

Palmerston District Primary School

Network: North Canberra/ Gungahlin

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 – Priorities 1, 2 and 3 (see reporting for detail)

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 and 2 (see reporting for detail):

- Building networks for teachers by visiting other schools to see 'best practice' in action.
- Recruitment of leadership team with expertise to drive initiatives moving forwards.

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 (see reporting for detail):

- Student voice has risen across the school due to different opportunities such as: raising money for drought affected farmers, designing a Yr 6 t shirt, whole school toilet door design to improve student toilets and responding to student voice around special food days at the canteen.
- Professional learning has been delivered by ESO in the form of General Capabilities and Trauma Training, delivered by NSET.

Reporting against our priorities

Priority 1: Students are healthy, safe, engaged and active contributors to school

Targets or measures

By the end of 2019 we will achieve:

- The percentage of students who achieve a majority of 'usually' or 'always' in the above-mentioned outcomes in semester reports increases by 2%.
- The percentage of students involved in recordable incidents drops by 3% each year to 10% or less in 2022
- Satisfaction survey results Satisfaction survey results (I feel safe at this school; student behaviour is well managed at this school) at or above ACT mean.
- In 2019 we implemented this priority through the following strategies.
- Implementing Positive Behaviour for Learning

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	2019	2020	2021	2022
The percentage of students who achieve a majority of 'usually' or 'always' in: a) self- awareness and self-management b) social awareness and social management outcomes in semester reports increases by 2% each year to 100% in 2022 (see appendix 1)	a)79.57% b)82.76%	95.23%	94.4% 96.2%			
The percentage of students who either 'strongly agree' or 'agree' with the Satisfaction survey statements below: a) I feel safe at this school, b) student behaviour is well managed at this school at or above ACT mean.	Unable to find data	76% 61%	75% 55%			
The percentage of students involved in recordable incidents drops by 3% each year to 10% or less in 2022	21.48%	16.27%	+ result			

What this evidence tells us

The % of recordable incidents has increased due to the intensive focus of staff through explicit training by DP with expertise showcasing the need to report, how to report and the importance of

reporting. Due to this change, teachers have articulated their increased knowledge and understanding the need to be compliant.

Major recordable negative incidents.

Term 1 - 8%. Term 2 - 6.8%. Term 3 - 6.3%. Term 4 - 15.6%.

With a high staff turnover coming into 2020, dedicated time will be scheduled in to bring everyone onto the same page ensuring a full understanding of all reporting protocols.

Our achievements for this priority

Implement positive behaviours for learning (PBL)

- The PBL implementation team has defined and established school wide behavioural expectations and developed and delivered professional learning for staff.
- PBL was initiated in Term 1. With change of leadership team – a resurgence of PBL occurred in term 3 with the recruitment of a Deputy Principal to lead this.

Implement initiatives to promote physical health

- To target physical health, new initiatives were introduced such as: Coaching sports clinics, dance clubs, whole school walkathon, Gungahlin College partnership with mentoring sports sessions, bike riding and gala days.

Raise student voice for active leadership opportunities

- Peer Mentoring with Yr 5/6 students leading a six-week program to raise awareness around our PRIDE values, particularly with resilience training.
- SRC have run initiatives such as Frozen Friday, incorporating purchasing, advertising and selling of healthy goods from canteen.

Challenges we will address in our next Action Plan

With the recruitment of a new Leadership team, discussion and data from the recent Next Steps School Review, a decision has been made, with support from the School Board to be a new Strategic Plan for 2020-2025.

2020 – 2025 Strategic Plan Proposed

Priority 1 Improve student learning outcomes in English.

Actions: system initiatives for Writing and Essential Practices. Introduction of Spelling. Data.

Priority 2 - Provide a positive learning environment for all learners.

Actions: Differentiation, IU, PBL, Data.

2020 Action Plan Proposed

Priority 1 Improve student learning outcomes in Writing.

Early Years Literacy K-2. EALD. Effective Spelling. Essential Practices.

Priority 2 Ensure learning environments are 'fit for purpose' to meet the needs of all students.

Actions: physical environment, social and emotional environment and the academic environment.

Priority 2: Deliver a rigorous P-6 curriculum and pedagogy designed to foster the growth in learning for all students in English

Targets or measures

By the end of 2019 we will achieve:

- Year 3 NAPLAN results in reading at or above 0.2 standard deviations higher than similar schools'
- NAPLAN results show higher growth than similar schools, from Year 3-5 in reading
- 60% students reading at or above PM benchmark level for their age group
- At least 60% of students in years 1-6 achieving at Australian Curriculum achievement standard or above in reading

In 2019 we implemented this priority through the following strategies.

- In term 2, it was identified that the school needed to attain some 'fit for purpose' data. An audit of reading materials has been undertaken.
- From this, new resources have been purchased to complement learning programs.
- Kindergarten and Yr 6 teachers were taken to other schools to be exposed to effective English programming and pedagogy, which led to improved practices in those nine classrooms.

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
<ul style="list-style-type: none"> • Year 3 NAPLAN results in reading at or above 0.2 standard deviations higher than similar schools' (See notes about target) 	Mean score 449 with a target of 472	433	445.3			
<ul style="list-style-type: none"> • NAPLAN results show higher growth than similar schools, from Year 3-5 in reading 	82.9%	77.5%	77.3%			
<ul style="list-style-type: none"> • All students reading at or above PM benchmark level for their age group 	85%	91.7%	78%			
<ul style="list-style-type: none"> • At least 90% of students in years 1-6 achieving at Australian Curriculum 	91%	88%	Approx. 90%			

achievement standard or above in reading						
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Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Satisfaction survey results:						
a) I receive useful feedback about my work at this school	a)88.76%	83.50%	93%			
b) Teachers at this school provide my child with useful feedback about his/her schoolwork	b)80.18%	85.28%				
c) teachers expect my child to do his or her best above 90%	c)86.84%	89.02%	93%			

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

Evidence tells us we on track, despite the over ambitious Priority. Reporting using the Achievement Standard was not aligned across the school, thus making the exact numerical % response, difficult to ascertain. In 2019 girls, while declining since 2016 are above State but below SSSG. Boys have shown marked improvement over 2018 above State but below SSSG.

- Have any of your data sources changed over time? If so, why?

The perceptions data, (b) was removed from the 2019 SSS questionnaire, thus, no result to input against that measure.

- What implications does this evidence have for your next AP?

As stated in Priority One, 2020 will host a New Strategic Plan, with a focus in 2020 of Writing, stemmed from the Directorate's initiative of Early Years Literacy. Secondly, our school will begin a Data Tool, whereby all teachers will develop awareness and strategies to collect and analyse data from reading and writing.

Our achievements for this priority

Continued promotion and success of reading programs in classrooms.

- 78% of students are at or above PM benchmark level for their age group.
- Reading lessons now appear on all classroom learning programs and timetables.
- A love for reading can be demonstrated in a high proportion of students purchasing books during Book Week.
- Over 80% of junior students received awards for over 100 nights and 200 nights of reading.

Students in the IEC benefit from a whole language approach to learning English.

- Expertise of teachers in the IEC build robust learning programs focussing on the acquisition of English, for students from a wide variety of backgrounds, including refugee status.

Students in the LSU have opportunity to use technology and hands on learning to raise outcomes in English

- PM benchmarking and learning progression rubrics demonstrate growth, including confidence, fluency, comprehension. This has positively impacted other key learning areas, allowing access to higher participation in mainstream classes.
- Multi modal literacies are employed to engage students and reduce barriers to achieving growth in literacy.

Challenges we will address in our next Action Plan

- Whole school curriculum planning
- Whole school Literacy pedagogy
- Whole school data collection and analysis
- Introduction of Whole School resources.
- Coaching model to be designed and implemented.

Priority 3: Deliver a rigorous P-6 curriculum and pedagogy designed to foster the growth in learning for all students in Science, Technology, Engineering and Maths (STEM)

Targets or measures

By the end of 2019 we will achieve:

- Year 3 NAPLAN results in numeracy at or above 0.2 standard deviations higher than similar schools'
- NAPLAN results show higher growth than similar schools, from Year 3-5 in maths
- At least 85% of students in years 3-6 achieving at or above Australian Curriculum achievement standard in mathematics, science and technology (skills and processes)
- A minimum of 85% students achieving at or above standard in PAT Science and Maths with correlation to A-Es
- ICAS Digital Technologies results correlate with A-E data of relevant students

In 2019 we implemented this priority through the following strategies.

- Refine and develop staff knowledge of quality maths teaching
- Increase staff knowledge of and ability to use formative and summative assessment in maths
- Align Australian Curriculum Achievement Standards with student assessment practices.

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	2018	2019	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Year 3 NAPLAN results in numeracy at or above 0.2 standard deviations higher than similar schools' 	Mean score of 431 with a target of 447	418	402			
<ul style="list-style-type: none"> • NAPLAN results show higher growth than similar schools, from Year 3-5 in maths 	The average of the last 3 cycles indicates -18.33 points below schools	-24.1	-23			
<ul style="list-style-type: none"> • A minimum of 85% students achieving at or above 	A-E: Maths 83% PAT Maths- 78% at or above standard.	93% 89%	95% N/A			

standard in PAT Science and Maths with correlation to A-Es	A-E Science 100% Science not complete	98%	N/A			
<ul style="list-style-type: none"> ICAS Digital Technologies results correlate with A-E data of relevant students 	Digital technologies- 100% students at or above A-E ICAS- 24% of children's results correlates with A-E.	Digital technologies- 100% students at or above A-E 40%	24 students from Yr 3-6 participated. 16 – P 4 – Cr 4 – Dist. 100% students received either A, B, C.			

What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?

In 2019, Numeracy shows a continued decline to be below both state and SSSG, girls are significantly lower than boys overall who are just below ACT. LBOTE students in decline over several years.

Have any of your data sources changed over time? If so, why?

PAT Science and PAT Maths had not been undertaken in Term 1. Therefore, an end of year assessment was not undertaken.

We have forecast a \$2500 budget line to purchase PAT assessments for 2020.

What implications does this evidence have for your next AP?

System data dictates the need for improved understanding, teaching, assessment and differentiation of maths learning in 2020 and beyond.

Whole school planning, delivery of the Australian Curriculum and increased differentiation are priorities in 2020.

Our achievements for this priority

Maths resources have been purchased to align with programs

The Maths Storeroom has been bulked up with age appropriate maths resources, including hands on resources for staff borrowing and student use.

Environmental Science program offers rich learning activities steeped in sustainability.

A Specialist teacher offers a rich learning program: kitchen garden and cooking. Green team is also offered at lunchtime and widely taken up by different aged students.

Construction project undertaken by senior students

Senior students undertake a 6-week construction project, stemming from an architectural and design focus. This takes the form of a model, written research and presentation. Community builders and construction companies are aligned to promote and support this project.

Challenges we will address in our next Action Plan

This was an over ambitious priority which has several competing elements that the staff have not explicitly addressed.

It further demonstrates to the leadership team, the need for whole school curriculum planning, whole school pedagogy approach and the need for a data tracking system and assessment schedule.

Our philosophy of teaching STEM is yet to be determined, given a large portion of current planning and designing sits in core English, Maths and Integrated curriculum.

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.

The QIP which is available for viewing at the school.