

Charles Conder Primary School

Network: Tuggeranong

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)

- Improvement in student and family well-being with a clear focus on PBL (Positive Behaviours for Learning) and a multidisciplinary approach to well - being

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)

- Improvement in academic achievement with associated key improvement strategies to build teacher capacity and efficacy in effective pedagogies

- 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)

- Embed a culture of Inquiry to foster lifelong learners in school and beyond with a focus on key dispositions for life and a conceptual model of curriculum delivery.

Reporting against our priorities

Priority 1: Improvement in academic achievement

Targets or measures

By the end of 2019 we will achieve:

Writing

- For year 3 to 5; 60 % of students achieved at or above expected growth
- 80% Student growth in year 5 (within school match) is at or above the ACT scaled growth score
- Year 3 : Band 5 and Band 6 – 50 % of students to reach upper two bands
- Year 5 : Band 7 and Band 8 – 20% of students to reach upper two bands

Reading

- 80% Student growth in year 5 (within school match) is at or above the ACT scaled growth score
- For year 3 to 5; 60 % of students achieved at or above expected growth
- K- 6 Reading end of year benchmarks 80%
- Year 3 : Band 5 and Band 6 – 50 % of students to reach upper two bands
- Year 5 : Band 7 and Band 8 – 20% of students to reach upper two bands

Numeracy

- 80% Student growth in year 5 (within school match) is at or above the ACT scaled growth score
- For year 3 to 5; 60 % of students achieved at or above expected growth
- Year 3 : Band 5 and Band 6 - 50% of student reach upper two bands
- Year 5 : Band 7 and Band 8 – 20 % of students reach upper two bands

In 2019 we implemented this priority through the following strategies

- Embed a culture and analysis of reliable data in English and Mathematics to inform teaching and learning.
- Embed a coaching culture to build capacity and empower teacher efficacy
- Strengthen differentiated teaching and learning with high expectations from Preschool to Year 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

Targets or Measures 2022	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% K - 6 at reading benchmark	67	74				
Reading 90% Student growth in year 5 (within school match) is at or above the ACT scaled growth score		76	65			
NAPLAN Reading 80% of students have greater than or expected growth	58	51	39			
Writing 80% Student growth in year 5 (within school match) is at or above the ACT scaled growth score	66	62	74			
NAPLAN writing 80% of students have greater than or expected growth	58	72	48			
Numeracy 90% Student growth in year 5 (within school match) is at or above the ACT scaled growth score	85	90	80			
NAPLAN Numeracy 80% of students have greater than or expected growth	46	45	31			
PAT MATHS 75% of students Y 1 - 6 at Stanine 5 or above		40	49			
PAT SPELLING 75 % of students in Y3 - 6 at Stanine 5 or above		44	37			
PAT reading Comprehension 75% of students in yrs 1-6 at stanine 5 or above		44	51			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers at this school provide my child with useful feedback about his/her school work (100) Source: SSD Parent	84	84	94			
Teachers at this school expect students to do their best (100) Source: SSD Staff	96	87	96			
My teachers give me useful feedback (100) Source: SSD Student	61	90	95			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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Every teacher has a personal professional goal based on AITSL teacher standards to build capacity in an identify area of literacy or numeracy	25	60	70			
Every teacher has goals for all students in their classes for Reading, Writing and Numeracy	30	70	90			

Our achievements for this priority

- Whole school PAT (progressive assessment test) data in literacy (reading comprehension and Spelling) and numeracy to broaden our multiple sources of data
 - Goal setting across the school for all students in Literacy and numeracy and reviewed regularly with parent partnership
 - Strengthen leadership team with system based professional learning in PLC's, the leadership series, Essential Literacy Practices and Highly Accomplished teacher
 - Strengthened the PLC model to reflect on and analyse cohort and whole school data in literacy and numeracy
 - All teaching staff have completed professional learning of the essential literacy practices

Challenges we will address in our next Action Plan

- To make a shift in our academic growth in national and school based systematic assessments
 - To ensure consistency of pedagogical practices in the light of new staff beginning in the school
 - Develop a systematic approach to gather and analyse data in reading, spelling 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
- Review and refine the coaching and mentoring process to align with the AITSL teaching standards and focused mentors to support teaching practice and ensure a consistent model across P-6
- Embedding Essential Literacy practices with consistency and accountability with data analysis for literacy and numeracy differentiated planning
- Thorough differentiation with personalised goal setting to ensure students are progressing in key areas of literacy and numeracy
- Refining the focus on the expectations of the pedagogical framework and mentoring for new staff
- Refining the whole school processes of personalised goals for school and home learning

Priority 2: Improvement in student well-being

Targets or measures

By the end of 2019 we will achieve:

- 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.
- 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 2019 we implemented this priority through the following strategies

- Embed the PBL framework as a whole school approach to wellbeing
- Implement a multidisciplinary approach to strengthen student and family well-being

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	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	4.2			
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	3.8			

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	70			
My child feels safe at this school Source: SSD Parent 95%	80	88	92			
Student behaviour is well managed at this school: Source: SSD student 90%	23	74	60			
I like being at this school Source: SSD student 90%	58	69	78			

School program and process data

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

Our achievements for this priority

- Completed the seven essential features for the Positive Behaviours for Learning Framework. This has become the language of our culture!! We have achieved 100% implementation of all setting over the last three years. This enables the school to begin implementation of classroom settings
- 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 the 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
- Developed and implemented a social worker and 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.
- Family and community engagement officer has strategically lead and supported improved family engagement initiatives such as, regular parenting groups and information sessions,

play groups, stay and play, teacher professional learning and connections and partnerships with the Lanyon medical centre and other supporting agencies

- Strengthening school culture and trust in community with success through Digital app Seesaw enabling frequency and flexibility for communicating with parents
- All stakeholders see an improvement in student behaviour and student safety at school which is reflected in numerous data sets

Challenges we will address in our next Action Plan

- Developing the student well-being team to lead in a professional learning community for student and family well-being.
- Student well-being team to utilise and analyse school and system data to inform our key actions and review our whole school progress
- Refine the role of the Family and Community Engagement coordinator with informed focus areas at the student, family and community level with improved supervision and leadership opportunities.
- Collecting diverse SEL student data to inform classroom practice and whole school performance
- Review and refine the coaching and mentoring process to align with the AITSL teaching standards and focused mentors to support teaching practice and ensure a consistent model across P-6
- Consistent implementation of classroom settings - PBL
- Consistent use of the decision making flowchart system with clear understanding on levels of responsibility- PBL

Priority 3: Embed a culture of Inquiry to foster lifelong learners in school and beyond

Targets or measures

By the end of 2019 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 2019 we implemented this priority through the following strategies

- Strengthen the assets of life model to facilitate learning of skills and disposition to be an effective learner
- Develop an inquiry process to systematically deliver the Australian Curriculum

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	60			

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 (target 95% on student SSD)	68.5	92	94			

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: Target 90%	5	43	17			

Teachers visual learning environment support student learning: Source: teacher inquiry survey: Target 80%	20	35	44			
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Our achievements for this priority

<ul style="list-style-type: none"> ▪ Learning Walk data across the school shows increased understanding of the 5 Assets for Life, including students from K-6 being able to provide a definition of each ▪ Visual displays of the Assets of Life across the school are evident and students are accessing them ▪ Conceptual planning is occurring with teams utilising a consistent template which includes specific links to the Assets for Life and the General Capabilities

Challenges we will address in our next Action Plan

<ul style="list-style-type: none"> ▪ Providing opportunities for student reflection about their learning is a significant identified area for improvement by teachers ▪ Effective planning of conceptual inquiry and assessing of inquiry continues to be identified as an area for improvement by teachers ▪ Students do not have personalised goals against the Assets for Life. Teachers are not consistently providing explicit feedback to students about their current skills with the Assets for Life. How can we support students to be reflective about their skills and dispositions so they then can strengthen these?
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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.

<p>Tharwa QIP link</p> <p>https://docs.google.com/document/d/1zEwmJdQn1vrXmpWBA_QvXOhhNUZ-grHcau-Y8yw-sls/edit</p>

Charles Conder QIP link

https://docs.google.com/document/d/1EVdrNgyghdkRD-rStcuLUHoN_8x8AtoF3SNGfG4fuR4/edit

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