Torrens Primary School

Network: South Canberra/ Weston

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*

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

*To centre teaching and learning around students as individuals*

In 2019 our school supported these Strategic Indicators through Priority 1:

* Improve Growth in Writing

# Reporting against our priorities

* Priority 1: Improve Growth in Mathematics

## Targets or measures

By the end of 2023 we will achieve:

### Student learning data

**Target or measure** 60% of Yrs 3-5 students are at or above expected growth

**Source:** *NAPLAN and PIPS*

**Starting point:** 49.2% of Yrs 3-5 students are at or above expected growth

### Perception Data

**Target or measure** All teachers feel competent and confident in enriching and extending all students in mathematics.

**Source:** *Teacher survey*

**Starting point:** 50% of teachersfeel competent and confident in enriching and extending all students in mathematics.

### School program and process data

**Target or measure** *In all classrooms, students can apply and transfer their mathematical knowledge.*

**Source:** *Class walkthrough/Planning documents*

**Starting point:** 12 out of 22 classroom maths programmes show evidence that students are learning how to apply maths concepts.

In 2020 we implemented this priority through the following strategies.

1. Explore mathematics successful practice
2. Establish Mathematics plans
3. Enact aspects of mathematics plans through PLCs

*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** |
| 60% of Yrs 3-5 students are at or above expected growth | 49.2 |  |  |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| All classroom teachers feel competent and confident in enriching and extending all students in mathematics. | 50% |  | 100% |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| *In all classrooms, students can apply and transfer their mathematical knowledge.* | 12 out of 22 classroom maths programmes show evidence that students are learning how to apply maths concepts. |  | 18/21 |  |  |  |

### What this evidence tells us

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

Growth was not measured this year as NAPLAN was not administered. School based assessments occurred such as SENA 1,2,3 & 4, Middle Years Mental Computation and PAT Maths allowing us to measure individual growth instead.* Have any of your data sources changed over time? If so, why?

Yes. NAPLAN was not undertaken in Australia in 2020 due to the Covid-19 pandemic.* What implications does this evidence have for your next AP?

The structures introduced in 2019 (such as coaching & Professional Learning Communities and Learning Walk and Talks) allowed us to build teacher competence and confidence. Teacher programmes demonstrated the knowledge teachers had gained in planning differentiated tasks that allow students to apply strategies in maths. Even without Learning walk and Talks this year, Torrens Primary School is on track to achieve the 5-year target. |

### Our achievements for this priority

|  |
| --- |
| **Improve growth in mathematics*** 100% of teachers attended January 2019 stand down PL on *Professional Learning Communities* (PLCs)– TQI accredited (Solution Tree).
* Team PLCs, guided by exec, using Helen Timperley’s *Spiral of Inquiry* to improve mathematics.
* Staff meeting schedule was revised to allow for PLC sharing about writing every 3rd meeting as well as time for the *Curriculum*, *Data, PBL* and *Pedagogy* *Committees* to meet. Each week 10 meeting teachers reflected on and celebrated our achievements towards “improving growth in mathematics”.
* Torrens Primary School coaches (4 Coaches offlined to improve mathematics) lead TQI accredited workshops on *How can we as teachers assist in the growth of our students’* *Understanding, Fluency, Problem Solving and Reasoning* *in Mathematics*; *Assessment to Build on Student Knowledge and Understandings; SENA - Where are we now? Where do we want to get to? How are we going to do it? Multiplicative Thinking, Effective Differentiation* and *Surveys, Multiple Representations, Maths Menu, Revisit 10 Essential Maths Practices, Assessment to guide* *practice*.
* The coaches worked with all PLCs during 2020 guiding them in planning, modelling lessons and improving teacher practice.
* Torrens Primary School wrote the 10 Essential Mathematics Practices and developed a shared Menu of Mathematical Strategies K-6.
* Teachers from Torrens Primary School applied to be Instructional Maths Mentors. The successful Instructional Maths Mentors worked with all teams in planning.
* An innovative Maths Station was created as a professional learning tool for Torrens Primary School staff in Google Drive.
* A SENA database is being developed for K-6 SENAs 1-4.
 |

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

|  |
| --- |
| * + We will implement Learning Walk and Talks, updating our documentation and improving the process. This didn’t occur in 2020 due to the Covid-19 pandemic.
	+ We will become more consistent with our coaching approach. All teachers can expect to receive written feedback against their individual goals.
 |

## 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.