

FRANKLIN EARLY CHILDHOOD SCHOOL

Network: NORTH GUNGAHLIN

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 1 and 2 (see reporting for detail):

- Reconfiguring school structures to ensure greater access to literacy learning
- Implementing Walkthroughs to develop consistency in instructional practices and to build teacher capacity (10 Essential Literacy Practices focus)
- Mentoring and coaching program commenced- empowering learning professionals
- School leaders attending PL on writing and the 10 Essential Literacy Practices
- Allocating PLC time to writing and mathematics

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):

- Professional learning on Visible Learning
- Implementation of Visible Learning strategies
- Building staff capacity in writing and mathematics pedagogy in the classroom
- Implementing Walkthroughs to develop consistency in instructional practices and to build teacher capacity (focus- the 10 Essential Literacy Practices)
- PLT time allocated to exploration and setting of teacher goals on the 10 Essential Literacy Practices

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):

- Drop in sessions focusing on Positive Behaviour Support Plans to enhance teacher skills
- Purchasing technology to further enhance ICT supported learning
- Implementing universal and targeted levels of support
- Providing the opportunity for student voice
- The introduction of data time

Reporting against our priorities

Priority 1: *To improve spelling and writing for all students.*

Targets or measures

By the end of 2023 we will achieve the following:

- Based on the Australian Curriculum at least 80% of students achieve a C grade or above in A-E writing (years 1-6)
- To increase the proportion of students in bands 5 & 6 in NAPLAN year 3 writing and spelling to 70%
- For the staff satisfaction survey item, 'I receive useful feedback about my work at this school', the school result will be at or above system mean

Results will increase each year for school-based student survey item "I feel confident when using my writing goals"

- I often ask for help from my teacher with my writing goals
- I sometimes ask for help from my teacher with my writing goals
- I know what good writers do and can work on my writing goals on my own
- I can confidently share and explain my writing goals with my peers

Increase the proficiency level of staff to "know the teaching strategies (pedagogies) of the teaching area of writing."

In 2019 we implemented this priority through the following strategies.

- Implementing the 10 Essential Literacy Practices through a coaching and mentoring model
- Using a PLC model to explore and develop a whole school approach to writing
- Provide staff with opportunities in data time and team planning time to regularly analyse and reflect on student data around this priority to inform teaching and learning practice. This includes both formative and summative data.
- Utilising the data plan and discipline dialogue questions as appropriate.

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 |
|--|---|---|--------|--------|--------|--------|
| 80% of students achieve a C grade or above in A-E writing (years 1-6) | Average of all A-E grades across all cohorts 2015-2018 and is 70% | 81% | | | | |
| To increase the proportion of students in bands 5 & 6 in NAPLAN year 3 writing and spelling to 70% | 54% (writing) 57% (spelling) | Writing 52.6% Spelling 57.9% | | | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-------------------------------------|-------------------------------------|--------|--------|--------|--------|
| For the staff satisfaction survey item, 'I receive useful feedback about my work at this school', the school result will be at or above system mean | School 64.5% System 77% | 65.2% 63% | | | | |
| Student survey item "I feel confident when using my writing goals": 1. I often ask for help from my teacher with my writing goals 2. I sometimes ask for help from my teacher with my writing goals 3. I know what good writers do and can work on my writing goals on my own 4. I can confidently share and explain my writing goals with my peers" | 1. 3% 2. 27% 3. 42% 4. 28% | 1. 6% 2. 23% 3. 34% 4. 37% | | | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--|---|--------|--------|--------|--------|
| Increase the proficiency level of staff to "know the teaching strategies (pedagogies) of the teaching area of writing." 1. Use effectively in my class, 2. Mentor a colleague 3. Lead discussions with exemplars within a team 4. Lead whole school professional learning 5. Lead system, regional or national professional learning" | 1. 49% 2. 28% 3. 23% 4. 0% 5. 0% | 1. 21% 2. 32% 3. 30% 4. 17% 5. 0% | | | | |

What this evidence tells us

Survey data shows that programs implemented have had a positive impact at our school and the school is progressing towards the achievement of our five-year targets in most areas. While the student survey results around learning goals has increased by 3% in the lower proficiency band, there has also been an increase in the higher proficiency band by 9%.

Results:

- Results indicate the number of children in NAPLAN in bands 5&6 in writing this year is
- -1.4% and in spelling is +0.9 from last year.
- Staff satisfaction survey results for, "I receive useful feedback about my work at this school", is +2.4% above system mean
- Survey results regarding proficiency levels of staff in regard to "know the teaching strategies (pedagogies) of the teaching area of writing show growth. The lower levels of proficiency have decreased by 28% and the higher levels of proficiency have increased by 17%
- Survey results for the school-based student survey item "I feel confident when using my writing goals" are impressive. They have increased in the higher end of proficiency by 6%. Results in the middle have decreased, results in the bottom area have increased by 3% (1 student)

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

The collation and interpretation of the baseline data and the year 1 data sets around the targets highlighted that these results are confusing to decipher. As such, from next year staff and students will complete a different survey to enhance understanding.

Students will complete two yes/no survey questions stating:

- I know what my writing goals are
- I know how to achieve my writing goals

Staff will complete two yes/no survey questions stating:

- My pedagogy when teaching writing has improved
- I feel confident in sharing my pedagogy with others in the school

Kindergarten PIPS results in reading are not included in the collation of results. These are important data sets and as such, these will be included from next year.

What implications does this evidence have for your next AP?

The data provided indicates that a key focus of the Action Plan will be focussing on student writing goals, linking these to visible learning and the continuation of improving writing pedagogy.

Our achievements for this priority

Reconfiguring school structures to ensure greater access to literacy learning

- It was negotiated with the School Board to extend the morning block from 9:00am to 11:00am.
- This provided a greater length of time in the morning for a literacy block.
- Timetables were created to ensure that literacy was taught across the school K-3 during the morning block.

Implementing walkthroughs to develop consistency in instructional practices and to build teacher capacity

- The leadership team participated in Walkthroughs at a local ACT school where this practice is embedded
- The leadership team provided readings for Franklin staff on Walkthroughs
- The entire staff created a set of norms based on the Walkthroughs
- Walkthroughs in 2019 focussed on the 10 Essential Literacy practices
- Each team has participated in walkthroughs in semester 2 2019.

School leaders attending PL on writing and the 10 Essential Literacy Practices

- Key members of the leadership team attended professional learning on writing
- Key members from the leadership team attended professional learning on coaching through the 10 Essential Literacy practices. This provided consistency across the leadership team in coaching
- Each coach worked alongside identified staff members to support and coach. The process of coaching provides time for leaders to listen, empathise and work alongside teachers to set future goals while promoting discovery of new pedagogical ideas to improve professional practice
- Coaches led each teaching team P-3 through a fortnightly focus on the 10 Essential Literacy practices. This included an exploration of each practice and goal setting based on the practices for teachers to trial.

Mentoring and coaching program commenced

- Key staff members participated in targeted professional learning by Dr Janet Smith (University of Canberra) around coaching and mentoring
- Following this, professional learning committees were established to create mentoring agreements and coaching agreements. The mentoring agreement will be launched in 2020 and the coaching agreement is currently being trialled with staff across the school.

Allocating PLC time to writing

- Based on the work of Regie Routman "*Read Write Lead*" and the work of writing expert, Donald Graves, a block of PLC time (1 term in duration) was allocated for staff to participate in professional learning on writing pedagogy.
- A set of writing beliefs were formed as the basis for actions that would be seen in every classroom K-3.

Challenges we will address in our next Action Plan

- The introduction of a new year level (year 4)
- Many new staff coming on board due to our expanding year levels- upskilling of new staff in 10 Essential Literacy Practices
- Increasing levels of staff rigor in pedagogy.
- Ensuring equity in every classroom.

Priority 2: Improve mathematical outcomes for all students.

Targets or measures

By the end of 2023 we will achieve the following:

- Increase to 85% the proportion of kindergarten students achieving expected growth or better in PIPS (Number)
- Increase the proportion of students in bands 5 & 6 in NAPLAN year 3 numeracy to 70%
- Based on the Australian Curriculum at least 90% of students achieve a C grade or above in A-E number (years 1-6)
- Results will increase each year for school-based student survey item “I feel confident to participate in mathematics lessons”:
 1. I often ask for help from my teacher so I can participate
 2. I sometimes ask for help from my teacher so I can participate
 3. I know what good mathematicians do and can work on my maths lessons independently
 4. I can confidently share and explain my thinking in mathematics with my peers
- Increase the proficiency level of staff to “know the content and teaching strategies (pedagogies) of the teaching area of mathematics.”

In 2019 we implemented this priority through the following strategies.

- Refine and develop staff knowledge of quality maths teaching
- Increase staff knowledge of and ability to use formative and summative assessment in maths
- Align Australian Curriculum Achievement Standards with student assessment practices.

Student learning data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--|--------|--------|--------|--------|--------|
| Increase to 85% the proportion of kindergarten students achieving expected growth or better in PIPS (Number) | The average achievement 2015 to 2018 (77%) | 70% | | | | |
| To increase the proportion of students in bands 5 & 6 in NAPLAN year 3 numeracy to 70% | 51% | 47.4% | | | | |

| | | | | | | |
|--|-----------------------------------|--------|--|--|--|--|
| Based on the Australian Curriculum at least 90% of students achieve a C grade or above in A-E number (years 1-6) | Average of A-E in all cohorts 81% | 92.12% | | | | |
|--|-----------------------------------|--------|--|--|--|--|

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-------------------------------------|-------------------------------------|--------|--------|--------|--------|
| Student survey item "I feel confident to participate in mathematics lessons": 1. I often ask for help from my teacher so I can participate 2. I sometimes ask for help from my teacher so I can participate 3. I know what good mathematicians do and can work on my maths lessons independently 4. I can confidently share and explain my thinking in mathematics with my peers | 1. 5% 2. 26% 3. 41% 4. 28% | 1. 3% 2. 28% 3. 28% 4. 41% | | | | |

School program and process data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--|---|--------|--------|--------|--------|
| Increase the proficiency level of staff to "know the content and teaching strategies of the teaching mathematics." 1. Use effectively in my class, 2. Mentor a colleague 3. Lead discussions with exemplars within a team 4. Lead whole school professional learning 5. Lead system, regional or national professional learning" | 1. 53% 2. 16% 3. 31% 4. 0% 5. 0% | 1. 35% 2. 36% 3. 18% 4. 11% 5. 0% | | | | |

What this evidence tells us

Survey data shows that the streamlining of processes has had some impact at our school however results indicate that we need to continue our whole school focus on mathematics in 2020.

Results:

- Although the number of children in NAPLAN in bands 5&6 in maths this year is -3.6% from last year, our data shows that we are 8% above the ACT in bands 5&6.
- Results indicate the number of children achieving expected growth or better in PIPS (Number) is 72%
- Survey results regarding proficiency levels of staff regarding "know the teaching strategies (pedagogies) of the teaching area of maths are impressive as they have decreased in the

lower end of levels of proficiency by 18% and increased in the higher end of proficiency by 11%

- Survey results for the school-based student survey item “I feel confident to participate in mathematics lessons” highlight a significant shift in student confidence with a growth of 15% in the higher end of the sliding scale.

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

The collation and interpretation of the baseline data and the year 1 data sets around the perception data highlighted that these are difficult measures to interpret. As such, from next year staff and students will complete a different survey to enhance understandings.

Students will complete two yes/no survey questions stating:

- I can confidently share and explain my thinking in mathematics
- I ask for help when I need it

Staff will complete two yes/no survey questions stating:

- My pedagogy when teaching mathematics has improved
- I feel confident in sharing my pedagogy with others in the school

What implications does this evidence have for your next AP?

The data provided indicates that a key focus of the Action Plan will be focussing on student mathematical skills and teacher capacity.

Our achievements for this priority

Mentoring and coaching program commenced- empowering learning professionals

- Key staff members participated in targeted professional learning by Dr Janet Smith (University of Canberra) around coaching and mentoring
- Following this professional learning committees were established to create mentoring agreements and coaching agreements. The mentoring agreement will be launched in 2020 and the coaching agreement is currently being trialled with staff across the school

Allocating PLC time to Mathematics

- Based on the work of PANLs (Principals As Numeracy Leaders) a block of time during PLCs (1 term in duration) was set aside for staff to participate in professional learning on mathematics pedagogy
- A set of mathematics beliefs were formed as the basis for actions that would be seen in every classroom K-3.

Professional Learning on Visible Learning and the implementation of Visible Learning strategies

- Two whole staff professional learning days were allocated to Visible Learning
- A staff collective commitment towards the creation and display of learning intentions and success criteria was established
- Walkthroughs to ensure learning intentions and success criteria were on display were carried out. Feedback was provided to teams to enhance pedagogy.

Building staff capacity in mathematics

- Staff drop in sessions were run throughout the year. These focussed on “hands on maths”
- Lesson demonstrations between teachers occurred
- The term 3 PLC agenda focussed on mathematics- readings were provided and discussed. Following this Franklin beliefs in numeracy were created
- Data time was allocated for mathematics results. Discussions included: “What is the data showing us and where to next?”

Challenges we will address in our next Action Plan

- The introduction of a new year level (year 4)
- Many new staff coming on board due to our expanding year levels
- Increasing levels of staff rigor in pedagogy
- Ensuring equity in every classroom
- Increasing available resources to support teaching and learning.

Priority 3: *To maintain and enhance student wellbeing during expansion to year 6.*

Targets or measures

By the end of 2023 we will achieve the following:

- For the parent satisfaction survey item, ‘My child feels safe at this school’, the school result will be at or above system mean
- For the parent satisfaction survey item, ‘My child likes being at this school’, the school result will be at or above system mean
- For school-based student survey item “my school gives me opportunities to do interesting things” the result will increase each year
- For school-based student survey item “I can talk to my teachers about my ideas” the result will increase each year

In 2019 we implemented this priority through the following strategies.

- Provide opportunities for student participation in whole school events such as lunchtime clubs and Bullying No Way Day
- Provide the opportunity for students to have a voice in the shaping of these events
- Develop avenues for students to have a say in the school expansion design
- Develop surveys to measure levels of student wellbeing

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 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|----------------------------|----------------|--------|--------|--------|--------|
| For the parent satisfaction survey item, 'My child feels safe at this school', the school result will be at or above system mean | School 95.5% System 94% | 95.3% 93.6% | | | | |
| For the parent satisfaction survey item, 'My child likes being at this school', the school result will be at or above system mean | School 95% System 95% | 93.7% 93.4% | | | | |
| For school-based student survey item "my school gives me opportunities to do interesting things" the result will increase each year | 85% | 88% | | | | |
| For school-based student survey item "I can talk to my teachers about my ideas" the result will increase each year | 89% | 91% | | | | |

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.

What this evidence tells us

Survey data results show that the programs implemented this year are effective and we need to maintain these. These will be enhanced through the introduction of PBL and Be Strong (a social and emotional learning program).

Results:

- Results for the parent satisfaction survey for "My child feels safe at this school" are high. The school score is 95.3% and the system score was below the school at 93.9%
- Results for the parent satisfaction survey for 'my child likes being at this school" are high. The school score is 93.7% and the system score was below the school at 93.4%
- Results for the school-based student survey "My school gives me interesting things to do" has increased from 85% to 88%
- Results for the school-based student survey "I can talk to my teachers about my ideas"" has increased from 89% to 91%

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

Data sources provide an accurate picture of wellbeing status of children. The introduction of PBL will add further data through the recording of positive incidents (not currently recorded).

What implications does this evidence have for your next AP?

The introduction of PBL and Be You will feature prominently in the 2020 Action Plan

Our achievements for this priority

Drop in sessions on Positive Behaviour Support Plans to enhance teacher skills

- Dedicated time was provided to teachers around the creation of Positive Behaviour Support Plans
- Meetings with teachers, students, families and leadership team were held in order to create Positive Behaviour Support Plans
- Reviews of Behaviour Support Plans occurred throughout the year.

Purchasing technology to further enhance technology supported learning

- The school liaised with external agencies such as NSET, SAP, Gungahlin Child and Family centre to ensure equipment is relevant to students needs
- A budget line was created in this area to purchase relevant equipment to support student's needs
- New Ipads, mice and Chromebooks were purchased to meet the needs of our expanding school.

Implementing universal and targeted levels of support enabling student participation

- The school DECO worked in partnership with staff and families in regard to the creation of ILPS to accurately support students
- Data time was initiated to accurately identify the progress of students and to create actions to address their needs
- Opportunities were developed regarding student voice and choice
- Accurately resourcing the school to meet the targeted needs of the students
- Successful management of CRS days- principal, business manager and staffing officer liaising often
- Realigning preschool timetable with greater periods of time allocated for student voice and choice in regard to the activities they are engaging in
- Providing access and supports for children to ensure success at school- for example providing lunch orders, uniforms, school equipment.

Providing the opportunity for student voice.

- Giving students the choice of activities for lunchtime clubs
- Providing an opportunity for children to create a list of friendship choices for 2020 classes
- Staff providing greater opportunity for student choice in writing activities
- Providing the opportunity for students to make informed choices about what they learn in class and how they learn it.

The introduction of data time

- Staff utilising PLC questions from Index as a scaffold for staff data questions
- The alignment of timetables and release from face to face teaching to allow for adequate data time
- The leadership team release was aligned with class teacher time. This allowed for leadership team participation in data time sessions.

Challenges we will address in our next Action Plan

- Implementation of PBL
- Implementation of Be You
- Weaving Be You and PBL into current Visible Learning program including the learner dispositions.