meet identified needs of students P – Yr 6
* Focus on building parental engagement in student learning and build school /community partnerships

*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**  **2018** | **Year 1**  **2019** | **Year 2**  **2020** | **Year 3**  **2021** |
| Well Being / School Culture- year average meets or is above average of P-6 same ACT school type in the following student Satisfaction & Climate Survey questions | | | | |
| *‘I feel safe at this school’* | +6.66% | +3.4% | +9% | +5% |
| *‘I like being at my school’ / I’m happy to be part of this school (2021 change)* | -5% | -6.4% | +14.1% | - 8.6% |
| *‘I can talk to my teachers about my concerns’* | -5.96% | +2.1% | +22.2% | +10.8% |
| *‘Student behaviour is well managed at my school’* | -10% | +12% | +38.1% | NA |
| *‘Staff take students concerns seriously’* | -0.49% | +6.9% | +21.5% | +17.5% |

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| --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base**  **2018** | **2019** | **2020** | **2021** |
| Parental Engagement **/** Home – School partnership.Year average meets or is above average of  P-6 same ACT school type in the following Parent Satisfaction & Climate Survey questions: | | | | |
| *T*his school takes parent’s opinions seriously  *(2021 change)*  *This school is active in seeking parents’ opinions and ideas for making important decisions.* | +2.14% | -1.1% | -7.8% | -7% |
| ‘*This school works with me to support my child’s learning’* | -0.64% | +1.5% | -3.3% | +6.9% |
| *‘My child’s learning needs are being met at this school’ / My child is making good progress at this school (2021) change* | +1.60% | +2.8% | +2.8% | 6.1% |
| *‘Student behaviour is well managed at this school’* | +2.95% | +3.4% | -6.4% | +7.2% |
| *‘Teachers at this school treat students fairly’ / Staff at this school treat students with respect (2021 change)* | -3.92% | +3.2% | -5.2% | -2.9% |

#### **School program and process data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **2019** | **2020** | **2021** |
| PBL Data Sets and School Staff Survey shows positive impact of PBL Framework | SET 92% | 100% | 100% | 100% |
| % positive student responses to a school Well-being Survey Years 3-6  *1=Not true, 2= Somewhat true, 3= Very true* | % based on  3 = very true  New in 2019 | | | |
| **‘***I feel I belong at this school* |  | 47.1% | 70.8% | Covid  prevented  data  collection |
| ‘*Students at this school get along with each other’* |  | 11.2% | 34.2% |
| *‘Students at my school respect each other’* |  | 14.8% | 26.7% |
| *‘I don’t give up when things are difficult’* |  | 58.7% | 59.2% |
| *‘I know how to manage my emotions when things are difficult’* |  | 40% | 72.5% |
| % families engaging with SeeSaw P-Yr6 |  | 76% | 100% |

What this evidence tells us

Perception Data

* Student responses to wellbeing and school culture were above the same ACT school type in *feeling safe at school, being able to talk to a teacher about concerns and staff taking concerns seriously*
* In relation to Parental Engagement and the Home School partnership – while there was an impact on the school’s ability to actively engage parent/carers and the broader community in school activities due to COVID 19, the data showed a pleasing improvement in the areas of the school working with parent/carers to support their child, that parent/carers felt their child’s learning needs were being met and that student behaviour is well managed
* As the community response to completing the survey was relatively low the data does not accurately represent the school community as a whole

School Program & Process data

* PBL continues to be a positive aspect of the school’s operation and culture. The school achieved a 100% School Evaluation Tool (SET) score for the third year in a row.
* The use of Seesaw has continued to be a positive tool in engaging and communicating with parent/carers
* Unfortunately, due to partial school closure and significant staff and student absences the school Wellbeing Survey was unable to be undertaken

2021 outcomes have highlighted the following for the school’s 2022 Action Plan:

* Maintain PBL
* Student well-being and resilience will continue to be a focus in 2022 supported by the Social Emotional Learning Program
* Maintaining teacher/parent contact through phone calls and Seesaw

Our achievements for this priority

* Continued successful implementation of PBL
* Social Emotional Learning Program P-6 supported student well-being and development of social skills
* Targeted support was provided to students identified through data analysis, teacher referral and class profile conversations.
* Learning Assistants have been moved to classes/units on a needs basis through a flexible timetable
* The school maintained its social media presence on Facebook highlighting key events and activities as well as regular student learning posts
* Partnership with ‘One Box’ has been established to support vulnerable families

Challenges we will address in our next Action Plan

* Due to the impact of COVID 19 the school will actively focus on engaging the community in 2022
* Relaunching the P&C

## 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.

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