

Yarralumla Primary School

Network: South Canberra/ Weston

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 & 2 (see reporting for detail):

- Ensuring access to individualised instruction in numeracy and writing for students with additional needs
- Ensuring differentiated instruction in numeracy and writing through implementing Visible Learning strategies
- Ensuring the school climate welcomes and includes all families through strengthened relationships

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 (see reporting for detail):

- strengthening the PLC model across the school, demonstrated through the Professional Learning Communities (PLC) Maturity Matrix reflection
- finalised the Data Plan
- introducing fortnightly Executive support in year level collaborative planning
- raised the profile of the Italian Coordinator
- conducted and evaluated a trial of a different bilingual model in targeted year levels
- implemented a targeted model of Italian extension for native speaking students

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 (see reporting for detail):

- continued implementation of Positive Behaviours for Learning (PBL)
- building staff capacity to respond to Occupational Violence (OV) through Team Teach
- strengthened teacher knowledge about effective feedback
- individual learning goals for reading, writing and numeracy through Visible Learning.

Reporting against our priorities

Priority 1: Increase growth in student performance in numeracy for all year levels.

Targets or measures

By the end of 2024 we will achieve:

- 62% or more of our year 5 students will be achieving at or above expected growth in numeracy.
- 25% or more of kindergarten students will be achieving high growth in PIPS Mathematics.
- 90% or more students agree or strongly agree that ‘My teachers motivate me to learn’.
- Students to achieve growth in median scale score year to year comparable or above the Australian median scale score.

In 2020 we implemented this priority through the following strategies.

- Students articulate the learning intention and success criteria of the numeracy lesson.
- Students receive feedback on their learning.
- Students articulate their learning goals.
- Teaching teams use data to inform their practice.

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
62% or more of our year 5 students will be achieving at or above expected growth in numeracy.	53%	N/A				
25% or more of kindergarten students will be achieving high growth in PIPS Mathematics.	22%	TBC				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% or more students agree or strongly agree that ‘My teachers motivate me to learn’.	86%	74.2%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students to achieve growth in median scale score year to year comparable to or above the Australian median scale score.	Median Scale score N/A					

What this evidence tells us

The school has reprioritised its efforts in 2020. This is reported in the adjusted priority below.

Our achievements for this priority

See adjusted priority below

Challenges we will address in our next Action Plan

See adjusted priority below

Adjusted 2020 Priority

Following significant disruptions experienced in 2020, including COVID and urgent lead remediation, the school prioritised the following action for completion in term 4:

1. To develop a consistent approach to the teaching of numeracy across the school.

What evidence was collected to inform impact

Teachers collected consistent numeracy data across the school. Kindergarten to Yr 2 applied SENA 1 and 2, Years 3-6 applied MYMC. This data was analysed during weekly PLCs to determine student learning growth. PAT Maths was used only in Term 1.

This is the first full year we have used our Mapped Achievement Standards. It was evident teachers understood which sections of the Australian Curriculum were taught in English and Italian.

We consolidated the use of our Numeracy Plan to ensure the consistent use of resources, vocabulary, assessment, and lesson structure.

What successes will continue to be included and monitored in future Action Plans

Continue to collect numeracy data and evaluate evidence of student learning during weekly PLCs. Continued use of Mapped Achievement Standards and Numeracy Plan.

Challenges we will address in our next Action Plan

- Continued numeracy focus across the whole school, including Professional Learning, pedagogy, programming, and lesson observations.
- Collection of PAT maths data in Term 1 and Term 4 to measure growth in students Year 1 - 6.

Priority 2: Increase growth in student performance in writing across all year levels.

Targets or measures

By the end of 2024 we will achieve:

- An increase in the percentage of year 5 students in the top two bands of writing to 28% or more.
- An increase in the percentage of year 3 students in the top bands of writing to 69% or more.
- An increase in the Year 3 to Year 5 growth in mean scale scores in Writing to 61 mean scale scores or more.

In 2020 we implemented this priority through the following strategies.

- Students articulate the learning intention and success criteria of the writing lesson.
- Students receive feedback on their writing.
- Teacher capacity is enhanced through involvement in the Early Years Literacy Initiative.

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
An increase in the percentage of year 5 students in the top two bands of writing to 28% or more.	17%	N/A				
An increase in the percentage of year 3 students in the top bands of writing to 69% or more.	48%	N/A				
An increase in the Year 3 to Year 5 growth in mean scale scores in Writing to 61 mean scale scores or more.	58 mean scale score	N/A				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
85% or more of our staff agree or strongly agree that 'Teachers give useful feedback'.	79.0%	73.3%				

What this evidence tells us

The school has reprioritised its efforts in 2020. This is reported in the adjusted priority below.

Our achievements for this priority

See adjusted priority below

Challenges we will address in our next Action Plan

See adjusted priority below

Adjusted 2020 Priority

Following significant disruptions experienced in 2020, including COVID and urgent lead remediation, the school prioritised the following action for completion in term 4:

1. To develop a consistent approach to best practice literacy teaching.

What evidence was collected to inform impact

A range of Literacy data In English and Italian across the school was collected to inform teaching practices e.g. PM Benchmarks, BEE Spelling, Prove d'Ingresso and CEFA A1 – B2.

Semester 1 and Semester 2 Reading Data was discussed and analysed during weekly PLCs.

Writing moderation occurred in Year Level teams based on K-2 English only samples and Yrs 3-6 English and Italian samples.

Student individual reading and writing goals using Visible Learning strategies.

What successes will continue to be included and monitored in future Action Plans

Staff participated in Professional Learning in the 10 Essential Literacy Practices – Christine Topfer. PLCs centred around student achievement data.

Challenges we will address in our next Action Plan

Participation in the 10 Essential Literacy Practices was suspended due to whole school disruptions and an intentional focus on Visible Learning. It is recommended participation be recommenced next year.

Continued focus on Early Years literacy to ensure continued growth in PIPS results.

Developing a model to assess writing regularly across both languages to track student growth.