

# Campbell Primary School 2017 Annual Action Plan Report

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## **Context:**

Located in the suburb of Campbell near Canberra's City Centre, Campbell Primary School has celebrated over 50 years of public education enrolling students from preschool to year six. Campbell Primary School has two preschool settings: Campbell Preschool located within the school grounds, and the Allen Main Memorial Preschool, which is situated in the grounds of the Royal Military College, Duntroon. Enrolments, according to the 2017 census, indicate there were 382 students which is comparative to the 2016 enrolment data.

Campbell Primary School accepts students living within the priority enrolment area (PEA) and guarantees enrolment for Kindergarten to Year 6. The PEA covers the suburbs of Campbell, Duntroon, Pialligo, Fairbairn and Russell. Children who attend Campbell Preschool and the Allen Main Memorial Preschool at Duntroon have continuation of enrolment into Kindergarten. Prospective students, who live out of area, but within the ACT and have sibling/s attending Campbell Primary, are given priority before enrolments from other out of area students are accepted. Currently approximately 35.6% of our student body are from a defence background. Campbell Primary School enjoys an active and engaged community which is positively represented through both the School Board and the Parent and Citizens' Association (P&C).

At Campbell Primary School we are committed to focusing on the learning of all our students in a community-based model. Teachers are part of a collaborative team, where members work interdependently towards common goals for which every member is mutually accountable.

Our Guidelines for Campbell Primary School as a Professional Learning Community (PLC), highlight our focus on best practice. The priorities are:

1. Demonstrate a commitment to PLC concepts of learning, collaboration and results through the Campbell Primary School strategic plan and embed the practices, structures, and culture across the school
2. Monitor evidence of improved student learning.

## **Methodology:**

Campbell Primary School is in the fourth year of school improvement journey articulated through the 2015-2018 Strategic Plan. In 2017, the school went through significant changes in the environment due to the building modernisation project. This involved reassessing our priorities and revisiting actions particularly in the areas of Positive Behaviours for Learning (PBL). At Campbell Primary School all staff members are accountable to achieving school priorities and we maintain a cycle of improvement through scheduled meetings, relevant professional learning, monitoring protocols and the delegation of tasks across various committees.

Our Annual Action Plan (AAP) is directly linked to teachers' Professional Pathways goals and Annual Professional Discussions (APD). These enable teachers to articulate their commitment and progress to achieving the school priorities of improvement. Each term our school improvement journey has been a priority for discussion in our administrative and professional learning meetings. To guide our thinking and beliefs, these discussions have had a focus on using the domains outlined in the National School Improvement Tool (NSIT) Staff members have had opportunities to celebrate success and reflect on challenges and future directions. Weekly meetings take place in professional learning teams (PLTs) to

discuss data using disciplined dialogue protocols. In addition, the school has engaged the skills of a statistician to review our longitudinal non-student identifiable NAPLAN, school climate and satisfaction survey data to identify current trends and future areas for improvement and celebration.

Our progress towards meeting our priorities is also of high importance to our School Board and Parent and Citizens' Association. There is an open-door philosophy in sharing our progress which supports and complements our mid-year and end of year structured school improvement reporting process. Through our school community newsletter, we frequently identify our progress towards our school priorities and have provided snap shots of our data from both NAPLAN and school satisfaction survey results.

Parent and student feedback has been critical in our progress towards our priorities. Throughout the year there have been many avenues for parents to participate in school decision making, for example: feedback through face to face meetings and online surveys. This feedback has enabled the school to reflect against the NSIT framework and identify future directions for positive improvement.

## **Progress**

### **Priority 1: Develop consistent and effective school wide approach to teaching and learning**

**Targets:** By the end of 2017:

- Maintain or exceed 78% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN reading
- Maintain 80% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN writing
- Maintain 78% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN spelling
- 78% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN grammar and punctuation Maintain or increase, 71% or above of 'within school match' yr5 students meet or exceed expected growth in NAPLAN numeracy.

## **Progress**

During 2017, Campbell Primary School had a key focus of improving student outcomes in writing. This was in partnership with the North Gungahlin network, where several schools also shared the same focus and participated in targeted professional learning around The Writing Project.

A priority for Campbell Primary School was to implement an agreed criterion for the marking of writing. This criterion was formulated late in the school year of 2016 during staff PLT sessions and was led by several teachers who had received additional training under the Writing Project. As part of our focus, all classroom teachers displayed a version of the criteria in the classrooms, enabling transparency and indeed clarity for students when revisiting their work.

As a result of visits to our partner school in the writing project, a renewed focus was implemented at Campbell Primary School at the beginning of semester 2, based largely around the crafting and recrafting of sentences in students' writing. Recognising the spectrum of ability between junior and senior primary students, teaching teams developed group goals. The junior teams focussed on the actual crafting of a sentence, and the senior team on recrafting and editing. All classroom teachers

collaborated in the development of this goal, and regularly reflected on the progress, including that of individual students at PLT sessions.

2017 saw the second year of operation within the senior school of the CARS and STARS resource. Again, all students within these year groups were assessed to ascertain a baseline level. Following this initial assessment, students received differentiated instruction, dependant on their individual needs, allowing them to focus on the twelve reading strategies the program covers.

Assessing student progress continues to be an area of development at Campbell Primary School. In 2017 students from years 2-6 again completed a variety of Progressive Achievement Tests (PAT) on the Australian Council of Educational Research's Online Assessment and Reporting System. Off level testing was completed for students at the end of the year for students performing in the top three stanines of their year group assessment. The beginning of more accurate student tracking will be allowed from this year on, due to the existing data collected in the portal, and the ability to monitor growth of a greater number of periods. Recommendations for improving the process in 2018, include providing targeted professional learning early in term one on PAT assessments, testing of all new students at the start of the year only, and off level testing a greater level of students, (specifically those who experienced difficulty on the assessments). Liaison with the School Board chair on the effective analysis and triangulating of data will continue, ensuring PAT assessment is used to give an overall picture of the learner. This will also enhance our school data plan.

Following the introduction of a synthetic phonics approach at Campbell Primary School, it was decided, in consultation with the junior team, to adopt 'Soundwaves' resources to enhance our teaching and resourcing in this area. Teams trialled the resource during semester two, noticing gains with their students' phonetic knowledge, when assessed on non-affiliated assessments. A staff member then presented to the whole staff at the end of the year, gaining agreement to continue with the use of the resource in 2018 across all year groups from Kindergarten to Year 6.

The above actions discussed resulted in the following development against our school identified targets for this priority:

- the percentage of 'within school matched' students achieving expected or above expected growth in reading was 68.2% in 2017. This is a 9.9%-point decrease from 2016 results but a 25.3%-point increase from 2015
- the percentage of 'within school matched' students achieving expected or above expected growth in writing was 68.2% in 2017. There is no comparable result to 2016 due to change in text type
- the percentage of 'within school matched' students achieving expected or above expected growth in spelling was 39.1% in 2016. This is 39%-point decrease from 2016 results and 10.9%-point decrease from 2015
- the percentage of 'within school matched' students achieving expected or above expected growth in grammar and punctuation was 78.3 % in 2017. This is a .2%-point increase from 2016 results and a 14 %-point increase from 2015
- the percentage of 'within school matched' students achieving expected or above expected growth in numeracy was 61.9% in 2017. This is 10%-point decrease from 2016 results but a .4%-point increase from 2015.

It is to be noted that although we did not meet all our school identified targets for 'within' school matched students, we did however, meet our Directorate set targets in reading and numeracy for both grades 3 and 5.

**Table 1: Achievement of Targets**

<b>NAPLAN Targets</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
70% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN reading (based on 2014 data 66.7%)	66.7%	42.9%	78.1%	68.2%
Maintain 80% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN writing (based on 2014 data 77.8%)	77.8%	85.7%	No comparison data different writing genre	68.2%
70% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN spelling (based on 2014 data 66.7%)	66.7%	50%	78.1%	39.1%
70% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN grammar and punctuation (based on 2014 data 66.7%)	66.7%	64.3%	78.1%	78.3%
Maintain or increase, 60% or above of 'within school match' year 5 students meet or exceed expected growth in NAPLAN numeracy (based on 2014 data 55.6%)	55.6%	61.5%	71.9%	61.9%

Source: Performance and Planning November 2017

**Table 2: Achievement of Targets**

<b>Year level</b>	<b>Domain</b>	<b>School Target</b>	<b>School result</b>
<b>3</b>	<b>Reading</b>	448 ± 30	451.5
<b>3</b>	<b>Numeracy</b>	409 ± 24	429.5
<b>5</b>	<b>Reading</b>	534 ± 26	537.3
<b>5</b>	<b>Numeracy</b>	510 ± 20	501.9

Source: Performance and Planning November 2017

**Priority 2: Enhance Campbell Primary School's reputation as a school of learning with high expectations for all.**

**Targets:** The end of 2017 School Satisfaction Survey results indicated the following focus areas:

- Maintain 88% or above of students report: Overall I am satisfied this school has high expectations in all that it does
- Maintain 85% or above of parents agree that community partnerships are valued and maintained
- Maintain 85% or above of parents agree this school works with me to support my child's learning
- Maintain or increase, 90% of parents agree this school has high expectations in all that it does
- 90% of staff agrees this school has high expectations in all that it does
- 85% of Parents agree computer technology is an integral part of learning and teaching at my child's school (based on 2016 data of 78%)
- Maintain 84% and above of parents agree the school is well maintained.

### **Progress**

In 2017, Campbell Primary School actively sought ways to improve student learning and wellbeing by building our parent and community partnerships. Parent and community partnerships are valued and encouraged as they form an integral part of the school's culture and school improvement journey to support student learning.

Our key improvement strategies in working towards this priority were:

- develop and embed a shared vision and values philosophy and documentation P-6
- positively promote Campbell Primary School through targeted school-based events and information sharing
- develop productive partnerships with the parents and the community
- develop a culture of working collaboratively with families to engage in the learning process
- promotion of a quality learning environment through building modernisation and resource management

In developing our shared vision and philosophy, Campbell Primary School built on the initial work conducted with Quality Learning Australia. We introduced the Positive Behaviours for learning framework following the recommendations made by the expert panel for students with complex needs and challenging behaviours. Staff engaged in on-going professional learning and consultation to develop common understandings around behaviour, expectations, common language and a shared understanding to responding. A guiding PBL committee was formed and led staff through a series of workshops to ensure all staff had a voice and as a result all behaviours identified came under the headings of Safety, Respect and Learning. As a school it was agreed that the terms: safe, respectful learners would be aligned with our existing SCARFFF values and become our PBL focus.

To embed PBL throughout the school is a time-consuming process and we experienced a few delays in our progress due to the building modernisation project and the changes to our physical environment. PBL will continue to be a priority in 2018, with: positive behaviour expectations being consistently articulated by staff and students in the playground; clear supports being made visible to support staff and students in understanding the expectations; stronger communication and collaboration with the wider community; and clear incentives for students demonstrating positive behavioural choices.

Throughout this process it is our continued vision that Campbell Primary School:

- Is a safe and respectful learning community, which recognises and celebrates diversity.
- Offers innovative, engaging and varied curriculum and programs.

- Meets the needs of all students with relevant and personalised learning and support.
- Ensures everyone feels supported and respected with a strong sense of belonging.
- Demonstrates positive and productive relationships among all: students, staff and parents.

We have continued to positively promote learning at Campbell Primary School through targeted school-based events and information sharing evenings. This has included hosting both literacy and numeracy evenings where families were invited and encouraged to come and engage in the learning process with their children. Both events had a wide variety of activities catering for students from preschool to year six.

Our literacy evening focused on developing ourselves as writers. Each activity engaged the parents and students in activities that are conducted in the classroom on a regular basis. Our numeracy evening focused on discovering numbers and solving word problems. With a scavenger hunt theme, families were required to move through a range of activities and games to solve some school specific challenges. Each family had to complete their passport to enter a raffle towards highly sought after educational games. Although each evening was successful it was noted that we had fewer families attend for this reason it has been recognised that in 2018 we will change our focus and offer a STEM evening.

At Campbell Primary School we are always looking for ways to involve our community in our classrooms and to share the exciting learning that is happening each week. As a result, one of our specific actions to promote communication and maintain connectedness with our families was to develop a digital profile. In using our existing website parents can now join our google community and read our regular blogs.

The aim of the google site is to provide families with information on what their child is doing at school. Once a fortnight teams from Preschool through to Year 6 will update their page with details about the upcoming learning occurring in classrooms. Campbell Primary School's online learning community is a platform where teachers share the exciting learning that is happening in each year level. Due to the potential community access to our online learning community we have strict guidelines to manage content and privacy.

The following guidelines have been established to ensure the safety of our students when blogging:

- Only students' whose parents have given web publishing permission will have their photo published.
- Student first names may be published.
- Student surnames, addresses, email addresses, phone numbers dates of birth and other personal information WILL NOT be published.
- Student work samples will not contain personal information.
- Parents/carers who leave comments are asked to use their first name only so as not to identify their child, e.g. Please identify yourself in comments as "Jack – Emma's dad" rather than "Jack Smith – Emma's mum"
- All commenters must be polite, respectful and courteous. As such, comments deemed inappropriate will be deleted from the blog.
- The SCARFFF values students abide by in the classroom also apply to our online environments.

Our publications are a collaborative effort. While we make every effort to view all comments and posts, please let us know if you think we have overlooked any breaches in our safety guidelines and we will fix it up ASAP.

Further work will continue in 2018 to develop short, sharp videos that support parents to engage in the learning process with their child.

The School Board and P&C have been invaluable in representing the community and providing input into the school's improvement journey and future directions. Due to the collaborative work with the P&C and school, Campbell Primary School was fortunate enough to secure a grant from the 'schools for all' funding to build a sensory garden. The P&C have generously donated 40 000 dollars towards the project which will provide an inclusive, sensory learning space that can be utilised by students throughout the school day and while participating in before and after school care. It continues to be a privilege to work collaboratively with the P&C and School Board to advance the school's vision, focus on student achievement, build partnerships and proactively address business as it arises. In 2018, the School Board and P&C will have a critical role in representing the school community throughout the building modernisation consultation phase.

The above actions discussed resulted in the following progress against our identified targets for this priority:

- 86% of students report that they are overall satisfied this school has high expectations in all that it does. This is 4%-point below our target of 90%.
- 93% of parents agree that parent partnerships are valued and maintained. This is 13%-point above our target of 80%.
- 88% of parents agree this school works with me to support my child's learning. This 3%-point above our target of 85%.
- 97% of staff agrees that this school has high expectations in all that it does. This is 7%-point above our target of 90%.
- 80% of parents agree that computer technology is an integral part of learning and teaching at my child's school. This is 5%-point below our target of 85%.
- 86% of parents agree the school is well maintained. This is 2%-point above our target of 84% or above.

**Table 3: Achievement of Targets**

<b>Targets</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
90% of students report: Overall, I am satisfied this school has high expectations in all that it does	89%	72%	88%	86%
80% of parents agree that community partnerships are valued and maintained (based on 2014 data of 76%)	76%	77%	85%	93%
85% of parents agree this school works with me to support my child's learning (based on 2014 data of 79%)	79%	89%	85%	88%
90% of staff agrees this school has high expectations in all that it does (based on 2014 data of 88%).	88%	96%	89%	97%

85% of Parents agree computer technology is an integral part of learning and teaching at my child's school (based on 2015 data of 79%).	56%	79%	78%	80%
Maintain 84% and above of parents agree the school is well maintained	56%	86%	91%	86%

Source: School Satisfaction Survey October 2017