FRANKLIN SCHOOL

Network: NORTH GUNGAHLIN

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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 signficant 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):

- Reconfiguring school structures to ensure greater access to literacy learning
- Working with the Directorate Instructional Mentors
- Purchasing more reading resources
- Continuing with walkthroughs to develop consistency in instructional practices and to build teacher capacity (10 Essential Literacy Practices focus)
- Strengthening the mentoring and coaching program - empowering learning professionals
- Completing mini spirals of inquiry during team data time
- Changing scheduled fruit break time to be more responsive to student need
- Allocating Professional Learning Community (PLC) and/or Professional Learning Team (PLT) time to writing and mathematics.

Analysis 🡪 Priorities 🡪 Strategies 🡪 Actions 🡪 **Impact** (for student)

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 on Visible Learning
- Implementation of Visible Learning strategies
- Professional learning on teaching in the online world
- Building staff capacity in writing and mathematics pedagogy in the classroom
- Continuing with mentoring and coaching program - empowering learning professionals
- Strengthening walkthroughs to develop consistency in instructional practices and to build teacher capacity (focus- the 10 Essential Literacy Practices)
- Engaging with the professional learning offered through the Directorate in Google Classrooms- with a focus on the 10 Essential Literacy Practices.

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 3 (see reporting for detail):

- Purchasing of resources targeted to meet individual needs of students
- Providing opportunities within the classroom and on the playground for student voice and choice
- Adapting play space and physical education (PE) spaces to accommodate the ongoing expansion
- Working closely with Network Student Engagement Teams (NSET) and the Occupational Violence (OV) team to further create environments suited to individual children and their needs
- Targeted sessions focusing on Positive Behaviour Support Plans to enhance teacher skills
- Purchasing technology to further enhance Information and Communication Technology (ICT) supported learning
- Implementing universal and targeted levels of support.

Analysis ⮕ Priorities ⮕ Strategies ⮕ Actions ⮕ Impact (for student)

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 the mean of other P-6 schools.
- To increase kindergarten BASE results each year.

- Results will increase each year for school-based survey item:

    Students:

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

    Staff :

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

In 2020 we implemented this priority through the following strategies.

- Working with the Directorate Instructional Mentors to refine literacy practices
- Utilising the professional learning offered through the Directorate in Google classrooms- with a focus on the 10 Essential Literacy Practices.
- Implementing the 10 Essential Literacy Practices through a coaching and mentoring model
- Provided staff with opportunities in data time and team planning time to regularly analyse and reflect on formative and summative student data around this priority to inform teaching and learning practice.
- Utilising the data plan and discipline dialogue questions as appropriate.
- Completing learning walks.

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	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 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%	79.4%			
To increase the proportion of students in bands 5 & 6 in	54% (writing)	Writing 52.6%	n/a			

Analysis ☐ Priorities ☐ Strategies ☐ Actions ☐ Impact (for student)

NAPLAN year 3 writing and spelling to 70%	57% (spelling)	Spelling n/a				
To increase kindergarten BASE results each year.	Was not a part of Impact report this year	Was not a part of Impact report this year	Not available at time of publishing.			

Perception Data

Targets or Measures	Base	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
For the staff satisfaction survey item: 'This school looks for ways to improve, the school result will be at or above the mean of other P-6 schools	n/a	n/a	School 97.6% System 93.3%			
Students survey: 'I know what my writing goals are' 'I know how to achieve my writing goals'	Was not a part of Impact report this year	Was not a part of Impact report this year	88.5% 81.8%			

School program and process data

Targets or Measures	Base	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
Staff survey: 'My pedagogy when teaching writing has improved' 'I feel confident in sharing my pedagogy with others in the school'	n/a	n/a	96% 64%			

Analysis □ Priorities □ Strategies □ Actions □ Impact (for student)

Qualitative data shows that programs implemented have had a positive impact on the culture and climate of our school. Our qualitative data has exceeded expectations and the school is progressing towards the achievement of our five-year targets in all areas.

Due to no NAPLAN testing in 2020 because of the COVID-19 pandemic quantitative data results are limited. Our A-E results are slightly lower than last year. We conclude that this is due to the impact of COVID-19.

Results:
- Staff satisfaction survey results for, "this school looks for ways to improve" is +4.3% above the mean of other P-6 schools

- The student survey about knowing writing goals was 88.5% and the staff survey regarding an improvement in pedagogy was 96%

- 64% of staff feel confident to share their skills with others in the school.

Have any of your data sources changed over time? If so, why?
Questions utilised last year were slightly confusing so commencing this year students completed two yes/no survey questions stating:
- I know what my writing goals are
- I know how to achieve my writing goals

Staff completed 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 BASE reading results were to be included for the first time this year as they are a valuable source of data. However, the provider of this data was not able give it to the school before the end of 2020. Data regarding our BASE target will be included in the 2021 Impact Report.

Commencing this year, the staff satisfaction survey question changed to "This school looks for ways to improve" as it is a valuable question to ask.

What implications does this evidence have for your next AP?
The data provided is qualitative data only. This data indicates a high level of satisfaction and belief in the directions the school is taking. For this reason, we will continue focusing on the establishment of student writing goals, linking these to Visible Learning and the continuation of improving writing pedagogy and spelling pedagogy.

Analysis Priorities Strategies Actions **Impact** (for student)

Our achievements for this priority

- With the shift to teaching and learning online during the pandemic, all staff engaged in professional learning and rigorous discussions around the best ways to plan for and deliver high quality teaching and learning programs in an online world.

- PLCs met fortnightly and prioritised the discussion of differentiating teaching and learning programs, and the analysis of data and moderation of work samples. To assist in the collation of an accurate picture of individual student's progress, Progressive Assessment Testing for reading were introduced.

- Our professional learning agenda was strategically considered to ensure that we built staff capacity across the school regarding contemporary, evidence-based practices for the teaching of literacy.

- All teachers had the opportunity to engage in targeted coaching and mentoring led by executive teaching staff, resulting in enhanced pedagogy.

- To support capacity building, feedback given via Learning Walks was linked to the data analysis focus for the week.

- Our Response to Intervention Model was refined identifying appropriate levels of resourcing and support for teachers to make effective adjustments of student learning as a response to the analysis of data, to meet individual student needs. Teachers were trained and dedicated to tier 2 response to intervention supports.

- The knowledge and pedagogy of our new teaching staff was built, in the Ten Essential Practices through professional learning with Christine Topfer.

- A greater bank of resources throughout the school was purchased. This included new readers and several books for class libraries.

- As part of our school expansion our school library was relocated, and purpose built to cater for children aged P-6. Resources for the future year 5/6 classes were also purchased.

- As a strategy to assist staff to maintain focus on priority 1 within our 2020 Franklin School Action Plan (improve spelling and writing) the literacy committee were tasked with overseeing and implementing the actions within the plan. The literacy committee comprises a school leader and one staff member from each teaching team. This strategic decision ensured that all messages and decisions were clearly communicated to all staff.

Analysis ⮕ Priorities ⮕ Strategies ⮕ Actions ⮕ **Impact** (for student)

Challenges we will address in our next Action Plan

- The introduction of a new year level (year 5)
- 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.

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 BASE (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 survey:

Students:

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

Staff:

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

In 2020 we implemented this priority through the following strategies.

- Refining and developing staff knowledge of quality mathematics teaching
- Increasing staff knowledge of, and ability to use, formative and summative assessment in maths
- Aligning Australian Curriculum Achievement Standards with student assessment practices.

Student learning data

Targets or Measures	Base	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 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%	Not available at time of publishing.			
To increase the proportion of students in bands 5 & 6 in NAPLAN year 3 numeracy to 70%	51%	47.4%	n/a			

Analysis Priorities Strategies Actions Impact (for student)

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%	84.8%			

Perception Data

Targets or Measures	Base	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
Student survey: 'I can confidently share and explain my thinking in mathematics' 'I ask for help when I need it'	n/a	n/a	75% 'said' yes 96.6% said 'yes'			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Staff survey: My pedagogy when teaching mathematics has improved I feel confident in sharing my pedagogy with others in the school	n/a	n/a	92% said 'yes' 60% 'said yes'			

What this evidence tells us

Qualitative data shows that programs implemented have had a positive impact on the culture and climate of our school. The data highlights that the staff and students see value in the programs that we are implementing. Our qualitative data has exceeded expectations and the school is progressing towards the achievement of our five-year targets in all areas.

Due to no NAPLAN testing in 2020 because of the COVID-19 pandemic quantitative data results are limited. Our A-E results are slightly lower than last year. We conclude that this is due to the impact of COVID-19.

Results:
- This is the first year for staff and student surveys. The results for each of these were high. The student survey about confidently share and explain my thinking in mathematics was 75% and 96.6% of students ask for help when they need it.

- The staff survey regarding an improvement in pedagogy in maths was 92%

Analysis Priorities Strategies Actions **Impact** (for student)

- 60% of staff feel confident to share their skills with others in the school.

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

Commencing this year students completed two yes/no survey questions stating:
- I can confidently share and explain my thinking in mathematics
- I ask for help when I need it

Commencing this year staff completed 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 is qualitative data only. This data indicates a high level of satisfaction and belief in the directions the school is taking. For this reason, we will continue focussing on student mathematical skills and teacher capacity.

Our achievements for this priority

- With the shift to online teaching and learning during the pandemic, all staff engaged in professional learning and rigorous discussions around the best ways to plan for and deliver high quality teaching and learning programs in an online world.

- A yearly subscription to an online mathematics program "*A learning place, a teaching place*" was purchased for all staff. Professional learning on use of the online maths program was delivered to the staff.

- A range of resources were purchased to support the implementation of quality teaching in mathematics including Targeting Maths and Mathletics. Alongside this, teaching teams have continued to access the Stepping Stones mathematics program as an additional resource to support teaching, planning and student learning.

- Our implementation of PLCs across the school has seen a significant strengthening of team planning and discussion of individual student strengths and areas of need based on assessment data. Data time was allocated for mathematics results. Discussions included: *"What is the data showing us and where to next?"* This led to an increase in differentiation as teachers within a PLC have supported one another in their practice.

- Teaching teams have completed 'mini' spirals of inquiry about student achievement in number and algebra. Team members have then discussed successes, areas for developments and wonderings during mathematics committee meetings to help us plan how we can effectively implement school wide spirals of inquiry for mathematics. To assist in the collation of an accurate picture of individual students' progress, PAT maths online tests were introduced.

- Staff drop-in sessions were run in term 3 this year. These focussed on 'hands on maths'. To accompany this, lesson demonstrations and modelling between teachers occurred

Analysis ⬛ Priorities ⬛ Strategies ⬛ Actions ⬛ Impact (for student)

- As a strategy to assist staff to maintain focus on priority 2 within our 2020 Franklin School Action Plan (improve mathematical outcomes for all students) the numeracy committee were tasked with overseeing and implementing the actions within the plan. The numeracy committee comprises a school leader and one staff member from each teaching stage. This strategic decision ensured that all messages and decisions were communicated with to all staff.

Challenges we will address in our next Action Plan

- The introduction of a new year level (year 5)
- Many new staff coming on board due to our expanding year levels
- Increasing levels of staff rigor in pedagogy
- 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 other P-6 schools.
- For the parent satisfaction survey item, 'My child likes being at this school', the school result will be at or above other P-6 schools
- For student satisfaction survey item "my school gives me opportunities to do interesting things" the result will increase each year
- For student satisfaction survey item "I can talk to my teachers about my ideas" the result will increase each year.

In 2020 we implemented this priority through the following strategies:

- Providing leadership opportunities for our year 4 students. This included leading morning lines each day, welcoming the community each morning, working as library monitors and assisting in the front office.
- Providing opportunities for student participation in whole school events such as lunchtime clubs and Bullying No Way Day. In term 4 we introduced morning lines at the commencement of each day. This provided an avenue for the entire school community to come together (adhering to COVID-19 restrictions) and connect each day.
- Developing 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.

Analysis ⮚ Priorities ⮚ Strategies ⮚ Actions ⮚ **Impact** (for student)

Perception Data

Targets or Measures	Base	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
For the parent satisfaction survey item, 'My child feels safe at this school', the school result will be at or above other P-6 schools	School 95.5% System 94%	95.3% 93.6%	96.1% 89.5%			
For the parent satisfaction survey item, 'My child likes being at this school', the school result will be at or above other P-6 schools	School 95% System 95%	93.7% 93.4%	97.4% 90.7%			
For student satisfaction survey item "my school gives me opportunities to do interesting things" the result will increase each year (or stay at 100%)	85%	88%	100%			
For student satisfaction survey item "I can talk to my teachers about my concerns" the result will increase each year	89%	91%	94.1%			

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 our ongoing refinement of PBL.

Results:
- Results for the parent satisfaction survey for "My child feels safe at this school" are high. The school score is 96.1% and the mean of other P-6 schools was below the school at 89.5%. The difference is +6.6%

- Results for the parent satisfaction survey for 'my child likes being at this school" are high. The school score is 97.4% and the mean of other P-6 schools was below the school at 90.7%. The difference is +6.7%

- Results for the student satisfaction survey "my school gives me opportunities to do interesting things"" has increased from 88% to 100%. The mean of other P-6 schools was 77.3%. The difference is +22.7%

- Results for the student satisfaction survey "I can talk to my teachers about my concerns"" has increased from 91% to 94.1%. The mean of other P-6 schools was 51.6%. The difference is +29.6%

Analysis Priorities Strategies Actions Impact (for student)

Have any of your data sources changed over time? If so, why?
Data sources provide an insight to the wellbeing of children. The introduction of the system wide student satisfaction survey provided an additional layer of information which particularly focussed on the thoughts and voice of the students within the school.

What implications does this evidence have for your next AP?
We want to keep student wellbeing levels high. The student responses to the School Climate survey for 2020 affirm that students and staff are working together towards the same goals. 94% of students believe that this statement is true. This is compared to other P-6 students where 72% is the mean.
In 2021 we will be surveying students regularly to hear their voice regarding decisions across the school. In the 2020 School Climate survey 99% of children indicated that they strongly agree that we have solid staff/ student relations (including students being involved in school decisions and planning). The mean in other P-6 schools is 76%

Our achievements for this priority

- Targeted work was carried out on the creation of positive behaviour support plans. This included providing dedicated time 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.

- The introduction of Positive Behaviour for Learning (PBL) has ensured that positive behaviour strategies remain a focus. This has enhanced wellbeing levels and assisted to further positive engagement in learning.

- The school liaised with teams such as NSET, the Support at Preschool (SAP) team and the external agencies of Gungahlin Child and Family centre to ensure adequate support for students was prioritised and met. Involvement included training from the NSET team in Team Teach and Zones of Regulations.

- Providing access and supports for children to ensure success at school- for example providing lunch orders, uniforms, breakfast, and school equipment.

- Parents and staff continued to work collaboratively to improve the carpark space. The traffic subcommittee (established in 2019) has met regularly to continue to refine and develop

- Student Support Team meetings were established to ensure student needs are regularly discussed and teachers are supported to implement strategies.

- The community coordinator has been trained and has led a variety of programs to support students with their social and emotional needs. This includes Seasons for Growth. In conjunction with a staff member the community coordinator also runs a wellbeing group for students.

- The introduction of a sustainability club. This club meets weekly and has introduced the 'Waste Free Wednesday' initiative. The sustainability club empties compost bins, talks to the school during morning lines and checks and tallies the amount of rubbish in lunchboxes on a Wednesday.

- The introduction of "Morning Lines". Morning lines occurs each day for approximately 5 minutes. It provides the opportunity for the school community to come together before heading to learning for the day. In the absence of a school hall it gives the chance for the entire school population to connect.

- We maintained community connections during COVID-19 through the introduction of a Facebook Page, sent regular messages out to the community and making wellbeing phone calls to individual students and families.

Challenges we will address in our next Action Plan

- Introduction of a small group program into an expanding school with a temporary classroom
- Reduced play space due to the expansion and growing numbers of students onsite.
- Supporting our year 5 cohort who will remain the oldest children in the school for another year (4th consecutive year).
- Refining our school wide approach to Social Emotional Learning (SEL) to ensure consistency across the school in conjunction with the rollout of PBL.

Analysis 🡒 Priorities 🡒 Strategies 🡒 Actions 🡒 Impact (for student)