

# Charles Conder Primary School

Network: Tuggeranong

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## Impact Report 2018

### The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.*

### 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*

DATA  
SYSTEM LEVEL (provided/populated by Directorate)

*System-level analysis statement (provided by Directorate)*

DATA  
Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

*School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.*

## Education Directorate Strategic Indicator 2018-2021

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

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

## Reporting against our priorities

### Priority 1: Improvement in Academic Achievement

#### Targets or measures

#### By the end of 2018 we will achieve:

##### Writing

- An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in writing.
- Year 3 : Band 5 and Band 6 – 14.3% in 2017 with a 20% increase in 2018  
Year 5 : Band 7 and Band 8 – 10.8 % in 2017 with a 20% increase in 2018

##### Reading

- Student growth in year 5 (within school match) is at or above the ACT scaled growth score and 60% of students have greater than or expected growth in 2018 compared to 48% in 2016 for NAPLAN reading
- K- 6 Reading end of year benchmarks 80%

##### Mathematics

- An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in numeracy.  
Year 3 : Band 5 and Band 6 – 15 % in 2017 with a 20% increase in 2018
- Year 5 : Band 7 and Band 8 – 15% in 2017 with a 20% increase in 2018

#### In 2018 we implemented this priority through the following strategies.

- Embed a culture of analysis of reliable data in English and Mathematics to inform teaching and learning
- Embed a coaching culture in order to build capacity and empower teacher efficacy
- Strengthen differentiated teaching and learning with high expectations from P – 6
- Strengthen the goal setting model to cater for all students academic needs

*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 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% K - 6 at reading benchmark	67	74				
PAT COMP 75 % of students Y2 - 6 at Stanine 5 or above	40	47				
<b>NAPLAN READING GROWTH</b> Y3 - 5 student growth in year 5 is at or above the ACT scaled growth score and 85% of students have greater than or expected growth		52				
<b>NAPLAN WRITING GROWTH</b> Y3 – 5 Student growth in year 5 is at or above the ACT scaled growth score and 85% of students have greater than or expected growth		72				

<b>NAPLAN NUMERACY GROWTH</b> Student growth in year 5 is at or above the ACT scaled growth score and 70% of students have greater than or expected growth	45					
PAT MATHS 75% of students Y 1 - 6 at Stanine 5 or above	40					
PAT SPELLING 75 % of students in Y3 - 6 at Stanine 5 or above	44					

#### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers at this school provide my child with <b>useful</b> feedback about his/her school work (100) Source: SSD Parent	84	84				
Teachers at this school expect students to do their best (100) Source: SSD Staff	96	87				
My teachers give me useful feedback (100) Source: SSD Student	61	90				

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Every teacher has a personal professional goal based on AITSL teacher standards to build capacity in an identify area of literacy or numeracy						
Every teacher has goals for all students in their classes for Reading, Writing and Numeracy						

#### What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

#### Our achievements for this priority

- Whole school PAT (progressive assessment test) data in literacy and numeracy to broaden our multiple sources of data
- Develop a systematic approach to gather and analyse data ion reading and Mathematics to measure value added for a years growth

- Improvement in teams' analysis of class, cohort and system data sets to inform teaching and learning
- Developed and refined Pedagogical Framework
- Goal setting across the school for all students in Literacy and numeracy and reviewed regularly with parent partnership
- Reviewed and refined the coaching process to align with the AITSL teaching standards
- Consistent planning processes and expectations for literacy and numeracy planning to guide differentiated teaching
- Strengthened the PLC model to reflect on and analyse cohort and whole school data in literacy and numeracy
- Strengthen leadership team with system based professional learning in PLC's, Writing Project, Essential Literacy Practices and Highly Accomplished teacher
- Refining processes for the Response to Intervention with an evaluation of the student needs adjustment matrix
- Progressing towards NAPLAN and school based student learning and perception data

#### Challenges we will address in our next Action Plan

- Embedding practices with consistency and accountability with data analysis literacy and numeracy differentiated planning and coaching and mentoring
- Authentically use the SITSL standards to develop goals and coaching support
- Leadership team to analyse cohort and system data to reflect on AAP strategies for improvement
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## Priority 2: Improvement in Student Well-Being

### Targets or measures

#### By the end of 2018 we will achieve:

- Pre and post data on Whole School processes and non-classroom settings (SAS)
- 10% Increase in the proportion of parents who indicate satisfaction related to student behaviour being well managed and that their child feels safe at school
- The student Self Esteem mean for each year group from years 3-6 be 4.0 or higher in the Feelings About Yourself and School Survey.
- 10% increase in the proportion of students who agree/strongly agree with the satisfaction survey item I feel safe at my school.
- 10% increase in the proportion of students who agree/strongly agree with the satisfaction survey item Teachers treat me fairly.
- 10% increase in the proportion of students strongly agree with the satisfaction survey item Student's behaviour is well managed.
- increase in the proportion of staff who agree/strongly agree that Staff/ Staff Relations are excellent in the ASCSiMT
- 10% point increase in the proportion of staff that agree their professional achievements are celebrated at this school
- 10% point increase in the proportion of staff that agree there is effective communication amongst all staff.
- 95% parents and students indicate their learning needs are met and communicated through Seesaw
- 10% point increase in the proportion of parents who indicate satisfaction related to community partnerships are valued and maintained and the school takes parents' opinions seriously compared

#### In 2018 we implemented this priority through the following strategies.

- Embed the PBL framework as a whole school approach to wellbeing
- Embed a culture of analysis of reliable data in Social and Emotional wellbeing to inform teaching and learning
- Build highly effective teams to strengthen collegial culture of mutual trust and support among staff
- Strengthen the engagement of parents as partners in 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 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
The student safety mean for each year group from years 3-6 be 4.5 or higher in the Feelings About Yourself and School Survey.	3.7	3.9				

The student Self Esteem mean for each year group from years 3-6 be 4.5 or higher in the Feelings About Yourself and School Survey.	3.9	4.0				
The student connectedness to school mean for each year group from years 3-6 be 4.5 or higher in the Feelings About Yourself and School Survey.	3.3	3.4				

#### Perception Data

Targets or Measures 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Student behaviour is well managed at this school: Source: SSD Parent 90%	67	75				
My child feels safe at this school Source: SSD Parent 95%	80	88				
Student behaviour is well managed at this school: Source: SSD student 90%	23	74				
I like being at this school Source: SSD student 90%	58	69				

#### School program and process data

Targets or Measures 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
PBL minor incident records						
PBL major incident records						
Every teacher understands PBL expectations and teaches them for all settings: Source PBL SET data 100%	40	90				
Every teacher understands the PBL decision making flow chart: Source PBL SET data 100%	37.5	87.5				

#### What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

#### Our achievements for this priority

- Completed most of the seven essential features for the Positive Behaviours for Learning Framework. This has become the language of our culture!!
- Teacher data progress enabled the school to progress through phases

- Teams collecting and analysing F.A.Y.S data in years 3 – 6 to and implementing S.E.L lessons and practices daily
- Strengthened the RTI model for teams to be more transparent and accountable for wellbeing of all students
- Student well-being team developed improved processes for identification and reviewing of strategic resourcing across the school P – 6
- Leadership team and teachers strengthening processes and practices to improve parental engagement and involvement; such as Board and P&C commitment and support, Seesaw communication tool use, regular events celebrating and sharing student learning
- Developed a youth worker position to support student well being
- Huge improvements in parents, student and teacher perception data regarding national items in School satisfaction data. In particular, management of behaviour, school communication processes and overall satisfaction.
- Systematic Professional Learning for all L.S.A's

#### Challenges we will address in our next Action Plan

- Broaden the student wellbeing team with a Family and Community Engagement Coordinator to become more of an interdisciplinary team to promote parents and family engagement and involvement.
- Effective resourcing of youth worker and Learning Support Assistants to support student wellbeing and learning.
- Embed the PBL framework and develop a set of video student resources
- Develop student leadership groups to promote student voice and collaboration for projects
- Ensure each team has a specific SLC or SLB linked directly to their team (Strategic resourcing)
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### Priority 3: Embed a culture of Inquiry to foster lifelong learners in school and beyond

#### Targets or measures

##### By the end of 2018 we will achieve:

- 100% of teachers display Assets for Life posters in their classrooms and visible learning shows evidence connected to the learning assets
- 80% of students use the language of the Assets for Life
- 10% point increase in proportion of students who indicate that teachers provide opportunities to do interesting things
- 100% of teachers can provide evidence to show ways they have made improvements to their inquiry teaching based on their individual and team goals set in term 1
- 100% teachers indicate through evaluations progress in their planning and teaching of Inquiry

##### In 2018 we implemented this priority through the following strategies.

- Implement the assets for life model to facilitate learning
- Strengthen the inquiry model across all key learning areas

*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 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students understanding of the Inquiry process. Source: Student Inquiry Learning survey (90%)	40%					

#### Perception Data

Targets or Measures 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
My school gives me opportunities to do interesting things ( <b>target 95% on student SSD</b> )	68.5	92				

#### School program and process data

Targets or Measures 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Have you encouraged your students to share their wonderings with you? Is there a space where those wonderings are collected/shared? Source: teacher inquiry survey: <b>Target 90%</b>	5	43				
Teachers visual learning environment support student learning: Source: teacher inquiry survey: <b>Target 80%</b>	20	35				

## What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

## Our achievements for this priority

- The Assets of Life Dispositions have become part of the language across the school on; How you are a Learner
- Teachers knowing their students based on key inquiry indicators
- Classroom teachers developing learning agreements on the type of learner
- Students learning about their own interest areas

## Challenges we will address in our next Action Plan

- Developing a conceptual framework as a delivery approach for the Australian Curriculum and to ensure the General capabilities drive the planning.
- Strengthening the Kath Murdoch Inquiry model
- Classroom physical and visual learning environments improve to support children learners

## 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.

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