Macquarie Primary School

Network: Belconnen

Impact Report 2020

# 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 2 (see reporting for detail):

* Restructure processes to enhance collaboration and whole school consistency of approach

## 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 (see reporting for detail):

* Build teacher skill and capacity through professional learning
* Collective focus on data collection and analysis

## 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 (see reporting for detail):

* Build teacher skill and capacity through professional learning
* Collective focus on writing
* Collective focus on data collection and analysis
* Implementation of Positive Behaviours for Learning (PBL)

# Reporting against our priorities

## Priority 1: To improve student gain (growth) in writing and spelling

### Student learning data

**Target or measure** By 2023 62.4% of year 5 students will be achieving at or above expected growth from year 3 to year 5 in Writing. The target was set by considering the 2015-2018 average of at or above expected growth in Writing of a sample of statistically similar schools in ACT and NSW.

**Source:** NAPLAN growth data

**Starting point:** 2018 result – 55.3% of year 5 students were at or above expected growth

**Target or measure** by 2023, increase the proportion of students at or above ‘standard’ in writing including spelling

**Source:**  writing samples assessed against the achievement standard (writing element)

**Starting point:** establish baseline in 2019

**Target or measure** by 2023, 59.2% of year 5 students will be achieving at or above expected growth from year 3 to year 5 in Spelling. The target was set by considering the 2015-2018 average of at or above expected growth in Spelling of a sample of statistically similar schools in the ACT and NSW

**Source:** NAPLAN growth data

**Starting point:** 2018 result – 38.9% of year 5 students were at or above expected growth

**Target or measure** by 2023, students spelling attainment will be tracked termly using a spelling inventory.

**Source:**  Words Their Way/BEE Spelling inventories

**Starting point:** establish base line in 2019

### Perception Data

**Target or measure** By 2023 parent stakeholders are satisfied against the question “Overall I am satisfied the students are getting a good education in writing at this school”.

**Source:** School based survey conducted annually

**Starting point:** baseline set in 2019

### School program and process data

**Target or measure** Every team has met their professional goal in relation to using data to inform practice within a professional learning community.

**Source:** PLC plan/PL plan/TPDP evidence

**Starting point:** 2019 – goal settingdevelopment of a staggered data plan

**Target or measure** By 2023, teachers use the feedback about their teaching of writing twice each year to improve their practice.

**Source:** observation record keeping/planning documents/reflection documentation/PL records

**Starting point:** establish baseline in 2019

In 2019 we implemented this priority through the following strategies.

1. Build teacher skill and capacity through professional learning
2. Collective focus on writing
3. Collective focus on data collection and analysis

*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** |
| NAPLAN learning growth (yrs 3-5) Writing | 55.3% | 60.9% | NA |  |  |  |
| Writing at standard |  |  |  |  |  |  |
| NAPLAN learning growth (yrs 3-5) Spelling | 38.9% | 63.9% | NA |  |  |  |
| Spelling learning – proportion of students being tracked | 0% | 20% |  |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Parent satisfaction against “Overall I am satisfied the students are getting a good education at this school”. | 85.3% | 83.5% | 85.8% |  |  |  |

#### School program and process data

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| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Data goal established for staff | 0% | 20% | 40% |  |  |  |
| Feedback on the teaching of writing | 0% | 50% | 100% |  |  |  |

### What this evidence tells us

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| * We are developing our data tracking systems and building a consistent approach across the school. * We need to continue to track learning growth over time to develop solid trend data. * A challenge moving forward is to maintain momentum about increased use of data to underpin planning and delivery of learning programs. * Writing moderation rubric used for the first time this year. Need to ascertain what ‘writing at standard’ is to measure growth. |

### Our achievements for this priority

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| **Early Years Literacy Initiative Continuation**   * All staff undertook professional development delivered by Christine Topfer in January * All staff have had an indepth focus on Essential Literacy Practices 1, 8, 7, 2 this year.   **Development of Writing and Data focused teams within the school**   * Data plan further developed, including when to collect data, when and how it will be analysed * Reading data tracked across school * Spelling data using Effective Spelling Teaching Guides collected * Maths whole school assessment tool (PATMaths) used for years 1-6 * Literacy beliefs and practices documents developed |

### Challenges we will address in our next Action Plan

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| * + Continue to focus on writing and spelling as areas of focus across the whole school – changing staff and the need to continuously induct and build skill.   + Writing growth tool to be used and results monitored over time. |

Priority 2: To improve wellbeing and learning for all through the development of consistent practices and processes

### Targets or measures

### Student learning data

**Target or measure** by 2023, increase the percentage of students who attend 90% of the time from terms 1 to 3.

**Source:** SAS attendance data, monitored termly

**Starting point:** 2018 annual attendance rates – may need to review the target as the data gets better. (8% of students attended <90% of the year, terms 1-3, 2018)

### Perception Data

**Target or measure** by 2023, each stakeholder agrees that ‘student behaviour is well managed at this school’ falls within the ACT P-6 school results.

**Source:** School satisfaction survey data

**Starting point:** staff -23.1%, students -21.5%, parents -70% 2018 SSS results

**Target or measure** by 2023, each stakeholder agrees that ‘this school is well maintained’ falls within the ACT P-6 school results

**Source:** *School satisfaction survey data*

**Starting point:** staff -26.9%, students -47.2%, parents -76.3% 2018 SSS results

**Target or measure** high expectations by 2023 all stakeholders will agree ‘I am satisfied that this school has high expectations in all that it does’ falls within the ACT P-6 school results

**Source:** School satisfaction survey data

**Starting point:** 2018 SSS results: staff -42.3%, students -50%, parents -72.5%

### School program and process data

**Target or measure** by 2023 all classroom spaces are upgraded and maintained to enable contemporary pedagogical practice

**Source:** maintenance plan, budget, classrooms

**Starting point:** *2018 spaces documented (photographed), 2018 furniture audit.*

**Target or measure** by 2023 all teachers understand and implement PBL confidently

**Source:** termly feedback from all stakeholders

**Starting point:** *PBL baseline data – 2018/19*

**Target or measure** by 2023 all learning programs are consistently documented and centrally stored.

**Source:** G Drive and School Team Drive on Google

**Starting point:** *Provision of common planning template (from Kath Murdoch) provided from 2019*

In 2019 we implemented this priority through the following strategies.

* Commence Positive Behaviours for Learning (PBL) approach across the school
* Restructure processes to enhance collaboration and whole school consistency of approach
* Whole school approach to 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.*

#### Student learning data

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| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Attendance students who attend 90% or more | 81% | 80% | 77.5% |  |  |  |

#### Note: In year one we commenced sending reminder text messages about attendance.

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| student behaviour is well managed at this school – survey results - staff | 23.1% | 57.1% | 67.7% |  |  |  |
| student behaviour is well managed at this school – survey results -parents | 70% | 71.9% | 76.9% |  |  |  |
| student behaviour is well managed at this school – survey results - students | 21.5% | 21.7% | 27.3% |  |  |  |
| this school is well maintained -survey results - staff | 26.9% | 67.9% | 74.2% |  |  |  |
| this school is well maintained -survey results - parents | 76.3% | 72.4% | 83.6% |  |  |  |
| this school is well maintained -survey results - students | 47.2% | 41.7% | 54.4% |  |  |  |
| I am satisfied that this school has high expectations in all that it does – survey results - staff | 42.3% | 68% | 75.4% |  |  |  |
| I am satisfied that this school has high expectations in all that it does – survey results – parents | 50% | 47% | 75.4% |  |  |  |
| I am satisfied that this school has high expectations in all that it does – survey results - students | 72.3% | 68% | 52.5% |  |  |  |

#### School program and process data

Classroom spaces upgraded through:

* New carpet into two classrooms (Namadgi building)
* Reverse cycle air-conditioning into all classroom spaces in Brindabella and Namadgi buildings
* New furniture: 3/4 classes (4 classrooms)
* Namadgi boys’ student toilets painted, doors painted and re-installed and sink upgrade, girls’ toilet doors repainted.
* Preschool building pin boards replaced.
* Community working bees conducted grounds maintenance (end of term 3 and 4)

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| All staff understand and implement PBL confidently | 0% |  | 89.4% |  |  |  |
| All programs are consistently documented and centrally stored | 0% | 20% | 75% |  |  |  |

### What this evidence tells us

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| * The school is progressing against all the actions. There is a dedicated PBL team, with representatives from all sectors of the school. The behaviour matrix has been collaboratively developed and is being used by staff. * The shift into providing time for teams to plan together is beginning to develop consistency across cohorts. * Consistent use of data sources is evident. * Ongoing training in PBL and MindUp have been provided to ensure consistent approach. |

### Our achievements for this priority

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| **Commence Positive Behaviours for Learning (PBL) approach across the school**   * Behaviour Matrix developed with input from all stakeholders, multiple opportunities for feedback being used across the school * Agreed behaviours decided and language agreed upon, signage displayed prominently across the school. * Fast and frequents introduced term 4 with whole school reward achieved.   **Restructure processes to enhance collaboration and whole school consistency of approach**   * Common planning time for teams with team leader weekly * Curriculum team mapping out content across year levels * Development of common beliefs and practices for whole school   **Whole school approach to Social and Emotional Learning (SEL)**   * The use of MIndUp across whole school builds common language and understanding |

### Challenges we will address in our next Action Plan

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| * Continued consistent approach in PBL and SEL – ongoing training for new staff   + Continued investment to enable common planning time for teams to meet weekly |

Priority 3: To improve student gain in numeracy

### Targets or measures

### Student learning data

**Target or measure** by 2023, 55% of year 5 students will be achieving at or above expected growth from year 3 to year 5 in numeracy. The target was set by considering the gain performance of a sample of ACARA statistically similar schools and state average scaled growth for 2018 (SSS 56.9% and ACT 54.7%)

**Source:** NAPLAN data

**Starting point:** Year 5 2018 42.6% of students achieved above average growth from year 3 to 5.

### School program and process data

**Target or measure** by 2023, all students will have their numeracy progression tracked using whole school data tracker.

**Source:** SENA, MYMC Assessment Tool, PAT Maths

**Starting point:** *Data SIT will identify whole school numeracy assessment tools and develop plan for implementation in 2019.*

In 2019 we implemented this priority through the following strategies.

* Whole school use of a resource to guide vertical alignment of numeracy education.
* School Improvement Team (SIT) focussed on data – specifically identifying assessment tools to measure and track numeracy attainment 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** |
| NAP expected growth in Numeracy | 42.6% | 63.6% | N/A |  |  |  |

#### School program and process data

PAT Maths used in years 1-6 to gather base line maths learning information.

### What this evidence tells us

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| * Steady progress in the numeracy area. * Time for collaborative planning is enabling a more consistent approach to numeracy education. * Still need to embed tracking of learning over time. * Next year will provide second year of whole school data. |

### Our achievements for this priority

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| **Whole school use of a resource to guide vertical alignment of numeracy education.**   * The use of Stepping Stones is supporting staff to provide content coverage and avoid learning gaps.   **School Improvement Team (SIT) focused on data – specifically identifying assessment tools to measure and track numeracy attainment across the school**   * PAT Maths identified as appropriate whole school assessment tool to provide learning information over time. |

### Challenges we will address in our next Action Plan

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| * Transitioning away from one resource to multi resource model after curriculum is well-mapped.   + Maintaining commitment to PAT Maths as tracking assessment tool |

## 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.

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| * Preschool progress is recorded against our QIP using Directorate template. |

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