

Fadden Primary School

Network: Tuggeranong

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

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1,2 and 3 (see reporting for detail):

- > Improvement in student writing
- > Improvement in student outcomes in mathematics
- > Improvement in student wellbeing.

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 percentage of Year 3 and Year 5 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 equal to 81% or greater
 - Year 5: Band 7 and Band 8 – 10.8 % in 2016 with a 20% increase in 2021 equal to 12.96% or greater
- A decrease of 20 % or greater in the percentage of Year 3 and Year 5 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 equal to 4% or less
 - Year 5: Band 3 and Band 4 – 8.1 % in 2016 with a 20% decrease in 2021 equal to 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 is 70.1 compared to the ACT average scaled growth score of 74.9.
- 90 % of 2017 Kindergarten and Year 1 students show improvement of at least five points on the Fadden PS Criterion Referenced Assessment Tool for writing by the time they are in Years 4 and 5 in 2021.

In 2019 we implemented this priority through the following strategies:

1. Assessment and feedback tools used in the classrooms, according to an agreed annual schedule
2. Whole school scope and sequence developed

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
An increase of 20 % or greater in the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in Writing.	Year 3 67.5 %	53.5%	35.1%	44.1%		
	Year 5 10.8 %	24%	9.8%	22.2%		
A decrease of 20 % or greater in the percentage of Year 3 and Year 5 students in the bottom two bands of NAPLAN in Writing.	Year 3 5 %	4.7%	10.8%	14.7%		
	Year 5: 8.1%	4%	19.5%	13.3%		
Student growth in Year 5 (within school match) is at or above the ACT scaled growth score in Reading.	School: 71.4%	School: 81.5%	School: 77.8%	School: 67.5%		
	ACT: 80%	ACT: 78.3%	ACT: 82.7%	ACT: 72.9%		
85% of Year 5 students have greater than or expected growth for Reading	66.7%	68.2%	80%	48.6%		

What this evidence tells us

- The number of Year 3 students in the top two bands of NAPLAN for writing has decreased across the three years, although shows a slight increase in 2019 when compared to 2018.
- Targets do not provide us with an accurate picture of cohort growth or school impact.

- The number of Year 5 students in the top two bands of NAPLAN for writing has increased significantly in 2019.
- The number of Year 3 and Year 5 students in the bottom two bands of NAPLAN for writing has increased in number, although Year 5 dropped slightly when compared to 2018, but not 2016.
- The gap between Fadden School Year 5's growth, compared to ACT Year 5 students' growth for NAPLAN writing did close slightly in 2019, compared to 2016 with a difference of -5.4 in 2019 and -8.6 in 2016.
- The Year 5 goal for 85% of students having greater than expected growth in NAPLAN reading has decreased, although showed promise in 2018.
- The Fadden PS Criterion Referenced Assessment Tool was not conducted in 2019 and can therefore not be compared in this report.
- The school will continue to focus on writing and developing whole school consistency in the teaching of literacy across the school, ensuring that students skills and knowledge are scaffolded and developed as part of their learning journey from Preschool to Year 6.

Our achievements for this priority

Assessment and feedback tools used in the classrooms according to an agreed annual schedule

- Provided professional learning (PL) on conferencing writing
- Commenced conferencing writing in all classes
- Continued curriculum planning sessions to align writing closely to Australian Curriculum content

Whole school scope and sequence developed and implemented

- Developed a curriculum map for Fadden PS

Challenges we will address in our next Action Plan

- **Participation in the Early Years Literacy Initiative in 2020; as a Phase 8 School**
 - > Ensure all staff access PL offered around the 10 Essentials of Literacy
 - > Develop consistency document on expectations for a literacy program, including writing at Fadden PS
- **Trialling selected writing assessment tools**
 - > Assess effectiveness and collect feedback
 - > Implement across the school and develop a data collection point for tracking students
- **Introducing goal setting as a visible learning strategy**
 - > Provide opportunities for students to set and work towards learning goals
 - > Share these with parents

Priority 2: Improvement in student outcomes in mathematics

Targets or measures

- By the end of 2021 the school will achieve:
 - An increase of 20 % or greater in the percentage of Year 3 and Year 5 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 equal to 58.56% or greater
 - Year 5: Band 7 and Band 8 – 23.7 % in 2016 with a 20% increase in 2021 equal to 28.44% or greater.
 - A decrease of 20 % or greater in the percentage of Year 3 and Year 5 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 equal to 3.92% or less
 - Year 5: Band 3 and Band 4 – 7.9 % in 2016 with a 20% decrease in 2021 equal to 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 is 93.7 compared to the ACT average scaled growth score of 83.8.
 - PAT maths data will demonstrate an increase in the number of students performing at or above the normed range for their year level.

In 2019 we implemented this priority through the following strategies.

1. Implement consistent lesson structure for mathematics
2. Introduce rich assessment tasks to inform teaching

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
An increase of 20 % or greater in the percentage of Year 3 and Year 5 students in the upper two bands of NAPLAN in numeracy	Year 3: 48.8 %	46.7%	54.1%	39.4%		
	Year 5 : 23.7 %	34%	31%	20.5%		
A decrease of 20 % or greater in the number of Year 3 and Year 5 students in the bottom two bands of NAPLAN in numeracy.	Year 3: 4.9 %	6.7%	2.7%	3%		
	Year 5: 7.9 %	6.4%	4.8%	11.4%		

Student growth in Year 5 (within school match) <i>continues to be at or above</i> the ACT scaled growth score for Numeracy.	School 91.5%	School 94.1%	School 72.6%	School 73%		
	ACT 91.6%	ACT 96.4%	ACT 93.1%	ACT 85.6%		
85% of students have greater than or expected growth compared to 61.1% in 2016 for NAPLAN Numeracy.	61.1%	73.8%	60%	40.5%		

What this evidence tells us

- Our targets are not capturing the growth of the school's cohorts as they move through the school.
- The number of Year 3 students in the upper two bands of NAPLAN for Numeracy has decreased, most significantly between 2018 and 2019.
- The number of Year 5 students in the upper two bands of NAPLAN for Numeracy had increased in 2017 and 2018, but declined in 2019.
- The number of Year 3 students in the bottom two bands of NAPLAN for Numeracy did decrease in both 2018 and 2019.
- The number of Year 5 students in the bottom two bands of NAPLAN for Numeracy increased significantly in 2019, even though it was a target in 2018.
- The gap between Fadden School Year 5's growth, compared to ACT Year 5 students' growth for NAPLAN Numeracy did increase throughout the last 3 years, but did close slightly when comparing 2018 and 2019.
- The Year 5 goal for 85% of students having greater than expected growth in NAPLAN Numeracy has consistently decreased over the last 3 years.
- PAT maths was not conducted in 2019 and can therefore not be compared in this report.
- The school will focus on whole school consistency for teaching mathematics, not only what teachers teach but how they teach and what pedagogical framework they use.
- The aim will be to develop consistency in the teaching of mathematics across the school, ensuring that students skills and knowledge are scaffolded and developed as part of their learning journey from Preschool to Year 6

Our achievements for this priority

- **School improvement team for mathematics identified**
 - > Developed Semester 2, 2019 – 2020 Action Plan
 - > Dedicated time for teaching teams to share and collaborate for curriculum
- **Worked with external mathematics consultant**
 - > Whole school professional learning on assessment
 - > Implemented action research on assessment practices and future direction

Challenges we will address in our next Action Plan

- **Establishing whole school beliefs and values for teaching mathematics**
 - > Develop with all staff a whole school beliefs and values for teaching mathematics, during professional learning opportunities
 - > Provide opportunities for staff to receive feedback on their teaching of mathematics in their classrooms, demonstrating the whole school beliefs and values

- **Collecting and using assessment data to guide planning and pedagogical decision for all learners**
 - > SLCs to meet once a term with teaching teams to focus on mathematics
- **Identifying and creating a space for the storage of updated mathematical equipment/resources**
 - > Teams to identify space/s for the storage of items needed for mathematical equipment and resources, in their block
 - > Develop a plan and budget plan to fill gaps identified in resources

Priority 3: **Improvement in student wellbeing**

Targets or measures

- By the end of 2021 the school 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 4, 5 and 6 students agree that their teacher listens to them and values their opinion in the KidsMatter survey.

In 2019 we implemented this priority through the following strategies.

1. Implement a school-wide evidenced-based approach to early intervention to improve student wellbeing
2. Implement and embed Positive Behaviours for Learning (PBL) across the school to establish consistency in responding to student behaviour
3. To place high priority implementing the staff wellbeing framework.
4. To place a high priority on student wellbeing and have processes in place to provide both academic and non-academic support to address individual needs.
5. To communicate and support staff to implement clear strategies for promoting appropriate student behaviour – included agreed responses and consequences for inappropriate student behaviour.

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey	87.3%	86%	91.6%	90.6%		
95 percent of staff respond positively to feeling a sense of belonging at the school in	90%	95%	95%	98%		

the School Climate and Identification Measurement Tool						
*Average % of responses that agree or strongly agree to School Identification questions.						

School program and process data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework	Not completed	66%	100%	Not completed		

What this evidence tells us

- Improvement in staff well-being has increased each year since 2016 noting that over 2017/18 data plateaued. Growth continued from 2018 to 2019.
- Improvement in staff rating the school as achieving in the nine areas of the National Safe Schools Framework from 2017 to 2018. Data was not collected in 2019.
- There was a slight decrease in parents agreeing or strongly agreeing that their children feel safe at school between 2018 and 2019.

Our achievements for this priority

- **Tier 1 of Positive Behaviours for Learning implemented and assessed**
 - > Professional learning provided for PBL team and teaching staff
 - > Behaviour matrix developed and implemented in consultation with parents, students and staff
 - > Students engaged in explicit lesson about behaviour expectations for all settings
 - > Parent committee established, regular meetings scheduled, and parent voice reflected in PBL processes
 - > Draft design of posters for all settings created and displayed across the school
- **Response to intervention data developed and analysed**
 - > Data related to attendance and behaviours collated, analysed and monitored each term. Interventions implemented to meet student needs.
 - > Youth Worker role redesigned to provide targeted interventions for students requiring Tier 2 and 3 interventions.

Challenges we will address in our next Action Plan

During Term 4, 2019 a substantive Principal was appointed to Fadden Primary School following several years of instability. This will enable the leadership team to drive the Strategic Plan for the school.

- Review and relaunch PBL across the school.
- Develop a consistent approach to universal practices.
- Review and implement behaviour response flow chart for minor and major behaviours.
- Inspire a culture of providing a safe environment for all students.

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.

- We have updated all records to comply with changes to the National Quality Standards and regulations
- QIP reflected upon, updated and new actions identified
- Reflected upon and updated Preschool Philosophy to align with staff, student and family voice