

Giralang Primary School

Network: Belconnen

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

Education Directorate Strategic Indicator 2018-2021

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

Reporting against our priorities

Priority 1: Improve student outcomes in reading, spelling, grammar and punctuation.

Targets or measures

By the end of 2022 we will achieve:

Reading

Aspirationally: 95% of students are at or above reading benchmark at the end of the year

The school will be substantially above 0.5 (My School)

Realistically: 85% of students will achieve at or above reading benchmark at the end of the year

The school will be above 0.2 (My School)

Spelling

By the end of 2022 we will achieve:

Aspirationally: By the end of Year 2, 100% of students will achieve an average or above average stanine in PAT Spelling

100% of students in Year 5 will achieve greater than or equal to expected growth in NAPLAN spelling

Realistically: By the end of Year 2, 90% of students will achieve an average or above stanine in PAT Spelling

90% of students in Year 5 will achieve greater than or equal to expected growth in NAPLAN Spelling

Grammar and Punctuation

By the end of 2022 we will achieve:

Aspirationally: 100% of students in year 5 will achieve greater than or equal to expected growth in NAPLAN Grammar and Punctuation

Realistically: 90% of students in year 5 will achieve greater than or equal to expected growth in NAPLAN Grammar and Punctuation

Aspirationally: By March of Year 3, 100% of students will achieve an average or above average stanine in PAT Grammar and Punctuation

Realistically: By March of Year 3, 90% of students will achieve an average or above stanine in PAT Grammar and Punctuation

In 2018 we implemented this priority through the following strategies:

1. The school will broaden school- home communication strategies to provide additional resources and information for parents to support students further learning in English;
2. Teachers will promote open learning activities to support English acquisition in a range of student abilities;
3. Professional growth through coaching and mentoring will facilitate excellence in practice, collaboration across year levels and consistent curriculum delivery in English;
4. Develop a whole school curriculum delivery plan for English and facilitate the use of the agreed practices for teaching reading and spelling;
5. Teachers will use rich assessment tasks, data and collaboration with their expert teaching team to inform teaching at point of need;
6. The school leadership team will communicate a clear improvement agenda for English and the kinds of teaching that is used consistently across the school;
7. The school will look for authentic partnerships in the community which will support reading; and
8. To develop a professional learning plan for this priority and provide opportunities for staff to engage in individualised opportunities for professional growth.

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
85% of students will achieve at or above reading benchmark at the end of the year	78%	82%				
By the end of Year 2, 90% of students will achieve an average or above stanine in PAT Spelling	80%	80%				
90% of students in Year 5 will achieve greater than or equal to expected growth in NAPLAN Spelling	33%	47%				
90% of students in year 5 will achieve greater than or equal to expected growth in NAPLAN Grammar and Punctuation	58%	47%				

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets? System data alone suggests the school is not tracking well to reach the five-year target. It has led us to investigate other sources of data and a complete rethink of our priorities and targets. However, it is clear, using multiple sources of evidence, that spelling must remain a focus over time.

Our achievements for this priority

Throughout 2018, the school engaged with literacy expert Christine Topfer. Teaching staff across the school were introduced to the Ten Essential Instructional Practices for Literacy. This work became the agreed practice for Literacy P-3.

The school also engaged with Tessa Daffern to strengthen teacher knowledge and understanding of spelling in context. Tessa's spelling program became an agreed practice from year 4 to 6.

The school continued to purchase quality literature to support teaching and learning programs. Core libraries within classrooms continued to flourish and for the first time the school was recognised as winners in every category of the Chief Ministers' Reading Challenge. In line with the Ten Essential Instructional Practices, teachers increased the use of quality texts to teach reading and spelling strategies to students.

Challenges we will address in our next Action Plan

Whilst the school will continue to focus on these three areas of English, the priority is too wide and the targets unrealistic. A new strategic plan will be completed in alignment with the Education Directorate's desire to have narrow, sharp and deep strategic priorities.

The next plan will focus on writing.

Priority 2: Improve student outcomes in mathematics

Targets or measures

By the end of 2022 we will achieve:

Aspirationally: Giralang Primary School will be above similar school in mathematics

100% of students will make expected growth in mathematics in NAPLAN

Realistically: Giralang Primary School will be on par with similar schools in mathematics

80% of students will make expected growth in mathematics in NAPLAN

Aspirationally 40% of students will be in the above to very high stanine

50% of students will be in the average stanine

10% of students will be very low to below average stanine

Realistically 30% of students will in the above to very high stanine

50% of students will be in the average stanine

20% of students will be in the very low to below average stanine

In 2018 we implemented this priority through the following strategies:

1. Broaden the school-home communication strategy to provide information about where students are at with their learning in Mathematics and what parents might do to support their children's further learning;
2. Use the open learning design to assist all students to be appropriately engaged, challenged and extended in Mathematics;
3. Foster continuous professional improvement that includes classroom-based learning, mentoring and coaching;
4. Develop a coherent, sequenced plan for Mathematics curriculum delivery to ensure consistent teaching and learning expectations and clear reference for monitoring learning across the year levels;
5. Understand where students are at in their learning process, including current skills and knowledge and how they progress at different rates, to determine starting points for teaching Mathematics;
6. An explicit agreed statement on the kinds of teaching that are to be used across the school in Mathematics to support professional feedback and learning;
7. Actively seek ways to enhance student learning and wellbeing by partnering with community organisations involved in Mathematics; and
8. The development of a professional learning plan that will support the growth of all staff.

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
Giralang Primary School will be on par with similar schools in mathematics	Below: 0.2 or more, but less than 0.5 standard deviations below the selected school's average (St Josephs)	Substantially below: 0.5 or more standard deviations below the selected school's average (St Josephs)				
80% of students will make expected growth in mathematics in NAPLAN	57%	55%				
30% of students will be in the above to very high stanine	10%	12%				
50% of students will be in the average stanine	45%	41%				
20% of students will be in the very low to below average stanine	45%	47%				

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets? This evidence shows that the school is not on par with the selected similar school. Whilst over half of our students achieve at or above expected growth, it has not made a significant in road into our set five-year target.
- Have any of your data sources changed over time? If so, why? The school will be revising the targets during the re-draft of the five-year strategic plan; therefore, the data sources will also be revised for the next Annual Plan.
- What implications does this evidence have for your next AP? The school will continue to focus on Mathematics as a strategic priority, however, the targets will be revised.

Our achievements for this priority

The school engaged with further Principals As Numeracy Leader (PANL) training during 2018. This training inspired the school to update mathematics resources with an emphasis on the Paul Swan number games and related resources.

Teaching staff participated in subsequent professional learning regarding developing consistent vocabulary across the school in mathematics. This learning then led to rigorous work completing trajectories for the different year levels and strands of mathematics.

Challenges we will address in our next Action Plan

After engaging with substantial professional learning, the school's next challenge is to document our approach to the mathematics curriculum across the school.

Priority 3: Improve student relationships and community connectedness

Targets or measures

By the end of 2022 we will achieve:

By Year 6 all students will be in "usually" for resilience in the school's student progress report to parents

Aspirationally: 100% of students in Year 6 will be in "always"

Realistically: 85% of students will be in "always"

In 2018 we implemented this priority through the following strategies:

1. Develop a school-home communication strategy in conjunction with the KidsMatter Initiative;
2. Building teachers understanding of the personal and social capability rubrics and how they can make change and how they are supported in that change. (teachers supporting teachers);
3. Building teachers understanding of the Australian Curriculum including the general capabilities and its connection to this priority;
4. In developing the curriculum delivery plan, ensure it's consistent with the student outcomes in this priority;
5. Plan to differentiate learning experiences to achieve the student outcomes in this priority;
6. Develop clear expectations for teachers and the achievement of student outcomes in this area;
7. Actively seek partnerships to support the achievement of student outcomes in this priority area;
8. Develop a clear and well-designed plan to develop teacher's knowledge, understanding and skills to achieve the student outcomes in this priority area;
9. Continue to implement the Friendly Schools Plus social and emotional learning program, whilst also embedding the KidsMatter mental health framework, mindfulness and the school's values; and
10. We will consider our learning environments, both internally and externally, to promote engagement in schooling.

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
By year 6, 85% of students will be in “always” for resilience in the school’s student progress report to parents	65%	68%				

What this evidence tells us

- What does this evidence indicate about your school’s progress towards your five-year targets? The student learning data indicates some progress towards the five-year target but very slow progress if the school is to reach 85% of students by 2022.
- Have any of your data sources changed over time? If so, why? Our data sources will have to change in 2019 as the use of student progress reports as a measure is unreliable.
- What implications does this evidence have for your next AP? The school needs to revise its five-year strategic plan to ensure it is sharp, narrow and focussed. This will impact the next AP and its resulting priorities.

Our achievements for this priority

The school completed all components of the KidsMatter mental health framework in 2018.

Mid-way through the year the school completed a self-evaluation against the Cultural Integrity Continuum. It revealed that the school was in the enquiring phase for many of the domains. The school’s Cultural Integrity committee devised an action plan moving forward starting with a community project led by Wiradjuri artist Kristie Peters. This project involved all students and resulted in an aboriginal mural and corresponding dreaming story unique to the suburb of Giralang and Giralang Primary School. Kristie also provided several cultural workshops for the students as well as providing workshops during STEAM sessions.

The school’s Social and Emotional Learning (SEL) program continued to strengthen through consistent and regular delivery across the school and the buddy system. Mindfulness was increased to twice daily and circle time continued to be implemented before the recess break. Mindfulness sessions for parents were introduced during the year as a way of community engagement and to show what we do each day at school. Numbers slowly increased over the term it was running.

Challenges we will address in our next Action Plan

Whilst the school will continue to focus on community connectedness, the priority is too wide and the targets unrealistic. A new strategic plan will be completed in alignment with the Education Directorate’s desire to have narrow, sharp and deep strategic priorities.

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.

In 2018, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP), with the latest review taking place in term four, 2018.

Our QIP identifies areas of strengths, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2018 include:

- Links between the primary school and preschool continued to be strengthened, with the preschool children attending library, gross motor rotations and assemblies on a regular basis.
- Developing strong links with the families in our communities through open door mornings, google community, parent volunteers and open communication.
- Significant investment in the updating of the indoor and outdoor learning environment to further facilitate best practice.

We are continuing to:

- Embed Aboriginal perspectives into our teaching, and this will be reinforced through an explicit indigenous program run in term one 2019.
- Introduce and embed sustainable practices in our preschool program and environment.
- Attend professional learning targeted at producing high quality preschool programs that engage children and their families.
- Enrich student learning by facilitating weekly Japanese lessons that is complemented by the ELLA program.

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