Forrest Primary School

Network: South Canberra/ Weston

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Development of the Small Group Programme (SGP)
- Continuing to develop Culture Club for indigenous students, carers and parents
- Training two school leaders in Stronger Smarter so that now the leadership team in indigenous education (Cultural Integrity) is 6
- Delivering a series of five interactive Professional Learning sessions to staff and Board around Indigenous education
- PL was undertaken to develop staff capacity in the areas of Restorative Practices, Positive Education and Disability Education
- Employment of an Aboriginal Education Officer
- Coaching as a school culture
- Partnerships with Community Services to support student access to Preschool.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.
In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Embedding inquiry learning with each unit linked to the Australian Curriculum and organised by the International Baccalaureate Primary Years Programme (IB PYP) Essential Elements.
- Continuing to be committed to consistent and regular collaborative planning with the curriculum (PYP) coordinator participating
- Providing a preschool to Year 6 Programme of Inquiry (POI) which is carefully mapped to the Australian Curriculum (AC).

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals
In 2019 our school supported this Strategic Indicator through – Priority 1 and Priority 2 (see reporting for detail):

- Promoting student agency
- Providing a developmental play programme in Kindergarten.
- Engaging in the directorate Early Childhood (EC) literacy PL and implementing strategies around spelling and writing using best evidence practice with a foundation in explicit spelling instruction.
- Developing a new model of Professional Learning Communities (PLCs)
- Implementing a new model of curriculum teams so that all initiatives in the strategic plan are kept alive and are embedded.
- Reading Recovery (RR) and Response to Intervention Programme (RTI)
- Staffing strategically to support all children

Analysis → Priorities → Strategies → Actions → Impact

Reporting against our priorities

Strategic Priority 1: Embed all elements of the Primary Years Programme across the whole school community.
Outcomes to be achieved
- Staff, students and parents can articulate the core elements of the PYP.
- The school's explicit and coherent curriculum delivery plan (PYP) is implemented across the school.
- Community partnerships are effective and contribute to improving student outcomes.

Targets

By the end of 2019 we will achieve:
- 88% of students agree they are getting a good education at Forrest Primary School from 86% in 2015 . (Data Source- System School Satisfaction Survey)
- 86% of parents agree they are satisfied with their child's education at Forrest Primary School from 83% in 2015 . (Data Source- System School Satisfaction Survey)
- 95% of teaching staff will have attained formal qualifications to teach the Primary Years Programme (PYP) from 82% in 2015. (Data Source-In School PL register)

In 2019 we implemented this priority through the following strategies:
- Embed systematic curriculum delivery across the school
- Deepen understanding of and communicate the PYP Standards and Practices with staff.
  - Strengthen PLCs through the Teacher Inquiry and Action process
  - Deepen whole school understanding of student agency
  - Develop student agency (choice and voice) in the Early Years- Preschool and Kindergarten

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 and teacher PL

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	*4-year Average*
95% of teaching staff will have attained formal qualifications to teach the Primary Years Programme (PYP) from 82% in 2015. (Data Source-In School PL register)	82%	97%	100%	100%	95%	98%

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School program and process data

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019
Strengthen PLCs through Teacher Inquiry and Action Process	Recommendation from School Validation report 2015 was to introduce PLCs	PL for Executive Team Implementation of PLCs	Formalisation of PLCs with Introduction of team meeting minutes.	Embedding of PLCs with Introduction of team meeting minutes.	Change to a new form of running weekly PLCs in planning time guided and supported by the PYP (curriculum) coordinator.
Deepen whole school understanding of student agency		Developed Units of Inquiry that focus on student centred learning. Student Representative Council (SRC) continued	Action Club developed Year 6 Exhibition focus on student led inquiry	Action Club reviewed and continued Year 6 Exhibition focussing on inquiry and action in relation to the United Nations Sustainable Development Goals (UN SDGs) Other year levels plan and present their own mini-exhibitions because the children want to share their learning	Action Club embedded Year 6 Exhibition focussing on inquiry and action in relation to the UN SDGs Implementation of the Enhanced PYP. Other year levels plan and present their own mini-exhibitions because the children want to share their learning
Develop student agency (choice and voice) in the Early Years-Preschool and Kindergarten		Developed PYP Units of Inquiry (UoI) through a play-based programme in line with the Early Years Learning Framework (EYLF)	Developed play-based programmes with improved links to POI and literacy and numeracy goals in preschool. Kindergarten students presented their own mini-exhibition.	Researched international evidence pertaining to developmental curriculum in Kindergarten Improvements in play-based programmes with stronger links to POI and literacy and numeracy goals in preschool. Discussions about how such a programme could be implemented in Kindergarten.	PL around Play Based Curriculum for the Kindergarten teaching team and supervisor (SLB EC expertise) Implementation and embedding of Kinder Developmental Programme Choice and voice of children in engaging with learning experiences.

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Perception Data

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	*4-year Average*
88% of students agree they are getting a good education at Forrest Primary School from 86% in 2015. (Data Source- System School Satisfaction Survey)	86%	94%	88%	95%	93%	92%
86% of parents agree they are satisfied with their child's education at Forrest Primary School from 83% in 2015. (Data Source- System School Satisfaction Survey)	83%	82%	86%	87%	83%	85%

What this evidence tells us

- What is the data telling us? PYP has been embedded and provides an education that is based on deep inquiry and authentic action in the world. The school is growing in inquiry, conceptual learning and in student agency. The staff are well trained and well able to deliver a programme of Inquiry through collaborative planning. Teaching and Learning is enhanced through the coaching and mentoring role of the curriculum (PYP) coordinator.
- Have any of your data sources changed over time? If so, why? Developmental play is a new programme, at the beginning of this 2019 School Improvement (SI) cycle. It was introduced because considerable research indicated it benefits. The evidence base for this was international and the Enhanced PYP supported development play in the Early Years.
- What implications does this evidence have for your next AP? Our next Action Plan (AP) will include specific measures to evaluate the effectiveness and impact of the developmental programme in Kindergarten. This will include examining PIPs data and the school will invest in a developmental measurement tool called Brigance EC. Continual improvements to the PLC model will remain a focus. Formally transition to the 'Enhanced PYP' including investing in staff Professional Learning to enhance student agency.

Our achievements for this priority

Embed PYP Across the School
- Continual improvement of Exhibition related to the UN SDGs
- Strong and consistent team collaboration for the planned, taught and assessed curriculum with the oversight of the PYP coordinator and a year group supervisor/ mentor.
- Regular articulation of the Programme of Inquiry to meet both the short and long term needs of all students.

Strengthen PLCs through Teacher Inquiry and Action
- Teachers have benefited from opportunities to learn together and are applying learning in the classrooms.
- Evidence of improved teaching and learning programmes
- PLC Model changed through the year so that action research is carried out during planning.

Deepen Whole School Understanding of Student Agency
- Outcomes from Action Club support the goals of the UN SDGs.
- Student action is promoted, encouraged and celebrated throughout the school .
- Action from Exhibition is authentic and results in enduring positive change in the world relating to 'Global Problems need Global Solutions.' The whole school community has benefited from Exhibition through increased awareness and many are taking action in the real world.
- Children write letters to the principal and others in positions of responsibility about concerns and ideas.

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- Year 6 Leadership programme includes sustainability leadership.
- 2019 PYP Network PL focussed on student agency.
- Choice and voice for Preschool and Kindergarten children through the Developmental Play Programme.

Our School's Action and Contribution to the whole of system Strategic Indicator
- Embedding inquiry learning with each unit linked to the Australian Curriculum and organised by the IB PYP Essential Elements.
- Continuing to be committed to collaborative planning with the curriculum (PYP) coordinator participating.
- Providing a preschool to Year 6 Programme of Inquiry.
- Introducing a Kindergarten Developmental Play programme.
- Continuing to develop authentic student agency through initiatives such as exhibition, Action Club.
- Redeveloping and enhancing of school process to support greater equity and inclusion has included improving the Curriculum statement, ILP Process and the Student Management and Wellbeing procedures.

Challenges we will address in our next Action Plan

- Continue to develop the Kindergarten Developmental Programme
  - Balance developmental play and literacy, particularly guided reading.
  - Find an appropriate space for developmental play.
  - Use the Brigance EC tool for guidance in running a quality Developmental Play programme
- Continue to explore the best way to run PLCs
  - Continue to undertake authentic PLC research in planning time
  - Collaboratively review the action research undertaken across the school
  - Coach and mentor a new Year 6 team to implement Exhibition to the present standard without losing momentum
  - Continue to authentically explore ways to develop student agency
  - IB PL student agency for all executive in 2020.

Priority 2: Improve student outcomes in literacy and numeracy by embedding an explicit learning agenda driven by data analysis

Strategies
Develop and embed structures and processes that build 'data literacy skills' and strengthen teaching and learning.

Targets
By the end of 2019 we will achieve:
- 86% of Year 3 students exceed the National Minimum Standard in spelling from 81% in 2015 (Data Source-NAPLAN Results)
- 71% of Year 5 students will reach or exceed the expected growth in reading from 68% in 2015. (Data Source-NAPLAN Results)
- 63% of students will reach or exceed the expected growth in numeracy from 60% in 2015. (Data Source-NAPLAN Results)
- Maintain the percentage of students reaching end of year Reading PM Benchmarks at 89% in 2015 (+/- 5 %) (Data Source-In School PM Benchmark testing data)

In 2019 we implemented this priority through the following strategies.
- Develop consistent whole school spelling practices
- Embed data analysis practices to improve writing and Mathematics
- Embed the school wide data plan

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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 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	*4-year Average*
86% of Year 3 students exceed the National Minimum Standard in spelling from 81% in 2015 (Data Source-NAPLAN Results)	81%	92%	93%	97%	92%	94%
71% of Year 5 students will reach or exceed the expected growth in reading from 68% in 2015. (Data Source-NAPLAN Results)	71%	67%	53%	98%	67%	65%
63% of students will reach or exceed the expected growth in numeracy from 60% in 2015. (Data Source-NAPLAN Results)	63%	69%	75%	70%	51%	66%

Perception Data

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	*4-year Average*
Parents agree that their child's learning needs are being met at this school (System satisfaction report)	78%	78%	85%	82%	79%	81%
The school works with me to support my child's learning	73%	79%	83%	85%	83%	83%

School program and process data

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019
Maintain the percentage of students reaching end of year Reading PM Benchmarks at 89% in 2015 (+/- 5 %) (Data Source-In School PM Benchmark testing data)	89%	91%	91%	88%	82%
Evidence of participation in the directorate EC literacy programme.	Communicate and promote explicit teaching and learning agenda for literacy & numeracy	RR and RTI programme developed. The school participated in Principals as Literacy Leaders (PALLS) programme. Disciplined dialogue	RR and RTI programme evaluated and continued PALLS programme continued. Leadership team upskilled to enabled them to make operational	RR and RTI continued and reviewed Participation in the Writing Project - disciplined dialogue conversations around writing during PLCs	RR and RTI embedded. RTI process paper written. Referral Form 2019 developed. Early Intervention Strategies used to enhance

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		conversation facilitated.	and strategic decisions with a high level of knowledge.		literacy programmes. Writing Project continued PLCs continued Christine Toper Spelling PL delivered across whole school.
Structure to support improved pedagogy in Information and Communication Technology (ICT) Source – School Plan	Develop a plan and embed structures to support improved pedagogy in ICT	Use of assistive technology used to enhance literacy programmes	ICT Plan developed ICT resources are distributed across the school to improve access to learning.	Science, Technology, Engineering and Mathematics (STEM) incorporated into UoI	STEM outcomes reviewed and incorporated into UoI
Principals as Numeracy Leaders (PANL)	Inquiry Maths content linked Achievement Standards of the AC. Maths resources were purchased to support teachers to implement the AC, to differentiate and conduct authentic assessment.	Established PLCs, established data as standing item within executive team meetings. Participation in the PANL programme	PANL programme continued. Leadership team upskilled.	Inquiry Maths In every classroom Planners linked to AC. Resolve champion presents in national forums. PANL – Collaboration with Miles Franklin and Red Hill Primary Schools	Continual improvement in inquiry maths linked to AC. Two new resolve champions on in the senior school and one in the junior school.

What this evidence tells us

- There has been steady progress on achieving the targets over the course of the strategic plan with an unexpected 'dip' in 2019.
- Writing is an added source of data- particularly from the directorate writing PL- effective writing classroom checklist, we are using the writing analysis tools, assessing interactive writing, evidence from the 10 Essential literacy practices.
- For some outcomes, we didn't specify a way of measuring/collecting data e.g. for Evidence to commitment to Early intervention or pedagogy being improved by ICT.

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Our achievements for this priority in 2019

Literacy

- An effective RTI programme which is continually improved and fine-tuned over time to provide differentiation in literacy for every child in the school. The RTI programme has been formalised in a process document that outlines the rationale and procedures involved in the programme.
- A focus on Early literacy through the directorate's EC literacy program
- Improved teaching and learning of spelling across the school based on the principles outlined in 'Guiding thinking for effective spelling' by Christine Topfer. This has included the creation of a 'Word consciousness at Forrest Primary School' paper that outlines the approach to spelling.
- Increased focus on aligning play with literacy, numeracy and Unit of Inquiry goals in both preschool and Kindergarten
- A writing guide has been collaboratively constructed and implemented formalising the approach to writing. This document outlines how writing is taught at Forrest and the tools that are used to support pedagogy and assessment.
- The Data Plan was drafted in 2017, redeveloped in 2018 and implemented in 2019. It has been trialled by all teaching teams and modifications have occurred as needed throughout the year. Data storage is now housed on the Google Drive and is updated as per the data schedule.
- Other processes within the school that have been re-evaluated this year include the Library Statement, Languages other than English (LOTE) curriculum statement, RTI statement, the languages policy, Assessment and Reporting policy and the pedagogical framework.

Numeracy

- Continued improvement of an inquiry maths programme aligned to the AC
- Continued focus on providing all classrooms with complete maths resource kits.
- Teams trialled use of the inquiry planner to programme maths units. The process of using the inquiry planner (led by Curriculum (PYP) Co-ordinators) has strengthened the written and taught maths curriculum.
- The budget has been mapped against the professional learning needs of the school and staff.

Implications for the Future

- To ensure growth across the whole school:
    - Consistent interrogation of data
    - Consistent use of learning intentions and success criteria
    - Giving effective feedback that is acknowledged by the teachers
    - Improving formative assessment (visit by PYP consultant each year to work with teachers and PYP coordinators)
    - Consistent embedding of PLC action research
    - Continual PL so that teachers are confident to write themselves and are expert in the process of editing

Challenges we will address in our next Action Plan

- Write into the plan that the Executive teachers and principal will be regularly in classrooms
- Regularly assess the quality of a balanced literacy programme to ensure programmes are consistent across the school and delivering intended outcomes. This includes:
    - a review of the guided reading programme
    - improvement in using the writing guide to include rubrics, analysis tools and exemplars.
    - Staff review of First Steps reading and writing, with a focus on explicit teaching of reading strategies and use of the First Steps continuum
    - Incorporation of First Steps continuum data on google data sheet.
- Using current data sets, predominately NAPLAN, identify areas for development over time in the areas of literacy and numeracy. With a focus on writing, examine the domains that can be improved upon.

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- ▪ Executive team to carry out a writing audit.
- ▪ Include 2020 writing goals in the 2020 AP using the guiding principles Audit and reflection tool.
- ▪ Develop a balanced Maths programme linking mental computation and explicit teaching of maths through an inquiry approach
- ▪ The 5-year strategic plan will be aligned to the 5 year budget
- ▪ Explore the implications of the Directorate's new reporting template and what that means for formative and summative assessment, including moderation.
- ▪ Assess the implementation/ effectiveness of EC writing. What are we doing well? What could we do better? How can we achieve better growth?

Priority 3: Promote success in learning and maintain positive and caring relationships with all stakeholders to enhance the school's environment and culture

Targets
By the end of 2019 we will achieve:
- 88% of teachers agree that the learning needs of students are being met from 86% in 2015 (Data Source- System School Satisfaction Survey)
- 75% of teachers agree they receive useful feedback about their work from 73% in 2015. (Data Source- System School Satisfaction Survey)
- 70% of teachers feel their professional achievements are celebrated from 66% in 2015 (Data Source- System School Satisfaction Survey)
- 75% of parents agree that the school works with parents to support their student's learning from 73% in 2015 (Data Source- System School Satisfaction Survey)

In 2019 we implemented this priority through the following Strategies.
Embed a culture that promotes learning
through the following actions:
- ▪ Embed Positive Education and Restorative Practices across the school
- ▪ Support and promote inclusion and equity across 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 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	*4-year Average*
88% of teachers agree that the learning needs of students are being met from 86% in 2015 (Data Source- System School Satisfaction Survey)	86%	90%	95%	97%	88%	93%
75% of teachers agree they receive useful feedback about their work from 73% in 2015. (Data Source- System School Satisfaction Survey)	73%	83%	75%	97%	59%	79%
70% of teachers feel their professional achievements are celebrated from 66% in 2015 (Data Source- System School Satisfaction Survey)	66%	83%	95%	97%	88%	91%
75% of parents agree that the school works with	73%	79%	83%	86%	83%	83%

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parents to support their student's learning from 73% in 2015 (Data Source- System School Satisfaction Survey)				

School programme and process data

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019
Embed Positive Education across the school	Implementation of KidsMatter	KidsMatter delivered and evaluated.	Justin Robertson visited the school Pos Ed PL attended by Leadership and Community members	Workshops on Pos Ed delivered	Teacher Committees established to enhance work of Pos Ed Pos Ed articulated in planners
Embed Restorative Practices (RP) across the School	RP was introduced in 2012	Restorative Practice – Circle Time PL	5 Teachers and Executives trained in RP with Terry O'Connell RP Delivered to staff over a series of 5 Weeks	Terry O'Connell worked with parents, staff, Board and P&C	Teacher Committees established to enhance work of Restorative Practices
Staff further embed coaching as a cultural norm by promoting and practising coaching.	The Solution Focus tools have been introduced to staff and many teachers have undergone coaching in an area where they want to see results	Reviewed and continued current practices in coaching and mentoring. During the Teacher talk process, coaching questions are used.	Creation of focus groups where parents are asked coaching questions to give opinions about how the school is going.	Continuation of Focus groups, Trained coaches continue to coach staff.	Most executive staff coaching colleagues. A culture of coaching exists across the school with most executive staff coaching other staff members at any particular time.
Support and promote Inclusion and Equity across the school	Aboriginal Homework Club supported by family support agencies in place Consultation with Indigenous parents: Reconciliation Action Plan (RAP) Developed	Continuation of Indigenous homework club. RAP reviewed	Cultural Inclusion workshops delivered to staff. RAP evaluated and improved	4 teachers including principal trained in Stronger Smarter for improved outcomes for ATSI children and for inclusion of their families. Staff given 5 interactive PL sessions to learn about high	Establishment of Small Group Programme (SGP) based on a philosophy of providing flexibility and specific programmes based on the needs of individual children. Thorough Individual Learning Plans (ILP) Process involving parents, exec staff and teachers. A further 2 people trained In Stronger Smarter.

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				Expectation Relationships. New RAP Launched	RAP aligned with AC Cross Curricular Perspectives, Stronger Smarter and Cultural Integrity Policy.

What this evidence tells us

- **What does this evidence indicate about your school's progress towards your five-year targets?**
  In the view of teachers, the learning needs of children are being met. (Data Source- Staff Satisfaction Survey)

  o Over the course of the plan teachers are receiving constructive feedback about their work and teachers feel that their achievements are celebrated.
  o Parents feel that the school works with them to support their students' learning.
  o The programmes of Restorative practices, positive education are working effectively.
  o There has been intensive PL in Restorative Practices and Positive Education over this SI cycle. This is in alignment with our strategic budgeting.
  o Through Stronger Smarter the staff has focussed on achieving High Expectation Relationships with Aboriginal children.
- What implications does this evidence have for your next AP?
  Develop more options of social skills programmes for various children e. g. working with family support systems to implement The Wellbeing Hub (refers to NSIT No 9)

Our achievements for this priority

- Embedding of restorative practices
  o PL for several staff to lead and act as train the trainers.
  o Consistent formal and informal restorative conversations
  o Executive staff using higher level questions in interviews.
  o Theory of having PLC research done in planning time works.
  o Review the way action research is undertaken within teams with the goal of ensuring teams have agency to undertake research that is meaningful for them and their students.

- Embedding of positive Education
  o PL for several staff who trained the whole staff.
  o PL undertaken by principal with Out of Hours Care Coordinator and Board Chair.
  o Parent forum introducing Positive Education attended by 70 parents.
  o Teaching elements of Positive Education in ways that are naturally integrated into the curriculum rather than a bolt on.
  o Curriculum teacher groups formed for both positive education and restorative practices.

- Continue to improve Inquiry Maths through strategies learnt from PANL and other PL
  o Continue to find better ways to plan through collaborative planning.
  o Ensure that any gaps in maths knowledge are addressed through inquiry maths being aligned with the AC.

- Support and promote inclusivity and equity across the school
  o EAL/D Parent classes have run weekly this year. This has empowered our EAL/D families and built community partnerships.
  o Staff Wellbeing has been a focus for this SI cycle. A dedicated Wellbeing committee and a budget has been created to support staff.

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Challenges we will address in our next Action Plan

- Keep Positive Education, Restorative Practices, Stronger Smarter alive through teacher committees.
- Discover the best way to give feedback to teachers in a form that they recognise and acknowledge.
- Principal and executive teachers to extend their role in structured and unstructured ways.
- Implement PBL and integrate strategies with existing, effective programmes.

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.

Preschool: Quality Improvement Plan

A copy of the QIP is available for viewing both at the school and the preschool.

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