MILES FRANKLIN PRIMARY SCHOOL

Belconnen Network

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.

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:

- Develop a strong sense of belonging and pride in the school.

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 1,2 and 3:

- Support teachers to develop a happy, optimistic feel to the school environment, which is calm, productive and engaging.

- Collaboratively develop and embed school wide evidence based pedagogical practices for writing and numeracy.

- Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing.

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 1, 2 and 3:

- Teach Friendly Schools Plus consistently across the school- all class teachers, each week

- Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing and numeracy.

- Implement a common inquiry-based lesson structure for the teaching of mathematics

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

Reporting against our priorities

Priority 1:   Improve student engagement and learning behaviours

Targets or measures

By the end of 2020 we will achieve:

- Enhanced learning behaviours at school
- Enhanced peer relationships
- Reduced behaviour incidents

In 2020 we implemented this priority through the following strategies.

Strategies

- Documented approach, refined across P-6, for the implementation and teaching of Friendly Schools Plus
- A coaching and mentoring program to support teacher pedagogy in Social and Emotional Learning (SEL)

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.

Targets or Measures	2017	2018	2019	2020
Playground Passports	84	41	15	40

By the end of 2021 the school will achieve:
- 85% of children, parents and staff will affirm children feel safe in the school
- 85% of children, parents and staff will affirm behaviour is well managed in the school

Targets or Measures	2015	2016	2017	2018	2019	2020
children, parents and staff will affirm children feel safe in the school						
Staff - Students feel safe at this school.	100	87	97	97	93	100
Parents - My child feels safe at this school.	96	96	96	94	92	93
Students - I feel safe at this school.	75	74	84	74	68	79
children, parents and staff will affirm behaviour is well managed in the school						
Staff - Student behaviour is well managed at this school.	100	84	86	85	60	89

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Parents - Student behaviour is well managed at this school.	84	79	83	77	83	84
Students - Student behaviour is well managed at my school.	70	63	62	53	50	76

What this evidence tells us

What does this evidence indicate about your school's progress towards its five-year targets?

Enhanced Learning Behaviours and Enhanced Peer Relationships

- Our 2020 evidence shows the continued growth we have had in enhancing student behaviours and peer relationships and increasing student engagement.
- As predicted the impact of the Friendly Schools Plus (FSP) program is beginning to have an impact school wide with low - moderate level behaviours decreasing which has increased student engagement levels during learning time.

Reduced behaviour incidents

- The start of 2020 saw less playground passports than usual however following the return from home learning we have noticed an increase in challenging behaviour.
- Negative behaviour has been primarily on the playground with the majority of negative incidents happening during or as a result of playtime.
- As we shift to using SAS (Student Administration System) to record negative incidents we have seen an increase in moderate level incidents being recorded.

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

- Historically we have relied on Executive tracking using our playground passport program.
- From 2020 we have been moving towards recording all moderate-high level incidents, non-compliance, and absconding through SAS.

What implications does this evidence have for your next Annual Plan?

- As a school we intend to look at how we record and track behaviour data.
- We aim to also track positive data as well as negative
- Time to be dedicated during PLCs to analysing this data over the year.

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

Our achievements for this priority

ACTION: Teach Friendly Schools Plus consistently across the school- all class teachers, each week

- Friendly Schools Plus Resource Books have been implemented consistently across P-6
- Consistent learning environment signage for FSP across the school
- Social Emotional Learning (SEL) lessons have occurred once a week across P-6
- Prescribed literature/texts within the FSP resource used to deliver the program
- Every teacher is using the FSP tracker to plan social emotional learning lessons.
- Circle Time has been embedded in all classrooms
- Restorative conferencing used in the classroom and playground aligned to SEL program

Challenges we will address in our next Action Plan

- Include restorative script as part of circle time for student to conduct their own restorative circles and understand teacher led conferences
- Authentic tracking of both positive and negative incidents using the SAS platform
- Finalise and implement a whole school behaviour management flow chart to ensure a consistent approach
- Develop consistent processes for negative incidents to be acted upon in a timely manner and by who (e.g.: playground duty teacher, class teacher or executive) and restorative scripts available in duty bags)
- Include journaling as part of SEL lessons and mindfulness teaching
- Further professional learning for all staff new to teaching the program

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

Priority 2: Improve student writing

Targets or measures

By the end of 2020 we will achieve:

Writing
- Teachers confident in teaching whole school approach to writing
- Teachers and students will know the next steps for improving writing understanding and skills
- Targeted coaching for teachers based on data to improve student learning

Spelling
- Teachers confident in teaching whole school approach to Spelling, Punctuation and Grammar (SPG)
- Teachers and students will know the next steps for improving SPG
- Targeted coaching for teachers based on data to improve student learning

In 2020 we implemented this priority through the following strategies.

Strategies- Writing

- Whole school practices in writing document reviewed / updated
- Classroom practices aligned to whole school document
- Mapping Early Years Learning Framework (EYLF) early literacy practices
- Completed individual writing goals for all students K-6
- A coaching and mentoring program to support teacher pedagogy in writing

Strategies- Writing

- Whole school SPG tracking document finalised
- Classroom practices aligned to whole school document
- Completed individual spelling goals for all students K-6
- A coaching and mentoring program to support teacher pedagogy in SPG

Strategies- Literacy Assessment

- Assessment Schedule 2020
- Data sets for each cohort K-6
- Data tracking moved to Google sheets from 2020

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

- NAPLAN results to be within the average range for like schools
- An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels
- By the end of 2019 there will be a 10% improvement in student spelling outcomes as measured by PAT Spelling.

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

Targets or Measures	2015	2016	2017	2018	2019	2020
● NAPLAN results to be within the average range for like schools - Writing						
Writing Year 3	417	419	452	437	425	n/a
Writing Year 5	482	484	468	470	499	n/a
● NAPLAN results to be within the average range for like schools - Spelling						
Spelling Year 3	403	419	420	431	402	n/a
Spelling Year 5	480	501	484	498	504	n/a
● An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels						
ACER Writing Year 5			285	289	317	314
ACER Writing Year 6			310	315	369	404
● By the end of 2020 there will be a 10% improvement in student spelling outcomes as measured by PAT Spelling.						
PAT Spelling Year 3		100	97	97	104	105
PAT Spelling Year 4		113	112	114	122	122
PAT Spelling Year 5		121	119	125	129	136
PAT Spelling Year 6		136	134	130	139	138

Perception Data

Targets or Measures	Start of 2019	End of 2019	End of 2020
● Writing committee survey shows growth across the year.			
I feel confident with my knowledge of the writing program? (Strongly Agree/Agree)	48%	84.6%	100%
I feel confident with conferencing with students as part of the writing program? (Strongly Agree/Agree)	44%	76%	100%

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

I feel confident with analysing writing data? (Strongly Agree/Agree)	64%	80.8%	100%
• Spelling committee survey shows growth across the year.			
Have you used the spelling tracking document this year? (Strongly Agree/Agree)		20%	68.4%
Do you have individual spelling goals for each child in your class? (Strongly Agree/Agree)		45%	83%
Are you using the PYP stand-alone planner for planning spelling? (Strongly Agree/Agree)		60%	68.4%
Targets or Measures	**2018**	**2019**	**2020**
• Increase of staff satisfaction survey results for 'My pedagogy for writing has improved from 68% agree/strongly agree in 2018 to 78% in 2019.			
My pedagogy for writing has improved.	68%	47%	48%
• Increase of parent satisfaction survey results for 'My child's learning needs are being met at this school' from 85.1% in 2018 to 90% in 2019 (linked to student personal goal setting action)			
My child's learning needs are being met at this school.	85.1%	87.2%	83%

What this evidence tells us

What does this evidence indicate about your school's progress towards its five-year targets?

Writing

- eWrite data indicates we have maintained student achievement within Year 5 and shown growth in Year 6.
- Teachers confident in teaching whole school approach to writing. A Literacy Committee developed survey showed teacher confidence has improved.
- The results show we have been able to maintain teacher confidence in teaching writing
- Teachers feel confident in conferencing with students
- Teachers feel confident in analysing writing data to support students.

Spelling

- PAT Spelling indicates we have maintained student achievement within each year level.
- There is growth within each cohort as shown in PAT Spelling.
- There has been an increase in teachers using the standalone spelling planner.

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

- There has been a significant increase in the number of teachers using the spelling tracking document.

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

- NAPLAN testing not held in 2020 due to COVID 19
- PAT testing disrupted in Term 1 2020 due to COVID 19 and the need for remote learning
- Teacher professional learning pre and post surveys 2020 disrupted
- New format for parent satisfaction survey 2020

What implications does this evidence have for your next AP?

- Further targeted coaching for teachers based on data to improve student learning and teacher's pedagogy is required.
- The school needs to increase communication to parents on how their child's learning needs are being met, e.g. through the use of goal setting.

Our achievements for this priority:

ACTION: **Continue to embed a whole school approach to teaching writing**

- Individual writing goals developed for all students each term.
- Word walls and bump it up displays used as a consistent approach across the school.
- Toolbox strategies.
- Miles Franklin Approach to Writing embedded as best practice in all classrooms- explicit teaching, conferencing, mini writing workshops, sharing and reflection processes.
- Whole school literacy practices document reviewed, updated and presented to staff.
- Writer's notebook taught K-6.
- Use of writing tables and rich quality literature in Preschool.
- Mapping of EYLF early literacy practices to the preschool program completed.
- Moderation of writing samples against the Australian Curriculum Literacy Progressions K-6.
- Staff meetings led by the Writing Committee each term to upskill teachers in how to teach writing.
- Writing addendums included in each unit of inquiry planner across K-6.
- Coaching offered to support teachers in the whole school approach to teaching writing.

ACTION: **Continue to embed a whole school approach to teaching spelling, punctuation and grammar**

- Individual spelling goals developed for all students each term.
- InitiaLit program fully implemented in Kinder.
- Triple Word Form Theory approach to teaching spelling embedded in pedagogical practices for spelling across Years 1-6.
- Ongoing use of ACARA Spelling Progressions and Triple Word Theory tracking document.
- PYP standalone spelling planners developed by all year level teams to document an inquiry approach to teaching spelling.
- Firming up of trusted literacy experts and programs used at the school for consistency of practices.

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

- Staff meetings led by the Literacy Committee each term to upskill teachers in using an inquiry approach to teach spelling.
- Literacy committee members provided informal coaching to year level colleagues.
- Whole school spelling tracking document created using the Australian Curriculum Literacy Progressions to inform differentiation practices and personal spelling goals.

ACTION: Implement the Miles Franklin PYP Assessment and data plan across the school

- Teachers trained in triangulation of data from a variety of writing assessments (Words Their Way, Tricky Words, Pseudo Word test, PAT tests and writing samples) to set individual writing goals.
- Review of spelling assessment and writing tools completed and agreed assessment timeframes updated in school's assessment schedule.
- Assessment schedule now includes InitiaLit assessments for all Kinder students.
- Oral language assessment tools added to the assessment schedule for Preschool.

Challenges we will address in our next Action Plan

- Further professional learning for staff new to Miles to be able to become familiar with the schools spelling and writing approach.
- Targeted professional learning for experienced teachers to deepen their writing pedagogy.
- Ongoing use of feedback and goal setting by students, linked to data, to enhance students growth in spelling and writing.
- Consolidate teachers understanding of the Literacy progressions to support feedback and goal setting with students

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

Priority 3: Improve student mathematical understanding and skills

Targets or measures

ACTION: Implement a common inquiry based lesson structure for the teaching of mathematics

- Teachers confident to implement whole school problem solving approach
- Teachers and students will know the next steps for improving maths understanding and skills
- Targeted coaching for teachers based on data to improve student learning

Strategies

- PYP planning addendum for number
- Embed exemplar lesson plan template incorporating inquiry cycle structure K-6
- Completed individual maths goals for all students K-6
- A coaching and mentoring program to support teacher pedagogy in math
- Integration of Polya's Problem Solving Cycle into lesson planning and delivery

ACTION: Implement the Miles Franklin PYP Assessment Policy across the school.

- Increased teacher capacity to identify patterns in data.
- Differentiation in maths instruction at point of need based on data.
- Teachers and students will identify and celebrate learning growth in maths.

Strategies

- Assessment Schedule 2020
- Data sets for each cohort K-6
- Data tracking moved to Google sheets from 2020

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
- NAPLAN results to be within the average range for like schools
- An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six, resulting in a 25% increase in 2016 mean ACER PAT-Maths scores for all year levels

Targets or Measures	2015	2016	2017	2018	2019	2020
• NAPLAN results to be within the average range for like schools						
Numeracy Year 3	421	411	433	415	416	n/a
Numeracy Year 5	490	499	486	497	499	n/a
• An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six, resulting in a 25% increase in 2016 mean ACER PAT-Maths scores for all year levels						
ACER PAT Maths Year 2 (Test 1)			103	106	101	104

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

ACER PAT Maths Year 3		115	111	115	113
ACER PAT Maths Year 4		120	119	123	121
ACER PAT Maths Year 5		123	124	125	124
ACER PAT Maths Year 6		126	126	127	127

Targets or Measures	Start of 2018	End of 2019	End of 2020
● Maths committee survey (teachers completed)			
Students are engaged in maths? (Agree/Strongly Agree)	72%	70%	85%
Standalone maths taught 3 or more times a week (Agree/Strongly Agree)	55%	47%	60%
Targets or Measures	**2018**	**2019**	**2020**
● My pedagogy for mathematics has improved	85%	70%	75%
● My ability to analyse mathematical data has improved	59%	62%	55%

What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?

- There has not been a significant change in maths data over the five years
- There has been strong growth in student engagement in maths

Have any of your data sources changed over time? If so, why?
NAPLAN testing not held in 2020 due to COVID 19
PAT testing disrupted in Term 1 2020 due to COVID 19 and the need for remote learning
Teacher professional learning pre and post surveys 2020 disrupted
New format for parent satisfaction survey 2020

What implications does this evidence have for your next AP?

- Further targeted coaching for teachers based on data to improve student learning and teacher's pedagogy is required.

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

Our achievements for this priority

ACTION: Implement a common inquiry-based lesson structure for the teaching of mathematics

- Student agency promoted through all students K- 6 setting personal learning goals in mathematics.
- PYP standalone planners and addendums for number developed and implemented by all teams K-6.
- Staff meeting led by Maths Committee each term with a focus on learning how to differentiate lessons, use Seesaw for goal setting and how to teach working mathematically strategies.
- PANL maths resources and manipulatives audit and update of materials in each classroom.
- Hands on games used to support numeracy instruction, consolidation and build fluency.
- Maths committee members from each year level provided informal coaching and mentoring to support teams with improving pedagogy in inquiry mathematics.
- Integration of Polya's Problem Solving Cycle into lesson planning and delivery after dedicated time for professional learning in this area.
- School newsletter articles published on problem solving approaches.
- Mathletics usage increased across K-6 this year, particularly as a successful learning tool during remote learning.
- Kinder teachers completed a six-week professional learning event on how to teach mathematics through inquiry and open-ended problems and presented back to the staff.

ACTION: Implement the Miles Franklin PYP Assessment Policy across the school

- Assessment Schedule reviewed and updated for 2020
- Work continued on agreed data sets for each cohort K-6
- Kinder transitioned to the BASE assessment tool, replacing PIPS.
- Continued embedding of the use of Australian Curriculum Numeracy Progressions within the PYP planner and used to map student progress and set personal learning goals.
- TEN assessment tool introduced in K-1 to compliment SENA testing.

ACTION: Implement a common inquiry-based lesson structure for the teaching of mathematics

- Student agency promoted through all students K- 6 setting personal learning goals in mathematics.
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Analysis ⏵ Priorities ⏵ Strategies ⏵ Actions ⏵ **Impact** (for student)

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- Continued embedding of the use of Australian Curriculum Numeracy Progressions within the PYP planner and used to map student progress and set personal learning goals.
- TEN assessment tool introduced in K-1 to compliment SENA testing.

Challenges we will address in our next Action Plan

- Refresh staff understanding of Peter Farmer professional development and the role of measurement and the importance of number lines in mathematics teaching as a multifaceted tool to support problem solving.
- Embed consistency of Polya's Problem Solving Cycle across the school.
- Implement exemplar lesson plan template incorporating inquiry cycle structure K-6.
- Conduct whole school moderation of mathematics work samples using the Australian Curriculum Numeracy Progressions.
- Consolidate use of Australian Curriculum Numeracy Progressions with PYP addendums to differentiate teaching and learning.
- Continued focus on developing teachers maths pedagogy and using data to more effectively support student learning needs.
- Develop whole school data tracking document on Google sheets.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan (QIP). *The school has reported against the QIP using the Directorate template and a copy of the QIP is available for viewing at the school.*

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