North Ainslie Primary School

Network: North Canberra/ 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):

- Further develop the RTI processes and model within the school to meet the needs of all students

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):

- Further develop the PLC within the school to drive the school improvement priorities
- Participation in the Early Literacy Project with Christine Topfer
- Continued development of the literacy and maths committees to drive the improvement of writing and maths across the school

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 1 and 2 (see reporting for detail):

- Further develop the PLC within the school drive the school improvement priorities
- Further develop the use of individualised feedback and individual goal setting for all students

Reporting against our priorities

Priority 1:   Improve writing for all students with an emphasis on growth

Targets or measures

By the end of 2023 we will achieve:

- Percentage of students achieving at or above expected growth from year 3 to year 5 in writing will be equal to, or above, like schools (SSSG) averaged over the last three years of the plan.
- Percentage of students in the top two bands will be equal to, or above, like schools (SSSG) averaged over the last three years of the plan.
- From the commencement of 2020, use A to E data in writing to establish base line data and set targets.
- 100% of teachers (K-6) use consistent rubrics and work samples to make effective judgements regarding student progress.
- From 2019 collect perception data from students about the teaching and learning of writing, including receiving appropriate feedback from teachers.
- From 2019 perception data collected from teachers about the teaching and learning of writing, including receiving feedback on their practice.
- 100% of teachers are using ACARA work samples and rubrics to make effective judgements about student progress.
- 100% of teachers are using differentiated planning to meet the needs of all students.

In 2019 we implemented this priority through the following strategies.

- Participation in the Early Literacy Project with Christine Topfer to further strengthen pedagogy and consistency across the school.
- Continued focus on the pedagogy used to teach writing with a focus on consistent, evidence-based practices used in all classrooms.
- Further develop the PLC model to ensure the focus is on student outcomes and consistency of practice 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.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students achieving at or above expected growth from year 3 to year 5 in writing compared to like schools (averaged over the last three years of the plan). Current target is 62%.	*2016 to 2018* 65.9%	*2017 to 2019* 56.3%				
Percentage of students in year 3 in the top two bands compared to like schools (averaged over the last three years of the plan). Currently 12 % points below.	*2016 to 2018* 56.2%	*2017 to 2019* 55.2%				
Percentage of students in year 5 in the top two bands compared to like schools (averaged over the last three years of the plan). Currently 12 % points below.	*2016 to 2018* 16.9%	*2017 to 2019* 19.5%				

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

Student Learning Data

Target or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023
A to E data for students from year 1 to year 6 for writing.	To be established 2020			

Perception Data

Targets or Measures – Student Perception Data	Base	Year 1	Year 2	Year 3
Student perception data on receiving feedback from their teachers.	To be established 2020			

Targets or measures – Teacher Perception Data	Base – established in 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
How confident are you in including all the components of a balanced writing program?	Marginally or moderately confident - 60% Highly confident - 36% Highly confident and able to coach others - 4%				
How often do you provide feedback to individual students on their writing?	Less than once a week - 30% Once a week - 40% More than once a week - 30%				
Do you use the feedback to set individual writing goals?	Yes - 68% No – 32%				

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

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of teachers are using ACARA work samples and rubrics to make effective judgements about student progress.	Not yet available					
100% of teachers are using differentiated planning to meet the needs of all students.	Not yet available					

What this evidence tells us

- Data from NAPLAN shows a decrease in growth in writing for students in year 5.
- Data from NAPLAN shows a slight decrease in the number of students in the top two bands for writing in year 3.
- Data from NAPLAN shows an increase in the number of students in the top two bands for writing in year 5.
- Nearly half our teachers are highly confident in teaching the components of a balanced literacy program.
- Two thirds of students are receiving regular and targeted feedback on their writing.
- One third of students are not receiving feedback on a weekly basis about their writing or have it used it to set learning goals around writing.

Our achievements for this priority

Further develop the PLC within the school to drive the school improvement priorities

- The PLC within the school had a continued focus on teaching writing more consistently across the school and has no teachers without knowledge of the balanced writing program.
- Through the focus of the PLC, three quarters of our students are receiving regular feedback on their writing and are using it to set individual goals for improving their learning.
- We now have data from teachers to assist us to set the agenda for the PLC and PLT meetings for 2020.
- Participation in the Early Literacy Project with Christine Topfer was linked with writing and evidenced based practice to address priority 1 from the Strategic Plan.

Preparation for 2020

- The leadership team participated in a series of professional learning opportunities to assist them to effectively lead the PLC and PLTs within the school with a focus on student growth and the effective use of data.
- The school has continued to develop its understanding of a PLC and the role it plays in improved outcomes for students.
- The Literacy Committee developed draft rubrics and planning documents to be introduced in Semester 1 of 2020.

Challenges we will address in our next Action Plan

Further develop consistency of practice across the school
- Embed consistent use of data to drive the teaching and learning cycle with teachers using Helen Timperley's Spiral of Inquiry to focus on student growth.
- Finalise the rubrics and planning documents used across the school to ensure consistency in assessment and reporting.
- Establish baseline data from students and use their feedback with teachers to continue to develop classroom practices and use of feedback and goal setting.

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

Priority 2: Improve numeracy for all students with an emphasis on growth

Targets or measures

By the end of 2023 we will achieve:

- Percentage of students achieving at or above expected growth from year 3 to year 5 in numeracy will be equal to, or above, like schools (SSSG) averaged over the last three years of the plan.
- Percentage of students in the top two bands will be equal to, or above, like schools (SSSG) averaged over the last three years of the plan.
- Percentage of students 1 standard deviation above the median score in PAT Maths.
- Percentage of students achieving above expected standard against the ACARA Achievement Standards and correlation to PAT and NAPLAN data.
- Identify perception data to use over the life of the plan with teachers and students.
- Percentage of students achieving expected or better growth in PIPS as compared to the growth in reading
- 100% of teachers are using ACARA work samples and rubrics to make effective judgements about student progress.
- 100% of teachers are using differentiated planning to meet the needs of all students.

In 2019 we implemented this priority through the following strategies.

- Whole school participation in professional learning with Anita Chin from Inspired Mathematics Teaching.
- Vision for the teaching of maths established through the school's PLC.
- Upgraded the resources across the school to reflect a consistent approach to the teaching of maths.

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
Students achieving at or above expected growth from year 3 to year 5 in numeracy compared to like schools (averaged over the last three years of the plan). Current target is 57%.	*2016 to 2018* 46.8%	*2017 to 2019* 54.7%				
Percentage of students in year 3 in the top two bands compared to like schools (averaged over the last three years of the plan). Currently 12 % points below.	*2016 to 2018* 49.8%	*2017 to 2019* 52.2%				
Percentage of students in year 5 in the top two bands compared to like schools (averaged over the last three years of the plan). Currently 12 % points below.	*2016 to 2018* 36.4%	*2017 to 2019* 39.0%				

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

Target or Measures	Base – established in 2019			
Students working at 2 or more standard deviations below the median score on PAT Maths.	Year 3 – 2.5% Year 4 – 1.6% Year 5 – 5.4% Year 6 – 1.6%			
Students working at 1 standard deviation below the median score on PAT Maths.	Year 3 – 12.7% Year 4 – 3.3% Year 5 – 9.5% Year 6 – 9.5%			
Students working at the expected level on PAT Maths.	Year 3 – 58.2% Year 4 – 72.1% Year 5 – 55.4% Year 6 – 47.6%			
Students working at 1 standard deviations above the median score on PAT Maths.	Year 3 – 12.7% Year 4 – 9.8% Year 5 – 13.5% Year 6 – 25.4%			
Students working at 2 or more standard deviations above the median score on PAT Maths.	Year 3 – 13.9% Year 4 – 13.1% Year 5 – 16.2% Year 6 – 15.9%			

Target or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023
A to E data correlated with PAT Maths and NAPLAN	To be established 2020			

Target or Measures	Base averaged from 2016-2018	Year 1	Year 2	Year 3	Year 4	Year 5
PIPS growth in reading	Low 20.1% Expected or High 79.8%	Low 18.4% Expected or High 81.6%				
PIPS growth in maths	Low 32.2% Expected or High 67.8%	Low 32.9% Expected or High 67.2%				

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

Perception data

Targets or Measures – Student Perception Data	Base	Year 1	Year 2	Year 3
Student perception data on maths.	To be established 2020			

Targets or measures – Teacher Perception Data	Base – established in 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
How useful did you find the professional learning with Anita Chin in January?	Not or marginally useful –-18% Somewhat useful – 33% Very or extremely useful and informative - 49%				
Have you used any strategies shared by Anita Chin in the January PL?	Yes - 70% No 30%				
Have you tried differentiating your maths lessons using the strategies shared by Anita Chin?	Yes – 64% No – 36%				
How confident are you with the maths content of the Australian Curriculum?	Marginally confident - 15% Somewhat confident - 33% Highly confident and able to coach others - 52%				
How confident are you with differentiating the maths curriculum in your classroom?	Not or marginally confident - 18% Somewhat confident - 33% Highly confident and able to coach others - 49%				

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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of teachers are using ACARA work samples and rubrics to make effective judgements about student progress.	Not yet available					
100% of teachers are using differentiated planning to meet the needs of all students.	Not yet available					

What this evidence tells us

- Data from NAPLAN shows an increase in growth in numeracy for students in year 5
- Data from NAPLAN shows an increase in the number of students in the top two bands for numeracy for students in year 3 and year 5.
- PIPS data shows that students achieving expected or higher than expected growth in maths continues to be lower than for reading.
- Nearly half our teachers found the professional learning in January to be very or extremely useful for their practice.
- Over half our teachers are highly confident in using the maths content from the Australian Curriculum.
- Nearly half our teachers are highly confident in differentiating maths in their classroom.

Our achievements for this priority

Further develop the PLC within the school to drive the school improvement priorities

- The PLC began to focus more on developing an understanding of maths and its place within the curriculum, best practice and a whole school focus through the professional learning and developing the school's maths vision.
- The PLC within the school focused on beginning to bring consistency of practice across the school for the teaching of maths and provided the resources teachers need to teach maths effectively.
- Teachers began to use PAT maths more consistently across years 3-6 to gather more data on their students for this learning area.
- Teachers began to focus more on gaining a whole picture of students as mathematicians using PAT data and the data from NAPLAN.

Preparation for 2020

- The leadership team participated in a series of professional learning opportunities to assist them to effectively lead the PLC and PLTs within the school with a focus on student growth and the effective use of data.
- The school has continued to develop its understanding of a PLC and the role it plays in improved outcomes for students.
- The Maths Committee developed draft planning documents to be introduced in Semester 1 of 2020.

Challenges we will address in our next Action Plan

Further develop consistency of practice across the school
- Continue to develop teacher's ability to consistently use multiple sources of data to drive the teaching and learning cycle with teachers using Helen Timperley's Spiral of Inquiry to focus on student growth.
- Continue to develop teachers' use of PAT data and trial in junior classes.
- Finalise the planning documents used across the school to ensure consistency in assessment and reporting.
- Develop rubrics to assist with consistency of assessment and reporting.
- Develop surveys to collect perception data.

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 report progress and achievements either within their QIP or in the section below.

- We have continued to keep all procedures, policies and records up to date to comply with the NQF and regulations.
- QIP reflected upon and updated with new actions identified.
- Working with both sites on consistency of practice and developing a single QIP.

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

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