

Campbell Primary School

Network: North Canberra/ Gungahlin

Impact Report 2020

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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

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 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Continuation of Disciplined Dialogues focussing on student data and pedagogy
- Expansion of quality mathematics resources across the school to support differentiation and increased student engagement
- Continuation of intervention practices in literacy
- Expansion of quality literacy resources in the library

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Professional learning in delivering a high-quality Mathematic programme
- Professional learning in the 10 Essential literacy practices (continue in 2021)
- Development of scope and sequence documentation in mathematics and English
- Development of feedback processes in the mentoring and coaching cycles

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Embedding future focussed flexible learning models

- Research into future focussed personalised learning practices through goal setting
- Leadership training in managing transformational change

Reporting against our priorities

Priority 1: Increase growth in student performance in numeracy across all year levels

Targets or measures

By the end of 2024 we will achieve:

- 65% or more of our year 5 students will be achieving at or above expected growth in numeracy.
- 95% or more students agree or strongly agree that 'My teachers motivate me to learn'.
- 75% or more of our year 5 students will be achieving at or above stanine 5

In 2020 we implemented this priority through the following strategies.

- Implement a whole school Mathematics scope and sequence document P-6
 - Professional learning: Anita Chin: mathematical thinking, scoping the curriculum
 - Triangulate mathematical data sets to inform and strengthen the effectiveness and consistency of teaching practices to meet student needs
 - Distribution of high-quality mathematical resources and equipment for every classroom to support high quality instruction
- Embed a performance and development cycle to appraise, develop and refine teaching practice through effective sharing, feedback, and support

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 2020-2024	Base	2020	2021	2022	2023	2024
NAPLAN: 65% or more of our year 5 students will be achieving at or above expected growth in numeracy.	Baseline data of 61% was determined by averaging percentages of students achieving at or above expected growth over the previous five years at your school i.e. 2015-2019	N/A				

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Satisfaction Survey: 95% or more students agree or strongly agree that 'My teachers motivate me to learn'.	Baseline data was determined by averaging student responses for 'My teachers motivate me to learn' over 2016-2019, 90% agree or strongly agree.	91%				

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
PAT Mathematics: 75% or more of our year 5 students will be achieving at or above stanine 5	Compared to the 2016 PAT National Norm Sample, 68% of Year 5 met achievement level (stanine 5) by the end of the year.	76%				

What this evidence tells us

- Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.
- Student satisfaction increased from 90% to 91% of students agree or strongly agree my teachers motivate me to learn (+ve 1 % point). This is 4% points below our 2024 target of 95%
- PAT mathematics data for Year 5 2020 was 1% point above our 2024 target of 75%. This is 8% points above the 2016 PAT Mathematics National Norm of 68%

This data suggests that we are on track to meet and/or exceed our 2024 targets. Data will continue to be monitored closely and re-evaluated annually. Focus will be on maintaining student growth as we transition into new learning communities.

Due to the unavailability of our NAPLAN data sources we are viewing this year's successes with a degree of caution. The implication for our 2021 Action Plan will be: the continuation of developing mathematical curriculum and resources to align with scope and sequence documents, the use of formative assessment to monitor student progress and take action to differentiate based on student needs, and an enquiry into explicit learning experiences in the area of mathematics through mentoring and coaching regimes.

Our achievements for this priority

- **Building the capacity of staff**
 - All classroom and specialist teachers attended a full day of professional learning with Anita Chin from Inspired mathematics teaching regarding creating a whole school scope and sequence document for mathematics.
 - All staff engaged in feedback carousels showcasing the teaching of mathematics across K-6. Staff received feedback from many staff and reflected on methods to improve the lesson in the future
 - Selected staff engaged in mentoring and coaching observation cycles to delve deeper into the explicit teaching of mathematics.
 - Professional learning and team workshops continued in Term1 to complete scope and sequence documentation
 - Classroom Teachers across K-6 implemented the scope and sequence into their programming and critical reflect on the progression of teaching skills and concepts
 - Utilising PAT maths data, disciplined dialogue conversations were held during PLT meetings to identify and respond to gaps in students' number sense across Year 2-6

- Mathematics committee worked with teaching teams to audit ways they are providing opportunity for student to consolidate the Number strand
- Mathematics hands on manipulatives were audited
- Mathematics worked with our P&C to order maths kits for each cohort; resources linked to provide students with daily number sense opportunities

▪ **Teaching and Learning**

- Scaffolded and differentiated mathematical curriculum based on individual needs
- Expert teaching teams using common language across Mathematics
- A strong collegial culture with a shared commitment to improvement
- Staff having clarity of data to make informed decisions for learning and teaching practices.
- Improved moderation across P-6
- Timely feedback and Identification of students for consolidation/ intervention/Enrichment

Challenges we will address in our next Action Plan

- Continue to embed scope and sequence documentation
 - > New staff induction
 - > Professional Learning Teams collaboratively planning and assessing
- Strengthen differentiation across all year groups and intervention protocols
 - > Review case management protocols
 - > Individual Learning Plans
 - > Drive future focus personalised learning practices
- Continue to use formative data to inform practice and monitor student growth

Priority 2: Increase growth in student performance in writing across all year levels

Targets or measures

By the end of 2024 we will achieve:

- To increase the percentage of year 5 students in the top two bands of writing to 31% or above.
- 62% or more of our year 5 students will be achieving at or above expected growth in spelling.
- 73% or more of our staff agree or strongly agree that 'Staff get quality feedback on their performance'.
- 89% or more of our parents agree or strongly agree that 'My child's learning needs are being met at this school'
- 80% of our teachers are confident when setting personalised writing goals for students.

In 2020 we implemented this priority through the following strategies.

- Implement the 10 Essential Literacy practices P-6
 - Professional learning to build staff capacity in the 10 Essential Literacy Practices.
- Implement evidence-based teaching strategies and assessment practices to evaluate and provide feedback on student learning.
 - Development of whole school writing analysis tool to support consistency of practice P-6

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

	Base	2020	2021	2022	2023	2024
NAPLAN: To increase the percentage of year 5 students in the top two bands of writing to 31% or above.	Baseline data of 17% points was determined by averaging the percentage of students in the top two bands of writing for the school over 2015 -2019.	N/A				
NAPLAN: 62% or more of our year 5 students will be achieving at or above expected growth in spelling.	Baseline data of 60% was determined by averaging percentages of students achieving at or above expected growth in the school over the previous five years i.e. 2015-2019	N/A				

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Satisfaction Survey: 73% or more of our staff agree or strongly agree that 'Staff get quality feedback on their performance'.	Baseline data of 64% agree or strongly agree for 'Staff get quality feedback on their performance' determined by averaging the school data for staff over 2016-2019.	82%				
Satisfaction Survey: 89% or more of our parents agree or strongly agree that 'My child's learning needs are being met at this school'	Baseline data of 86% agree or strongly agree for that 'My child's learning needs are being met at this school' determined by averaging the school data for parents over 2016-2019.	85%				

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
80% of our teachers are confident when setting personalised writing goals for students.	Baseline data of 57% of our teachers are confident when setting personalised writing goals for students. The target will be set by averaging the percentages of teachers who scale themselves either a 4 or 5 on the question 'Setting individual writing goals.'	62%				

What this evidence tells us

- Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.
- 82% % agree or strongly agree for 'Staff get quality feedback on their performance'. This is growth of +18% points when compared to baseline data. It is + 9% points above our 2024 target of 73%.
- 85% or more of our parents agree or strongly agree that 'My child's learning needs are being met at this school'. This is -1% points *growth* when compared to baseline data. It is -ve 4% points from our 2024 target of 89%.

- 62% of teachers are confident when setting writing goals for students. This is + 5% points growth. 36% feel reasonably confident when setting writing goals.

This evidence suggests that we are on track to meet, maintain and potentially exceed our 2024 targets. The data indicates that we need to increase our parent engagement and their understanding of the learning taking place at Campbell Primary School. This is particularly critical as we go through a transformational change from traditional teaching models to future focussed lesson delivery.

Due to the unavailability of our NAPLAN data sources we are viewing this year's successes with a degree of caution. The implication for our 2021 Action Plan will be an even stronger focus on coaching and mentoring teachers to ensure the continuation of professional learning and the embedding of the ten essential literacy practices into all classes.

Our achievements for this priority

- **Building the capacity of staff**
 - Several teachers engaged in online Professional Learning on the EYLI
 - Professional learning programs were developed and accredited through TQI to be delivered during January 2021 stand down
 - Staff presented workshops to colleagues on how writing was being taught and scaffolded across the year groups. A feedback cycle followed with commendations and recommendations on the lesson (Feedback Carousel)
 - Professional learning was developed for staff when constructing appropriate SMART goals and listing reasonable adjustments
 - Seesaw platform was launched to our preschool families (building on the work of the kindergarten team). The platform has been an avenue to share ways the school is meeting their child's needs.
- **Teaching and Learning**
 - During 2020 Campbell Primary School's involvement in the EYLI has been to work alongside our Instructional Mentors to begin narrowing and focusing on the core practices aiming at delivering consistent instruction across our school
 - Perceptual data was collected and collated based on teachers' self-assessment audits
 - Instructional Mentors completed a 'walk through' within our learning areas
 - Observations and data analysis indicated practices 1 and 6 as areas of need

Challenges we will address in our next Action Plan

- **Building the Capacity of staff**
 - > Purchase of the Essential Literacy Practices suite of resources including current research and professional learning materials
 - > Provide increased opportunities for coaching and mentoring for teachers in writing and pedagogy
- **Teaching and learning**
 - > Continued school based Professional learning with a focus on essential practices 1 and 6
 - > Embed appropriate whole school assessment tools to monitor student progress

- > Focus on personalised learning goals for every student
- > Seesaw platform will be used across the Preschool – year 2 teaching teams

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 report progress and achievements either within their QIP or in the section below.

- In 2020 Campbell Preschool underwent the assessment and rating cycle against the National Quality Standards. A detailed review of our strategic directions and achievements are recorded within our Quality Improvement Plan (QIP). In 2020 Campbell Preschool was rated as Meeting National Quality Standards.

Campbell Primary School Preschool Unit

Has achieved the following ratings:

QUALITY AREA 1 EDUCATIONAL PROGRAM AND PRACTICE	Meeting National Quality Standard
QUALITY AREA 2 CHILDREN'S HEALTH AND SAFETY	Meeting National Quality Standard
QUALITY AREA 3 PHYSICAL ENVIRONMENT	Meeting National Quality Standard
QUALITY AREA 4 STAFFING ARRANGEMENTS	Exceeding National Quality Standard
QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN	Meeting National Quality Standard
QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES	Exceeding National Quality Standard
QUALITY AREA 7 GOVERNANCE AND LEADERSHIP	Meeting National Quality Standard
OVERALL RATING:	Meeting National Quality Standard

DATE OF ISSUE: 23 November 2020

Ratings against the National Quality Standard

The assessment and rating system has been designed so families and educators understand what quality education and care is, and that quality will grow and develop – this is continuous improvement. Each quality area can be rated as **Significant Improvement Required**, **Working Towards National Quality Standard**, **Meeting National Quality Standard** or **Exceeding National Quality Standard**.

Service Approval Number: SE-00011172

Assessment and Ratings ID: ASR-00031396

This service has been assessed against the *National Quality Standard for Early Childhood Education and Care and School Age Care* and these ratings have been awarded in accordance with the *Education and Care Services National Law (ACT) Act 2011* and the *Education and Care Services National Regulations 2011*. For more information visit www.acecqa.gov.au/national-quality-framework

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