

Latham Primary School

Network: Belconnen

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 2 Improve relationships between students, staff, parents and the wider community

- Promote the purposes and impact of partnerships with the wider community?
- Implement the social/emotional learning framework
- Continue to work with the school community to increase cultural understanding through the work on the Reconciliation Action Plan
- Strengthen community links to support cultural understanding and recognition
- Refine the language and use of the positive behaviour process

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 Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced based approach

- Refine systems to support new educators
- Refine the coaching model to support the implementation of school guidelines
- Use data to develop goals within Individual Teacher Performance Development Plans and evidence to show growth
- Analyse key data sets to drive cycles of inquiry

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 Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced based approach

- Use the Achievement Standards to plan for differentiation in multiage classrooms
- Collect multiple sources of data to make comparable and consistent judgements about student achievement
- Ensure individualised goals for students are developed, refined and renewed

- Ensure practices are developed and implemented to record, track and monitor feedback to students
- Embed inquiry as classroom practice

And through - Priority 2 Improve relationships between students, staff, parents and the wider community

- Ensure teaching cycles get to the 'Taking Action' phase of inquiry (authentic purpose and/or voice for change)

Reporting against our priorities

Priority 1: Improve student outcomes in literacy and numeracy through building teacher capacity using an evidenced based approach

Targets or measures

By the end of 2019 we will achieve:

- increase the percentage of students making expected growth or better in PIPS from 68% in 2015 to 76% in 2019
- achieve annually a 3% point improvement in the proportion of within matched students achieving expected growth or better in NAPLAN tests at year 5 based on a 4 year average

In 2019 we implemented this priority through the following strategies.

- Embed a culture of data analysis and discussion to inform teaching
- Embed effective pedagogical practices
- Differentiate teaching and learning to meet needs of all
- Develop an expert teaching team

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 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5
▪ increase the percentage of students making expected growth or better in PIPS from 68% in 2015 to 76% in 2019	Reading	67%	76%	45%	65%	79%	
	Maths	72%	76%	37%	80%	83%	
▪ achieve annually a 3% point improvement in the proportion of within matched students achieving expected growth or better in NAPLAN tests at year 5 based on a 4 year average	Reading	55.3%	53.5%	50%	58.3%	58.1%	
	Writing	41.1%	44.1%	35.5%	36.1%	62.5%	
	Numeracy	38.5%	38.8%	21.4%	55.9%	45.2%	

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? In regard to PIPS, we have grown considerably since 2015 in the percentage of students achieving expected or better growth. We have ensured a stronger 'getting ready for school' program into the preschool, and purposeful explicit teaching in Kindergarten.
- Have any of your data sources changed over time? If so, why?

In terms of these targets, we have only analysed our PIPS data, although we also have some school targets for Oral Language, PM Benchmarks, I Can Do Maths, PAT Maths, PAT Comprehension and AGAT.

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

The more consistent our guidelines and practices are, and the more stable our teaching teams, the greater likelihood that student outcomes will continue to improve. It is imperative that our new preschool team this year understands where they can add value in readying our students for success.

Our achievements for this priority

Strategy: Develop an Expert Teaching Team

Action: Refine systems to support new educators

- New Educator Meetings scheduled each term
- School based New Educator Plan in place
- New Educator Support plans (TPDs) modified and implemented with links to New Educator Days
- Mentor guidelines drafted
- Provided mentoring for TQI registration

Action: Develop a leadership coaching model

- Beginning to collate information to develop a draft

Action: Refine the coaching model to support the implementation of school guidelines

- Coaching Guidelines developed and implemented
- Coaching Plan/Map developed for 2019
- Links with TPDs - identified areas of development
- Spirals of Inquiry and SMART goals in PLCs (peer coaching)
- Involvement in EYLI - support for P-2 from EDU, but whole school support from school-based leadership team
- Scheduled time for review of guideline documents and Project Team initiatives

Action: Refine whole school curriculum maps

- Maths, HASS, Science, Health and PE, Japanese Whole School Scopes and Sequences, the arts (music, dance and drama) developed in 2018 have been audited in 2019
- English Scope and Sequence developed 2019
- Research has been undertaken to develop a Digital Technologies Scope and Sequence
- Curriculum Maps used as the basis for planning progression of learning across the year
- Curriculum Maps linked to formal academic reporting
- Curriculum Maps regularly utilised as a reference for whole team planning
- Support teams during planning days
- Review of Term Overviews to focus on Learning Progression
- Days been provided for mapping and auditing
- Clear links between Sentral reporting, Curriculum Maps and Learning Area Plans

Action: Use data to develop goals within Individual Teacher Performance Development Plans and evidence to show growth

- TPDs scheduled beginning, middle and end of year
- Teachers complete the Self Reflection Tool and identify areas for improvement

- School leaders complete the AITSL School leader assessment tool
- Evidence to measure movement towards goals brought to TPD discussions
- Amount and types of evidences developed over the year
- Coaching linked with identified goals in TPDs

Action: Connect learning dispositions, learnings assets and general capabilities

- This has yet to be achieved as Pedagogy Team has been working on the Pedagogical Framework

Action: Generate a fresh look at numeracy thinking

- A survey of staff for establishing areas of need and beliefs about maths.
- Survey students to establish profile of maths at the school.
- Introduced fortnightly Maths challenges for students and the community through the school Newsletter.
- Conducted professional learning sessions x 2 with the staff on RESOLVE maths resources and Inquiry approach to Maths.

Strategy: Differentiate teaching and learning to meet the needs of all

Action: Use the Achievement Standards to plan for differentiation in multiage classrooms

- Team Planning documents reflect both year levels within cohort
- Assessment targeted to year level
- Achievement Standards used as the basis for formal reporting

Action: Collect multiple sources of data to make comparable and consistent judgements about student achievement

- Scheduled Data chats (focused on achievement and wellbeing)
 - Development of ILPs, SITs, Learner Profiles, PBSPs
- PLC and PACT time for review of learning progression
- Review of PIPs and Reading data with individual teams
- Sentral reporting for absences, and incidents - reflection and agreed actions (SIS sessions)
- Development of rubrics and assessment checklists aligned with Sentral reporting outcomes

Action: Ensure individualised goals for students are developed, refined and renewed

- Conferencing notes evidence goals and actions for students
- Some classrooms have visibility of goals in classroom and in books - still requiring some development
- Focus on reading, writing and maths
- ILPs and P reporting for students with disabilities/needs

Action: Ensure practices are developed and implemented to record, track and monitor feedback to students

- Feedback has been a focus for all staff in the classrooms
- Teachers have used feedback to support setting and monitoring of personal goals for students
- Teacher use verbal and written feedback to students in whole class, small group and individual situations
- Teachers track feedback in ways that suit their individual needs
- Conferencing is used for writing by most teachers

- Pensieve trialled in some classrooms
- Check lists are used to support tracking and monitoring of feedback
- Google Form example created to demonstrate to teachers a way of assessing the learner assets-to be shared 2020
- Sharing conferencing techniques at a PLC

Action: Implement pedagogical framework document

- Pedagogy team formed with staff across the school, including executive
- 'Pedagogy Brief' created outlining desired outcomes and indicators of success
- Two team members attended an Effective Pedagogy workshop run by Jodie Davey (understand latest research, support given to write a framework)
- Research conducted on sample QLD pedagogical frameworks
- 2018 data analysed aligned into appropriate core principles by team
- Latham pedagogical belief statement created based on staff input
- Workshops run in Term 2 and Term 3 for staff to have input on core principles
- Pedagogical framework developed and draft stages shared with staff
- Adjustments made to each draft stage in alignment with teacher and executive feedback
- Semester 1 2020 action- alignment of Latham Pedagogical Framework with ACT Public Schools Pedagogical Framework Guide
- Alignment between English Guidelines and pedagogical framework

Action: Embed inquiry as classroom practice

- Teachers use the Cycle of Inquiry for most planning areas (evident in Learning Area Plans)
- Inquiry Journey visible in some classrooms
- Learning Intentions are written as questions to help engage students in the learning
- SLC's in P-6 and New Educators were observed/coached and received feedback in Inquiry practices
- Staff refresher on split screen learning intentions and success criteria with staff self-reflection on their inquiry practice
- Flexible seating was purchased for 4 staff members to help embed their inquiry pedagogy into their classrooms, this has had positive impacts in the classrooms
- Real world connections seen in most learning areas

Action: Refine literacy practices and pedagogy through aligning writing, reading and spelling

- PLC coaching regarding Essential Literacy Practices
- Individualised coaching and mentoring on implementation of guidelines and giving feedback to the English Project Team
- Staff surveyed against the writing guidelines to determine level of engagement
- Staff surveyed against current spelling practices
- Staff data collected around language of reading strategies used in classrooms and home reading processes for each year group
- Reading room overhauled to inventory levelled readers and fill home reading tubs
- Home reading quality literature inventoried with extra purchases made to set up tubs for senior school
- Resource Inventory being developed
 - Hands on resources inventory, photographs and borrowing system created for staff to use in 2020
 - Digital Resources being uploaded to link with guideline documents for staff to use in 2020

- Reviewed **all** guideline documents to reflect current Latham teaching practices and align with 10 Essential Literacy Practices
 - English Guidelines created and aligned with Pedagogy Team (sent to Christine Topfer for feedback)
 - Reading Guidelines created along with updated guides of how to correctly do a running record and a school wide document of reading strategy language for P-6
 - Writing Guidelines updated to reflect essential literacy practices
 - Spelling Guidelines a work in progress – draft is being created for further consideration and work in 2020 with staff

Strategy: Embed a culture of data analysis and discussion to inform teaching

Action: Analyse key data sets to drive cycles of inquiry

- Analysis of school-based data tracker - reading data in Year 1/2 led to an inquiry into the 'dip' from Kindy to Year 1/2
 - Actions to implement Letters and Sounds
 - Actions around guided reading practices
 - Time allocated for these activities
 - Implementation of conferencing and goals in reading
- Analysis of PIPs, triangulated with data wall and class-based evidence
 - Cohesive team planning and peer coaching on practice and resources
- NAPLAN - poor maths results
 - SMART goals related to mental computation results

Challenges we will address in our next Action Plan

As we are being reviewed in term 1, 2020, we will not be developing a new Annual Action Plan. We have identified however the next steps to either add value to what has been done already, or the next logical step.

- Develop Spelling Guidelines for whole school implementation
- Connect learning dispositions, learning assets and general capabilities
- Build capacity of staff to implement Inquiry based maths.
- Build and supply individual maths resource boxes for each staff member to enable staff inspiration with maths teaching.
- Numeracy support for staff with further expert training, planning support, mentor support, team teaching, opportunity to view other teachers in action.

Priority 2: Improve relationships between students, staff, parents and the wider community

Targets or measures

By the end of 2020 we will achieve:

- increase the percentage of parent satisfaction that the school takes parents' opinions seriously from 74% in 2015 to 84% in 2020
- increase percentage of student satisfaction in relation to students at the school making them feel valued and included from 73% in 2015 to 83% in 2020
- increase percentage of staff satisfaction in relation to staff being well supported at this school from 65% in 2015 to 75% in 2020
- increase percentage of classroom programs that demonstrate links between learning and the community from 0% in 2015 to 100% in 2020

In 2019 we implemented this priority through the following strategies.

- Develop a culture that promotes learning for all
- Develop effective school community partnerships

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 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5
▪ increase the percentage of parent satisfaction that the school takes parents' opinions seriously from 74% in 2015 to 84% in 2020	74%	63%	71%	90%	72%	
▪ increase percentage of student satisfaction in relation to students at the school making them feel valued and included from 73% in 2015 to 83% in 2020	73%	-	76%	97%	80%	
▪ increase percentage of staff satisfaction in relation to staff being well supported at this school from 65% in 2015 to 75% in 2020	65%	93%	83%	90%	93%	
▪ increase percentage of classroom programs that demonstrate links between learning and the community from 0% in 2015 to 100% in 2020	0%	6%	23.5%	50%	53%	

What this evidence tells us

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

For the first time this year, the student satisfaction survey included year 4 students. We have no way of extrapolating year level data to ascertain where the perceived 'dip' came from.

In regard to our staff satisfaction, we believe that investing heavily in building teacher capacity, and for bringing them along on the school improvement journey has resulted in a staff who feel their contribution is valued and that they are making a real difference in the lives of our students.

Our parent data this year was more in line than with the satisfaction rates we've been monitoring since 2015, and not a continuation of the improvement we saw last year. We had 158 respondents which is higher than last year.

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

Our data sources have not altered over time, although we had a 'glitch' in tracking the students feeling valued in 2016, when the question was taken from the national survey without us realising at the time. We have been adding it as a 'school-specific' question since 2017.

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

We have noted the fall in parent satisfaction in this tracked question and some other items, and have developed a theory about what might be the cause. In 2020, although we will not have a new AAP we will re-examine our guidelines about communicating with parents, will continue to keep parents informed through the school newsletter and SeeSaw.

Our achievements for this priority

Strategy: Develop effective school community partnerships

Action: Share pedagogical framework with parent community

- To be actioned Term 1, 2020

Action: Ensure teaching cycles get to the 'Taking Action' phase of inquiry (authentic purpose and/or voice for change)

- All teaching staff were surveyed and asked to audit their teaching cycles to highlight when they have taken action or gone further with the learning
- Some subjects naturally present greater opportunities to do this (science, HaSS, Technology and health). Some notable examples included:
 - Mapping the playground and building from the map in Preschool
 - Growing plants in Year 1/2
 - Designing an experiment using push/pull and sharing this with the community (1/2)
 - Writing letters to persuade the school board to make the playground more accessible (1/2)
 - Creating stories and number lines in Japanese
 - Science experiments designed by students and presented at Science Week (3/4)
 - Design plans for an accessible school given to the school board (3/4)
 - Art installation about sounds (Kindergarten)
 - Market day businesses (5/6)
- On average most year levels are achieving at least two occasions when they are taking the learning further.
- Opportunities were planned for but not achieved due to running out of time

- It is also apparent from the audit that there is a misalignment with teachers' understanding of what 'taking action' entails

Action: Promote the purposes and impact of partnerships with the wider community

- Discussions with partners regarding the impact of each partnership
- Survey for students entering and exiting partnerships completed to begin to gather data about impact
- New partnership with Delta Therapy Dogs implemented in 2019
- Meccano partnership refined to ensure that we are meeting agreed outcomes
- Meetings at the end of the year with partners to discuss impact in 2019 and any refinements for 2020

Strategy: Develop a culture that promotes learning for all

Action: Implement the social/emotional learning framework

- Classes P-6 have allocated time for social and emotional learning
- K-6 classes are all using the recommended programs for this year-Protective Behaviours and Friendly Schools Plus
- LSUAs have adapted recommended programs to suit their students
- LSUAs also use the SoSafe program
- Staff will need training on Growth Mindset in preparation for 2020 framework

Action: Continue to work with the school community to increase cultural understanding through the work on the Reconciliation Action Plan

- Shared and displayed information regarding Melba Cluster Reconciliation Action Plan throughout the year in newsletter items and displays around the school
- Met all current deliverables actioned in the RAP over the course of the year, including development, writing and learning of school Acknowledgement of Country, displays of the Latham Acknowledgement (front building signs, classroom learning area posters), timetabling and delivery of Acknowledgement of Country by staff and students at meetings and assemblies
- Arranged professional learning for staff on Australian Indigenous languages (with Doug Marmion) to continue to development staff understanding and ability to embed Indigenous perspectives across the curriculum. Also held several Cultural Integrity project team SIS presentations to staff on a variety of topics
- RAP deliverables updated in October to reflect ongoing Cultural Integrity work as part of Melba Cluster RAP group

Action: Strengthen community links to support cultural understanding and recognition

- Student meeting group re-established to allow students to celebrate their culture and share it with wider community – NAIDOC Week assembly, Reconciliation Day assembly, cultural activities and resources made (story stones, symbol games)
- Opportunities to communicate with parents and families through letters home regarding when student group starting meeting and what would be part of this, as well as follow-up communication to update parents/families of activities undertaken during the year and possible upcoming activities
- Updated RAP deliverables for 2020 reflect continued focus for work in this area for CI team to support wider school community's growth and understanding
- Contact made with community members in regard to continued cultural understanding, recognition and promotion (contact with Ronnie Jordan of Culture on the Move to provide

weaving workshops for students and for families, community and staff during period between now and end of 2020)

Action: Implement 'SeeSaw' guidelines and use of the app as a communication tool with parents across the school

- SeeSaw guidelines shared with staff at beginning of year
- Processes set up with front office, parents and teachers to gain permission and access
- Continued support to teachers as questions arise
- Implementation of seesaw posts from classroom teachers
 - 88% of classroom teachers are making regular posts to communicate about learning
 - One specialist is complying with guidelines and making regular posts to communicate about learning
- Enrolment processes reviewed to ensure new students receive SeeSaw permission
- Staff surveyed regarding implementation
- Guidelines reviewed at end of year - also to include end of year processes
- Staff surveyed on SeeSaw use
- SeeSaw used for whole school reminders and announcements e.g. excursion/note reminders

Refine the language and use of the positive behaviour process

- Visual displays for student self-management are apparent on most classes
- 'Shout Out' system totally collated by House Captains
- Students know their 'house' from kindergarten to year 6
- Connection to house continues to develop
- House Captains are known throughout the school

Challenges we will address in our next Action Plan

As we are being reviewed in term 1, 2020, we will not be developing a new Annual Action Plan. We have identified however the next steps to either add value to what has been done already, or the next logical step.

- Share pedagogical framework with parent community
- Meet all actions for 2020 as outlined in the Reconciliation Action Plan
- Be creative about ways to connect with the community
- Review the stages of an inquiry and what is expected
- Re-examine parent communication guidelines with staff.