

Curtin 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):

- Implementing *Unlocking Potential* program
- Targeting wellbeing interventions to student need
- Ensuring school climate facilitates wellbeing and inclusion for students and families

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):

- Establishment of a numeracy learning teams to ensure all students are capable to use and apply number
- Developed whole school writing survey for students K-6 to support student engagement and achievement in writing/

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 3 (see reporting for detail):

- Continuation of passion project activities each week to facilitate wellbeing, engagement and challenge in an area of individual interest.

Reporting against our priorities

Priority 1: All students are capable and successful writers

Targets or measures

By the end of 2024 we will achieve:

- Increase the proportion of students in the top two NAPLAN bands.
- Decrease the proportion of students in the bottom two NAPLAN bands
- increase the proportion of within school match students achieving at/above expected growth
- Decrease the proportion of students below grade level.
- Reduce the proportion of students in each cohort actively avoiding writing

In 2019 we implemented this priority through the following strategies.

- Developing consistency in writing programs across the school
- Developing teacher capacity in writing instruction through professional 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.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students in the top two NAPLAN bands.	Y3 48% Y5 26%	Y3 63% Y5 23%				
Decrease the proportion of students in the bottom two NAPLAN bands	Y3 4% Y5 9.2%	Y3 5% Y5 15%				
Increase the proportion of within school match students achieving at/above expected growth from Year 3 to 5.	All 62% M 59% F 62% EALD 52%	All 58% M 53% F 65% EALD 85%				
Decrease the proportion of students below grade level.	Not yet available	Not yet available				
Reduce the proportion of students in each cohort actively avoiding writing	Not yet available	Not yet available				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students who perceive they are competent and confident as writers	Y1 to 6: 40% confident 93.5% very good Kindy: 79% like to write 20% can write lots	Y1 to 6 40% confident 89% very good Kindy: 98% like to write 67% can write lots				

Increase the proportion of students who perceive they know how to improve as writers	34% - know how to improve	49% - know how to improve				
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School program and process data

- All teachers collaboratively collect and analyse evidence to inform teaching to achieve student growth in writing
- All Preschool teachers design and implement early literacy program

What this evidence tells us

- We have made positive gains for students in their skills, attitudes and dispositions (attitude) towards writing.
- The improvement in year 3 results in early 2019 testing follows implementation of the Early Years Literacy Program throughout 2018.

Our achievements for this priority

- Significant professional development for teachers has underpinned this and is building capacity for individual as well as consistent practice across the school. A focus for next year will be implementation of a writer's workshop model and writer's notebook.
- Analysis of subgroups has been initiated and done by teachers using a disciplined dialogue approach.
- The school has developed a whole school writing survey to monitor and better response to the writing needs of students.
- Improve student writing and engagement through increase in student voice in choice of writing and increase opportunities for sustained writing time.
- Utilisation of the Early Years Literacy Project to create word conscious classrooms in junior school (P-2)

Our school's contribution to whole-of-system Strategic Indicators'

- A greater focus on students to self-reflect as a writer is continuing build confidence in knowing how to edit and improve writing.

Challenges we will address in our next Action Plan

- Complete the development of in-school writing tool for analysing growth.
- Continuing to build consistent teacher practice through 'HELP' learning and QT rounds for sharing

Priority 2: All students are capable and successful in number.

Targets or measures

By the end of 2024 we will achieve:

- Increase the proportion of students in the top two NAPLAN bands.
- Decrease the proportion of students in the bottom two NAPLAN bands
- increase the proportion of within school match students achieving at/above expected growth
- Reduce the proportion of students actively avoiding number tasks
- increase the proportion of students who perceive they are competent and confident in number

In 2019 we implemented this priority through the following strategies.

- Developing consistency in numeracy instruction through Teacher professional learning following the PANL guidelines for establishing a whole school program.
- Inclusion of inquiry and problem-based programming to engage all students and extend students.

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
Increase the proportion of students in the top two NAPLAN bands	Y3 53% Y5 33%	Y3 59% Y5 32%				
Decrease the proportion of students in the bottom two NAPLAN bands	Y3 9% Y5 6%	Y3 5% Y5 15%				
Increase the proportion of within school match students achieving at/above expected growth from Year 3 to 5.	All 62% M 64% F 62% EALD 60%	All 39% M 50% F 21% EALD 50%				
Decrease the proportion of students below grade level.	Not yet available	Not yet available				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
increase the proportion of students who perceive they are competent and confident in number	Y1 to 6: 43% confident 40% OK Kindy: 43% like	Y1 to 6 41% confident 56% OK Kindy: 80% like				
increase the proportion of students who perceive they know how to improve in number, with both written and mental strategies	34% - know how to improve	49% - know how to improve				

School program and process data

- All teachers collaboratively collect and analyse evidence (PAT-M, ACARA Numeracy Progression, SENA/MYMC) to inform teaching practice.
- Preschool teachers design and implement early numeracy program

What this evidence tells us

- Data from NAPLAN show an improvement in numeracy in year 3.
- PAT maths for students in year 2 shows substantial growth from year 1.
- Student in the Y3 to Y5 cohort did not achieve expected growth

Our achievements for this priority

Preparation for whole school Numeracy instruction in 2020

- Teacher are now using baseline measurement tools to monitor longitudinal data at all year levels to measure growth. This includes skills and attitudes to number.
- Established a numeracy learning team with broad representation from across the school.
- Allocation of formal meeting times with agreed data protocols.

Implement differentiated number groups within teams

- Revision of training undertaken by attendees at PANL training in 2018
- Audit of available resources and purchasing appropriate supplies to support inquiry and problem-based numeracy activities.

Challenges we will address in our next Action Plan

Consistency in number instruction across school

- Develop consistency in number programs across the school. Continue/ develop differentiated groups for number teaching and learning within, and or across, year levels
- Develop maths language through a school dictionary of maths lexicon with new words scoped for each year group
- Continue measurement of growth using PAT maths and school derived tools

Priority 3: All students display dispositions for wellbeing and learning.

Targets or measures

By the end of 2024 we will achieve:

- Increase the proportion of students with longer than two years at Curtin achieving at grade level in the skills strands inquiry subjects
- Reduce the overall number of major and minor behaviour incidents
- Decrease referrals to the Thinking Room
- Increase the proportion of parents who report they feel connected to student learning
- maximise the proportion of students who are motivated to learn at CPS

- Increase the proportion of 1yr + graduating students who reflect they were equipped to succeed in secondary school

In 2019 we implemented this priority through the following strategies.

- Implementing Unlocking Potential program
- Targeting wellbeing interventions to student need
- Ensuring school climate facilitates wellbeing and inclusion for students and families

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
Increase the proportion of students achieving at grade level in the skills strands inquiry	No Baseline					

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of parents who report they feel connected to student learning	75.8%	76.1%				
Maximise the proportion of students who are motivated to learn	89.2%	77.5%				
Increase the proportion of graduating students who report they feel equipped to succeed in secondary school	Baseline established 2019					

School program and process data

- All teachers deliver social emotional learning and refer students to interventions.
- A variety of social emotional learning interventions are embedded within the school and through partnerships. (Parent maths extension program, Raiders LSA mentor/LSA program, Community sporting groups)

What this evidence tells us

- We have made significant improvements to the wellbeing of our students regarding positive behaviour and their dispositions for learning.
- Our actions are heavily influenced by perception data and our communication processes throughout the 5 year plan should continually improve.

Our achievements for this priority

- Changes to our behaviour management processes have aligned with PBL practices have contributed to an overall reduction in negative incidents, particularly in semester 2.
- Increase in parents and staff positive perceptions of the school environment and approaches to wellbeing and dispositions.
- All teachers deliver explicit social emotional learning through PBL lessons each fortnight and Friendly Schools Plus, Unlocking Potential programs and Drumbeat.
- Implementation of Be You modules for staff and parents have focused access to information and resources to support well-being and mental health services.

Challenges we will address in our next Action Plan

Further develop dispositions for learning

- Continue to focus further on dispositions for learning and develop a tool to be able to track the progress of students in inquiry skills strands. This will be data we can obtain through our reporting procedures in 2020.
- We will obtain data from graduating students about their preparedness for secondary school.
- Students will complete PAT testing on Social Emotional Learning, to obtain more data on wellbeing and allow further analysis of subgroups.
- Create a target focussed on Social Emotional Learning utilising growth in PAT SEL.

Continue to build teacher capacity by

- Completing professional learning on PBL Classroom Systems and other wellbeing interventions for Tier 2 & 3 students.
- Increase the number of staff on the Be You and PBL teams.
- Deliver more structured induction to new staff about wellbeing interventions
- Deliver professional learning inquiry questioning and how to develop critical thinking skills.

Improve community perceptions

- Address why some students do not feel Curtin is a safe learning environment by increasing communication to students and families about how we respond to incidents.
- Survey students more regularly about what makes them feel safe or unsafe at school.
- Develop a tool that will allow us to further analyse perceptions of subgroups/ demographics.
- Re-launch Positive behaviours for learning and complete permanent signage.

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 NQF and regulations
- Developing a digital resource of all records and templates
- QIP reflected upon, updated and new actions identified

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