

Fadden Primary School

Network: Tuggeranong

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Reporting against our priorities

Priority 1: Improvement in Student Writing

Targets or measures

By the end of 2021 we will achieve:

- An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in writing.
 - Year 3: Band 5 and Band 6 – 67.5 % in 2016 with a 20% increase in 2021 = 81% or greater
 - Year 5: Band 7 and Band 8 – 10.8 % in 2016 with a 20% increase in 2021 = 12.96% or greater
- A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in writing.
 - Year 3: Band 1 and Band 2 – 5 % in 2016 with a 20% decrease in 2021 = 4% or less
 - Year 5: Band 3 and Band 4 – 8.1 % in 2016 with a 20% decrease in 2021 = 6.48% or less
- Student growth in year 5 (within school match) is at or above the ACT scaled growth score and 85% of students have greater than or expected growth compared to 65.7% in 2016 for NAPLAN reading
 - Year 5 2016 average scaled growth score = 67.4 compared to the ACT average scaled growth score of 74.1.

In 2018 we implemented this priority through the following strategies.

- Develop and implement a whole school approach to the teaching of writing.
- Provide targeted support to students achieving below average in reading.

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
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<p>An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in writing.</p> <p>Year 3 : Band 5 and Band 6 – 67.5 % in 2016 with a <u>20% increase</u> in 2021 = 81% or greater</p> <p>Year 5 : Band 7 and Band 8 – 10.8 % in 2016 with a <u>20% increase</u> in 2021 = 12.96% or greater</p>	<p>Yr 3 Band 5 = 42.5%</p> <p>Band 6 = 25%</p> <p>Total = 67.5%</p> <p>Yr5 Band 7 = 10.8%</p> <p>Band 8 = 0</p> <p>Total = 10.8%</p>	<p>Yr 3 Band 5 =</p> <p>46.5%</p> <p>Band 6 = 7%</p> <p>Total = 53.5%</p> <p>Yr5 Band 7 = 18%</p> <p>Band 8 = 6%</p> <p>Total = 24%</p>	<p>Yr 3 Band 5 =</p> <p>29.7%</p> <p>Band 6 = 5.4%</p> <p>Total = 35.1%</p> <p>Yr5 Band 7 = 7.3%</p> <p>Band 8 = 2.4%</p> <p>Total = 9.7%</p>			
<p>A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in writing.</p> <p>Year 3: Band 1 and Band 2 – 5 % in 2016 with a <u>20% decrease</u> in 2021 = 4% or less</p> <p>Year 5: Band 3 and Band 4 – 8.1 % in 2016 with a <u>20% decrease</u> in 2021 = 6.48% or less</p>	<p>Yr 3 Bands 1 = 0</p> <p>Band 2 = 5%</p> <p>Total = 5%</p> <p>Yr 5 Bands 3 =0</p> <p>Band 4 = 8.1%</p> <p>Total = 8.1%</p>	<p>Yr 3 Bands 1 = 0</p> <p>Band 2 = 4.7%</p> <p>Total = 4.7%</p> <p>Yr 5 Bands 3 =0</p> <p>Band 4 = 4%</p> <p>Total = 4 %</p>	<p>Yr 3 Bands 1 = 2.7</p> <p>Band 2 = 8.1%</p> <p>Total = 10.8%</p> <p>Yr 5 Bands 3 =7.3</p> <p>Band 4 =</p> <p>Total = 12.2%</p> <p>Total = 19.5%</p>			
<p>Student growth in year 5 (within school match) is at or above the ACT scaled growth score and 85% of students have greater than or expected growth compared to 65.7% in 2016 for NAPLAN reading</p> <p>Year 5 2016 average scaled growth score = 67.4 compared to the ACT average scaled growth score of 74.1.</p>	<p>67.4 system - 74.1</p>	<p>34.1 system - 59.1%</p>	<p>31.7 system - 54.5</p>			

What this evidence tells us

- The number of students in the top two bands in year three writing in NAPLAN has decreased each year.
- The number of students in the top two bands in year five writing in NAPLAN increased significantly in 2017 and dropped again to below our target in 2018.

- The number of students in the bottom two bands in year three and five writing in NAPLAN decreased in 2017, and then increased above the baseline level in 2018.
- Student growth in writing in NAPLAN is below the average growth score across the system.
- We did not implement the target related to a Criterion Referenced Tool due to staff changes and knowledge of this tool. We have established an alternative assessment tool for writing.
- We will continue to work on a whole school focus on the teaching and assessment of writing.
- The implementation of a whole school approach to teaching writing is a new priority for

Our achievements for this priority

In 2018 all teaching staff participated in a full day of professional learning on teaching writing presented by Sheena Cameron and Louise Dempsey. This was followed up at a school level with regular discussion and team sharing of strategies for teaching writing from *The Writing Book* by the presenters a copy of which had been purchased; one for each teaching team. New staff will be encouraged to attend this professional learning opportunity in 2019.

All children participated in free writing on a regular basis in 2018. This was implemented as a strategy to promote the authorial and creative opportunities provided in writing. Students reported enjoying free writing times and teachers observed improvements and growth in student writing across the year. Free writing will continue in 2019.

At the start of 2018 teachers commenced using Australian Curriculum achievement standards as starting points for planning and assessing learning alongside content descriptors. Teaching and learning in writing involved visible learning through clear learning intentions and success criteria shared with students in each lesson. The achievement standards informed teaching and learning programs and were also used to provide feedback to students through a 'two stars and a wish' strategy. Writing samples assessed using the achievement standards were also used for moderation of work samples across classes and year levels.

School Leaders participated in professional learning on instructional coaching in early 2018. School leaders then worked with teachers to identify an area for improvement in their teaching. Coaching continued throughout 2018. In 2019 coaching will continue and feedback will be collected on its effectiveness in improving practice.

Targeted support in English was provided to students below benchmark in reading in year two through the Minilit program which was delivered by school leaders. 19 students participated in the Minilit program with 17 showing improvement between pre- and post-assessments.

Challenges we will address in our next Action Plan

In 2019 we will continue to use additional tools to measure progress in writing to triangulate with NAPLAN information and daily work samples. This will enable teachers to identify areas of strength and need earlier in the year to provide teaching and learning programs targeting need.

The teaching team will continue to use the achievement standards to inform planning, teaching and assessment. New work will involve the exploration of learning progressions from the Australian Curriculum.

Priority 2: Improvement in student outcomes in mathematics

Targets or measures

By the end of 2021 we will achieve:

- An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in numeracy.
 - Year 3: Band 5 and Band 6 – 48.8 % in 2016 with a 20% increase in 2021 = 58.56% or greater
 - Year 5: Band 7 and Band 8 – 23.7 % in 2016 with a 20% increase in 2021 = 28.44% or greater
- A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in numeracy.
 - Year 3: Band 1 and Band 2 – 4.9 % in 2016 with a 20% decrease in 2021 = 3.92% or less
 - Year 5: Band 3 and Band 4 – 7.9 % in 2016 with a 20% decrease in 2021 = 6.32% or less
- Student growth in year 5 (within school match) *continues to be at or above* the ACT scaled growth score and 85% of students have greater than or expected growth compared to 62.9% in 2016 for NAPLAN numeracy.
 - Year 5 2016 average scaled growth score = 95.0 compared to the ACT average scaled growth score of 82.8.

In 2018 we implemented this priority through the following strategies.

- Develop and implement a whole school approach to the teaching of mathematics.

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
An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in numeracy. Year 3: Band 5 and Band 6 – 48.8 % in 2016 with a <u>20% increase</u> in 2021 = 58.56% or greater Year 5: Band 7 and Band 8 – 23.7 % in 2016 with a <u>20% increase</u> in 2021 = 28.44% or greater	Yr 3 Band 5 = 22% Band 6 =26.8% Total = 48.8%	Yr 3 Band 5 =22.2% Band 6 =24.4% Total = 46.6%	Yr 3 Band 5 = 27% Band 6 =21.6% Total = 48.6%			
A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in numeracy.	Yr 3 Band 1 = 0 Band 2 = 4.9%	Yr 3 Band 1 = 0 Band 2 = 6.7%	Yr 3 Band 1 = 0 Band 2 = 2.7%			

Year 3: Band 1 and Band 2 – 4.9 % in 2016 with a <u>20% decrease</u> in 2021 = 3.92% or less	Total = 4.9%	Total = 6.7%	Total = 2.7%			
Year 5: Band 3 and Band 4 – 7.9 % in 2016 with a <u>20% decrease</u> in 2021 = 6.32% or less	Yr 5 Band 3 =0	Yr 5 Band 3 =0	Yr 5 Band 3 =0			
	Band 4 = 7.9%	Band 4 = 6.4%	Band 4 = 4.8%			
	Total = 7.9%	Total = 6.4%	Total = 4.8%			

What this evidence tells us

- The number of students in the top two bands of number in year three NAPLAN increased from 2017 to 2018.
- The number of students in the top two bands of number in year five NAPLAN showed improvement from the baseline data in 2016.
- The number of students in the bottom two bands in number in year three and five NAPLAN was lower than baseline data.

Our achievements for this priority

Throughout 2018 the school-based maths team led teacher discussion and workshops in establishing lesson structures, using open ended questioning and engaging learners through manipulatives. Each teacher used a lesson structure of warm up, instruction, small group or individual application and reflection. This provided teachers with formative assessment information on the mastery of concepts throughout lessons. It also informed future lesson planning and teaching with a focus on the four maths proficiencies of reasoning, understanding, problem solving and fluency. PAT maths is no longer used in the school. In class work samples and assessments are now used to inform reporting.

Schedule for Early Number Assessment (SENA) 1-4 is used by teachers to determine need for children who are having trouble in mastering number concepts. This tool provides explicit information on student's strengths and next steps in number.

Several teachers accessed professional learning with external experts including Peter Sullivan and Anita Chin. These teachers shared their new learning with teams in the areas of problem solving, rich assessment tasks and inquiry-based learning in mathematics.

Various opportunities were provided for students who demonstrated talent in mathematics, these included Maths Olympiad and the Australian Maths Competition. All students also had opportunity to access Mathletics as a practice tool at home and a World of Maths incursion. Extension opportunities were provided to identified students in kindergarten to year six through a weekly lesson using the inquiry approach.

The use of hands on learning in mathematics continued as a focus area as teachers worked with students to understand the concepts they were learning. Number kits were provided to each class teacher and resources were added as the year progressed.

Challenges we will address in our next Action Plan

The maths committee will work with the staff to create a vision for future of mathematics at Fadden Primary School. Following the Whole School Approach to Problem Solving with Paul Swan and David Dunstan, the maths committee plan to highlight the value of vocabulary and upskill teachers in identifying the literacy overlay within mathematical concepts.

Priority 3: Improvement in student wellbeing

Targets or measures

By the end of 2021 we will achieve:

- 95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey. This would be a 22% increase from 2016 results.
- 95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework.
- 95 percent of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.
- 95 percent of year four, five and six students agree that their teacher listens to them and values their opinion in the KidsMatter survey.

In 2018 we implemented this priority through the following strategies.

- Implement universal, targeted and individual student wellbeing procedures
- Develop and implement annual staff wellbeing plan

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	Year 1	Year 2	Year 3	Year 4	Year 5
95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey.	73%	86%	92%			
95 percent of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.	90%	89%	90%			
95 percent of year four, five and six students agree that their teacher listens to them and values their opinion in the KidsMatter survey.	Listens 68% Values opinion 64%		listens 68% values opinion 88.5%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework.	66%	100%				
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What this evidence tells us

- Satisfaction levels increased significantly for parents in terms of their children feeling safe at school.
- Staff satisfaction levels remained consistent in feeling a sense of belonging at the school.
- Student responses to feeling valued by their teachers showed significant improvement whilst students feeling listened to stayed consistent with baseline data.
- In the next action plan we will include surveying students throughout the year about feeling valued and listened to, that way we can be responsive to data earlier in the school year.

Our achievements for this priority

Fadden values of respect, responsibility and confidence remain the core of wellbeing work at Fadden Primary. All children know the values and what they mean. Learning occurs throughout the year to reinforce the school values. Celebrations occur throughout the year to recognise the values in action. These include student awards, values tickets and prizes and Principal Morning Teas.

Learning in social and emotional learning occurred in 2018 through Friendly Schools Plus as well as class based antibullying workshops, daily mindfulness opportunities and playground buddy programs.

Staff professional learning opportunities were provided through school-based workshops as well as access to external learning including Everybody Everyday, Mental Health First Aid, So Safe and a Mental Health Conference.

The Student Wellbeing Officer role was further embedded with establishment of lunch time clubs as well as Chillville as an opportunity for children to access at lunchtime for quiet or structured play. The Student Wellbeing Officer also worked to support problem solving, do check ins with individual students and deliver the So Safe program to selected students. In 2019 the Student Wellbeing Officer role will be further extended to provide the Seasons for Growth program.

Student Parliament continued to strengthen with senior student leaders planning and hosting assemblies, working with students in younger years and promoting student voice through class meetings. A student initiative to improve sustainability practices at the school saw the implementation of a school wide recycling program which attracted the attention of the ABC for the Behind the News 50th Birthday Celebrations.

In 2018 teachers began tracking wellbeing using the Sentral Administration System. This enabled teachers and school leaders to enter positive as well as negative incidents. This information will be tracked in 2019 to determine areas of need, times of need, students in need and any other issues we need to improve as a school. The information also enables communication with parents in a timely and accurate manner.

Challenges we will address in our next Action Plan

In 2019 we will continue to build on social and emotional learning programs to build resilience and embed the school values. We aim to further strengthen parent partnerships in the school through implementation of Lift Off, an early intervention and prevention program for mental health.

In 2018 we experienced changes in teacher on the Learning Support Unit Autism due to a workplace injury. This resulted in a period of instability in the class. 2019 will be a period in which we re-establish the quality program within the class with a new staff team. We will also build the capability of all staff through Team Teach and Trauma Training.

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.

Key Improvement: That the cycle of planning implemented includes aspects of the principles and practices of the EYLF to make their intent transparent.

- The planning cycle now documents the principles and practices of the EYLF and these are made transparent to all stakeholders through planning documentation and displays in the preschool.
- All aspects of the reporting cycle at the preschool now reflect the five learning outcomes from the EYLF.

Key Improvement: Further consideration of how children's learning is represented in reporting to families would lead to the acknowledgement of children's learning and consideration of the principle of high expectations as outlined in the EYLF.

- Assessment and reporting has been a key focus at preschool. Taking high quality observations in line with the EYLF has been a professional learning focus for all educators.
- Parents are now reported to on their child's learning four times a year through new reporting templates. In term 1 and 3, learning portfolios are sent home to families, families return a two stars and a wish sheet with their portfolio. This enables educators to gain a consistent insight into family wishes and hopes for their children. Formal reports are now sent home in terms 2 and 4 and reflect the five learning outcomes of the EYLF. The term 2 report looks at indicators within each outcome and whether children are Beginning, Developing or Achieving the identified skill/knowledge, followed by a final comment. In the final term 4, report a comment is provided against each of the learning outcomes, with one identified goal for the child within the report.

Key improvement: It is acknowledged that reflection has been undertaken in relation to more flexible eating times. Additional consideration should be given to ensuring that the needs of children who request to eat outside these meal times are met. It is also suggested that all educators are reflective about their role during meal times and consider engaging in general discussions with children to assist in making meal times even more social.

- Children can eat outside designated lunch and recess times if they choose to do so.
- A flexible seating option is available, so children can choose to sit outside or inside, weather permitting.

- Educators now sit on the mat with the children and engage in general discussions and more specific discussions such as: What is waste and what is recycling? What is healthy and what is unhealthy?

Key Improvement: The leadership team are encouraged to continue reflection in relation to staffing arrangements to further promote consistency.

- The leadership team have enhanced the consistency of staffing with the following actions:
 - Both classes have Physical Education with the PE teacher.
 - Both classes have music with the Performing Arts teacher.
 - Wednesday educators are consistent and predictable for the children.
 - Lunch for LSA is covered by the same educator Monday-Thursday, and a different but consistent educator each Friday.
 - The executive teacher for the junior school provides lunch cover at all other times.

Key Improvement: By considering to re-frame expectations into positive language, the children will be given additional support to make decisions about their behaviour and the expectations of educators.

- Expectations have been reframed to align with the Fadden School values of respect, confidence and responsibility.
- Expectations are reframed in positive language such as: I keep my hands and feet to myself.
- Circle time opportunities provide a positive environment to discuss key social and emotional learning as it arises and in response to student need.

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