

FRANKLIN SCHOOL

Network: NORTH GUNGAHLIN

Impact Report 2021

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 significant disruptive events of 2021 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 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Working with the Directorate Instructional Mentors
- Whole school PL on Cultural Integrity
- Whole school PL on staff and student wellbeing
- Purchasing more literacy resources including guided readers, big books, teacher resources
- Continuing with walkthroughs to develop consistency in instructional practices and to build teacher capacity (10 Essential Literacy Practices focus)
- Completing mini spirals of inquiry during team data time- refining the processes involved to complete these
- Allocating Professional Learning Community (PLC) and/or Professional Learning Team (PLT) time to writing and mathematics.
- Setting a PLC goal for each teaching team to review regularly and monitor progress
- Creating a PLT template for meetings that is consistent across the entire school

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2(see reporting for detail):

- 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.
- Commencing the phase 11 Essential Literacy Practices program
- Running drop in sessions on the Writing progressions

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 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
- Whole school PL on staff and student wellbeing
- 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.
- Targeted sessions on Team Teach
- Engaging the Salvation Army to support students and families
- Commencing work on the 2022 student parliament

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 Overall, I am satisfied that the students are getting a good education 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 2021 we implemented this priority through the following strategies.

- Working with the Directorate Instructional Mentors to refine and evaluate current 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 using Spirals of Inquiry to 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 with staff observations and student voice as the avenues to provide feedback

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%	88%		

To increase the proportion of students in bands 5 & 6 and above in NAPLAN year 3 writing and spelling to 70%	54% (writing) 57% (spelling)	Writing 52.6% Spelling 45%	n/a n/a	Writing 63% Spelling 43.4%		
On the BASE data table of scores, to increase the group average standardised scores in literacy each year.	Was not a part of Impact report this year	Was not a part of Impact report this year	113	111		

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 Note in 2021 the question became Overall, I am satisfied that the students are getting a good education at this school	n/a	n/a	School 97.6% System 93.3%	School 94% System 92%		
Student survey: 'I know what my writing goals are' 'I know how to achieve my writing goals' Results will be 90% or above.	Was not a part of Impact report this year	Was not a part of Impact report this year	88.5% 81.8%	93.5% 93.5%		

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%	91.7% 58.3%		

What this evidence tells us

Data shows that programs implemented have had a sound impact on the culture and climate of our school. A-E writing data (years 1-6) and the year 3 writing NAPLAN data is progressing well, and the school is heading towards the achievement of our five-year targets in these areas.

In 2021, our A-E results have grown as have our NAPLAN writing results. Writing has been a core focus at Franklin School and the NAPLAN data indicates that our interventions and whole school focus is successful.

Our year 3 NAPLAN spelling and BASE results have stayed approximately the same as previous years. We conclude that this is due to the impact of COVID-19 and as restrictions lift we will be focussing our energies on ensuring that students are pushing up into the top two bands.

Results:

- Staff satisfaction survey results for, “Overall, I am satisfied that the students are getting a good education at this school” is above the mean of other P-6 schools
- The student survey about knowing writing goals was 93.5%. This is already above our 5-year target goal of 90%
- Staff survey regarding an improvement in pedagogy was 91.7%. this is a decrease of 5% from the previous year. We attribute this to the impact of the COVID-19 pandemic.
- 58.3% of staff feel confident to share their skills with others in the school. This has decreased since last year, we conclude that this is due to a lack of staff sharing pedagogy and engaging in professional conversations due to the COVID-19 pandemic.

What implications does this evidence have for your next AP?

Our writing data is showing growth, particularly in the A-E. For this reason, we will continue focusing on the establishment of student writing goals, whole school walkthroughs, using the writing progressions and linking these to Visible Learning. Our literacy committee will continue to work with staff through coaching, mentoring, professional learning sessions and drop-in sessions to improve writing pedagogy and spelling pedagogy. Professional learning with Chris Topfer on the reading/writing connection and with Julie Shephard on spelling in January will also occur. The information presented in these professional learning sessions will support and enhance the work of the literacy committee. The gradual lift of COVID restrictions should see staff engaging in more face-to-face professional conversations which should help to see a return of staff confidence around sharing their pedagogical knowledge.

Our achievements for this priority

- With the shift once again 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. More rigorous mini-Spirals of Inquiry were introduced when analysing data.
- The literacy committee introduced and led the whole school in the roll out of the use of the writing progressions. This included running staff professional learning sessions, drop-in sessions and coaching.
- 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. This feedback was formulated by student voice and staff observation.
- Franklin School became a part of the Phase 11 project on the Ten Essential Literacy Practices with the Education Directorate's Instructional Mentors and Christine Topfer.
- A greater bank of resources throughout the school was purchased. This included new readers, big books 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 2021 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. The main task of the committee this year was to create a systematic method across the school around the use of the writing progressions.

Challenges we will address in our next Action Plan

- The introduction of a new year level (year 6)
- 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.
- Continued cohorting at the commencement of 2022
- Impact of the COVID pandemic

Priority 2: Improve mathematical outcomes for all students.

Targets or measures

By the end of 2023 we will achieve the following:

- On the BASE data table of scores, to increase the group average standardised scores in numeracy each year (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:

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

Staff:

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

In 2022 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
On the BASE data table of scores, to increase the group average standardised scores in numeracy each year.	Was not a part of Impact report this year	Was not a part of Impact report	115	114		

		this year				
To increase the proportion of students in bands 5 & 6 and above in NAPLAN year 3 numeracy to 70%	51%	47.4%	n/a	47.8%		
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%	87.52%		

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'	n/a	n/a	75% 'said' yes	74.2%		
'I ask for help when I need it'			96.6% said 'yes'	87.1%		

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	n/a	n/a	92% said 'yes'	70.8%		
I feel confident in sharing my pedagogy with others in the school			60% 'said yes'	45.8%		

What this evidence tells us

In 2021, our A-E results have grown, and the school is progressing towards the achievement of our five-year targets in this space.

Our year 3 NAPLAN maths results and kinder BASE results have stayed approximately the same as previous years. While this isn't a decrease, we conclude that there is no growth from year to year due to the impact of COVID-19 and as restrictions lift we will be focussing our energies on ensuring that students are pushing up into the top two bands.

Results:

- The student survey about “confidently sharing and explaining my thinking in mathematics” was 74.2% and was basically the same as last year. 87.1% of students ask for help when they need it. This was a decrease from last year.
- The staff survey regarding an improvement in pedagogy in maths was 70.8%
- 45.8% of staff feel confident to share their skills with others in the school.

These results have decreased since last year. We feel this is due to the COVID-19 pandemic and the lack of time to progress our journey in mathematics.

What implications does this evidence have for your next AP?

The gradual lift of COVID restrictions will see staff engaging in more face-to-face professional conversations which should help to see a return of staff confidence around sharing their pedagogical knowledge. In 2022 we will be working on strategies to build student and staff confidence to share best practice and pedagogy in maths.

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.
- 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.
- 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. The main task of the committee this year was to create rubrics across the school which scope out the when to teach the Achievement Standards.

Challenges we will address in our next Action Plan

- The introduction of a new year level (year 6)

- Many new staff coming on board due to our expanding year levels
- Increasing levels of staff rigor in pedagogy
- Continued cohorting at the commencement of 2022

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 student satisfaction survey item, "I like being at this school", the school result will be at or above other P-6 schools
- For student satisfaction survey item "Overall, I am satisfied I am getting a good education at this school." the result will increase each year
- For student satisfaction survey item "I can talk to my teachers about my concerns" the result will increase each year.

In 2021 we implemented this priority through the following strategies:

- Providing leadership opportunities for our year 5 students. This included leading morning lines each day, welcoming the community each morning, working as library monitors, assisting in the front office and attendance at Student Congress.
- 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.
- Commencing to educate students on the formation of the Franklin School Student Parliament (commencing in 2022)
- Continuing to roll out PBL across the school

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	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%	96.1%	97%		
For the parent satisfaction survey item, 'My child likes being at this	School 95%	93.7%	97.4%	92%		

school', the school result will be at or above other P-6 schools Note in 2021, this changed to student satisfaction survey "I like being at this school"	System 95%	93.4%	90.7%	80%		
For student satisfaction survey item "my school gives me opportunities to do interesting things" the result will increase each year (or stay at 100%) Note: in 2021 this changed to- Overall, I am satisfied I am getting a good education at this school.	85%	88%	100%	92%		
For student satisfaction survey item "I can talk to my teachers about my concerns" the result will increase each year	89%	91%	94.1%	86%		

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 97% and the mean of other P-6 schools was below the school at 90%. The difference is +7%
- Results for the student satisfaction survey for 'my child likes being at this school' are high. The school score is 92% and the mean of other P-6 schools was below the school at 80%. The difference is +12%
- Results for the student satisfaction survey "Overall, I am satisfied I am getting a good education at this school" is 92%. The mean of other P-6 schools was 78%. The difference is +14%
- Results for the student satisfaction survey "I can talk to my teachers about my concerns" are high with a result of 86%. The mean of other P-6 schools was 57%. The difference is +29%

What implications does this evidence have for your next AP?

The student responses to the School Climate survey for 2021 affirm that students and staff are working together towards the same goals with 93.9% of students believing that this statement is true. This is evidence that our actions are working, and we will continue to carry out current actions as we want to keep student wellbeing levels high. We are above the mean in other P-6 schools where 82.1% is the mean.

In 2022 we will be surveying students regularly to hear their voice regarding decisions across the school. In the 2021 School Climate survey 92.39% 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 79.9%

Our achievements for this priority

- Developing and implementing cohorting plans to keep staff, students, and families safe during the return to school in term 4.
- The maintenance of community connections during the COVID-19 Lockdown by using our Facebook Page, by sending regular messages out to the community and by making wellbeing phone calls to individual students and families.
- 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.
- Continued refinement 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 such as the Salvation Army to ensure adequate support for students was prioritised and met. Involvement included training from the NSET team in Targeted Team Teach.
- Providing access and supports for children to ensure success at school- for example providing lunch orders, uniforms, breakfast, and school equipment.
- Student Support Team meetings were held 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.

- Online assemblies continued to run with a great deal of success.

Challenges we will address in our next Action Plan

- Reduced play space due to the expansion and growing numbers of students onsite.
- Supporting our year 6 cohort who will remain the oldest children in the school for another year (5th consecutive year).
- The impact of the COVID pandemic
- Refining our school wide approach to Social Emotional Learning (SEL) to ensure consistency across the school in conjunction with the rollout of PBL.