MILES FRANKLIN PRIMARY SCHOOL

Belconnen Network

Impact Report 2019

# 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 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 2019 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 2019 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

# Reporting against our priorities

## Priority 1: Improve student engagement and learning behaviours

### Targets or measures

By the end of 2021 the school will achieve:

* 85% of children, parents and staff will affirm children feel safe in the school by 2021
* 85% of children, parents and staff will affirm behaviour is well managed in the school by 2021

In 2019 we implemented this priority through the following strategies.

### *Strategies*

1. Developing a strong sense of belonging and pride in the school.
2. Supporting teachers to develop a happy, optimistic feel to the school environment which is calm, productive and engaging.
3. Enhancing opportunities for school-community partnerships to improve student outcomes.

*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.*

#### Perception Data

By the end of 2021 the school will achieve:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **2015**  **BASE** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| 85% of children, parents and staff will affirm children feel safe in the school | | | | | | | |
| Staff - Students feel safe at this school % | 100 | 87 | 97 | 97 | 93 |  |  |
| Parents - My child feels safe at this school % | 96 | 96 | 96 | 94 | 92 |  |  |
| Students - I feel safe at this school % | 75 | 74 | 84 | 74 | 68 |  |  |
| 85% of 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 | 61 |  |  |
| Parents - Student behaviour is well managed at this school. | 84 | 79 | 83 | 77 | 83 |  |  |
| Students - Student behaviour is well managed at my school. | 70 | 63 | 62 | 53 | 51 |  |  |

### What this evidence tells us

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| * Parents continue to affirm that children feel safe at our school. * Student perception data relating to feeling safe at the school is below our target. * Teacher perception data relating to student behaviour being well managed is below our target. * Management of behaviour at the school will continue to be a focus inn 2020, through implementing the Friendly Schools Plus program and our school Relationship Procedure. |

### Our achievements for this priority

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| **ACTION**: **Teach Friendly Schools Plus consistently across the school- all class teachers, each week**   * New educators (teachers in the first three years of teaching) sent to Ten Essential Skills workshops to build behaviour management strategies. * Resource kits, relating to the Friendly Schools Plus Program created for every year level. * Tracking document for individual students created and given to staff to trial on selected students. * Professional learning provided to teachers to implement the program.   **ACTION**: **Implement whole-school approach to FSP**   * Signage relating to the Friendly Schools Plus Program developed and placed in classrooms, based on the language and strategies used in Friendly Schools Plus resources. * Tracking documents developed to map Friendly School Plus modules to ensure each module had been taught over the course of 2019. * Defined and established school wide negative behavioural expectations and developed and delivered professional learning to the staff. * School wide implementation of recording incidents on SAS.   **ACTION**: **Collaboratively develop and implement the following infrastructure projects to enhance the school environment in partnership with the Education Directorate and P&C: Refurbishment of ASC area, line marking and concrete painting, development and use of former medical centre and fence around the school**   * Due to a range of factors these have not been given a priority in 2019. |

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

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| * Continue to embed the implementation of the Friendly Schools program across the school. * Commence tracking of targeted students using Positive incidents on SAS. * Enhance opportunities for school-community partnerships to improve student outcomes. |

## Priority 2: Priority 2: Improve student writing

## Targets or measures

By the end of 2021 the school will achieve:

* NAPLAN results to be within the average range for like schools (SSSG)
* 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

In 2019 we implemented this priority through the following strategies:

### *Strategies*

Collaboratively developing and embedding school wide evidence-based pedagogical practices for writing.

Improving 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.

*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** | **2015**  **BASE** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| * NAPLAN results to be within the average range for like schools – Writing | | | | | | | |
| Writing Year 3 | | | | | | | |
| Average Miles Franklin Primary School NAPLAN Score | 417 | 419 | 452 | 437 | 425 |  |  |
| Average SSSG NAPLAN Score | 445 | 439 | 437 | 435 | 443 |  |  |
| Writing Year 5 | | | | | | | |
| Average Miles Franklin Primary School NAPLAN Score | 482 | 484 | 468 | 470 | 499 |  |  |
| Average SSSG NAPLAN Score | 503 | 495 | 500 | 488 | 496 |  |  |
| * NAPLAN results to be within the average range for like schools - Spelling | | | | | | | |
| Spelling Year 3 | | | | | | | |
| Average Miles Franklin Primary School NAPLAN Score | 403 | 419 | 420 | 431 | 402 |  |  |
| Average SSSG NAPLAN Score | 442 | 450 | 446 | 447 | 444 |  |  |
| Spelling Year 5 | | | | | | | |
| Average Miles Franklin Primary School NAPLAN Score | 480 | 501 | 484 | 498 | 504 |  |  |
| Average SSSG NAPLAN Score | 530 | 519 | 526 | 526 | 526 |  |  |
| * An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six | | | | | | | |
| ACER Writing Year 5 |  | | 285  Base  2017 | 289  1% | 317  11% |  |  |
| ACER Writing Year 6 | 310  Base  2017 | 315  2% | 369  19% |  |  |
| * By the end of 2021 (amended from 2019) there will be a 10% improvement in student spelling outcomes as measured by PAT Spelling. | | | | | | | |
| PAT Spelling Year 3 |  | 100  Base  2016 | 97  -3% | 97  -3% | 104  4% |  |  |
| PAT Spelling Year 4 | 113  Base  2016 | 112  -1% | 114  1% | 122  8% |  |  |
| PAT Spelling Year 5 |  | 121  Base  2016 | 119  -2% | 125  3% | 129  7% |  |  |
| PAT Spelling Year 6 |  | 136  Base  2016 | 134  -1% | 130  -4% | 139  2% |  |  |

### What this evidence tells us

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| * Data from NAPLAN shows an improvement in Year 5 writing. * Students in Year 3 cohort did not achieve expected growth. * NAPLAN writing results have improved in 2019 to above similar schools. * NAPLAN growth in writing has gradually improved over the past 3 years, although currently below similar schools. * The data above is a positive indication of the school’s process towards improving students writing. * A focus on writing and spelling will continue in 2020 to further increase teacher pedagogy. |

### Our achievements for this priority

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| **ACTION**: **Continue to embed a whole school approach to teaching writing**   * Leadership team engagement in 10 Essential Literacy Practices professional learning. * Teachers embedding learner agency through inquiry practices learnt during April 2019 stand down IB professional development. * Development of tracking document of whole school common practices for writing. * Development of school Writing Handbook. * All staff received mentoring in writing. * All children set personal goals relating to writing at least once per term.   **ACTION**: **Continue to embed a whole school approach to teaching spelling, punctuation and grammar**   * Mentoring provided for all new staff to upskill on the Miles Franklin approach to spelling. * Ongoing professional learning during staff meetings on spelling and grammar. * Improved teacher understanding of how to triangulate spelling data. * Development of expectations document for the teaching of spelling for staff. * Development and implementation of a consistent approach to planning spelling using a PYP planner across the school. * All children set learning goals relating to spelling once per term.   **ACTION**: **Implement the Miles Franklin PYP Assessment and data plan across the school**   * Leadership team engagement in Multiple Sources of Evidence professional learning, followed by presentations to staff. * Ongoing analysis of writing data during PLCs. * All staff involved in mentoring to improve writing pedagogy. * Updating of school data and assessment plan for literacy. * Development of whole school spelling tracking document based upon the ACARA literacy progressions. |

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

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| * Continue to embed a whole school approach to teaching spelling, punctuation and grammar. * Continue to update the writing at Miles Franklin book to include ongoing professional learning presented to staff. * Implement 10 Essential Literacy Elements. * Focus on measuring growth of students performing in the top bands of NAPLAN writing and SPG in Years 3 and 5. |

## Priority 3: Improve students’ mathematical understanding and skills

### Targets or measures

By the end of 2021 the school will achieve:

* NAPLAN results to be within the average range for like schools (SSSG)
* An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six

*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** | **2015**  **BASE** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| * NAPLAN results to be within the average range for like schools. | | | | | | | |
| Numeracy Year 3 | | | | | | | |
| Average Miles Franklin Primary School NAPLAN Score | 421 | 411 | 433 | 415 | 416 |  |  |
| Average SSSG NAPLAN Score | 426 | 431 | 436 | 436 | 429 |  |  |
| Numeracy Year 5 | | | | | | | |
| Average Miles Franklin Primary School NAPLAN Score | 490 | 499 | 486 | 497 | 499 |  |  |
| Average SSSG NAPLAN Score | 525 | 524 | 521 | 522 | 523 |  |  |
| * An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six | | | | | | | |
| ACER PAT Maths Year 2 (Test 1) |  | | 103  Base 2017 | 106  3% | 101  -2% |  |  |
| ACER PAT Maths Year 3 | 115  Base 2017 | 111  -3% | 115  0% |  |  |
| ACER PAT Maths Year 4 | 120  Base 2017 | 119  -1% | 123  2.5% |  |  |
| ACER PAT Maths Year 5 | 123  Base 2017 | 124  1% | 125  2% |  |  |
| ACER PAT Maths Year 6 | 126  Base 2017 | 126  0% | 127  1% |  |  |

### What this evidence tells us

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| * The Year 3 2017 to Year 5 cohort 2019 did not achieve expected growth in NAPLAN numeracy, with expected growth below that of similar schools. * There has been a slight decrease in Year 5 results in NAPLAN numeracy in 2019. * Students ACER scores have remained consistent from 2017 to 2019 however the growth target of 5% was not achieved. * Based on data collected through staff surveys show growth in individual student goals across all grades is improving. * Continue to focus on increasing teacher pedagogical knowledge of the teaching of mathematics and the analysis and use of maths data in 2020. |

### Our achievements for this priority

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| **ACTION**: Implement a common inquiry based lesson structure for the teaching of mathematics   * Professional learning for staff continued in 2019 to embed PANL maths pedagogy (Paul Swan and Peter Sullivan). * Embedding of a common definition of student agency within mathematics lessons from April IB professional learning. * Development of mentoring observation template for mathematics lessons that provides feedback using a maths inquiry cycle developed this year with staff. * Updating of school data and assessment plan for mathematics. * Development of addendums for maths planning linked to ACARA maths progressions across all year groups.   **ACTION**: Implement the Miles Franklin PYP Assessment Policy across the school   * SLB/SLCs attended Multiple Sources of Evidence professional learning then presented to whole staff. * Development of standardised data plan and sharing of data tracking methods being used across the school to improve consistency. |

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

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| * Observation of teachers to increase their capacity to teach maths and implement the inquiry cycle actively within all classroom. * Written feedback evidence to be shown throughout student books, for both teacher and student to refer to and reflect upon. * Develop a consistent method of tracking individual student growth in personal maths 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.

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| * We have updated all records to comply with changes to the NQF and regulations * QIP reflected upon, updated and new actions identified * Developing digital resource on Google Drive for all policies and procedures |

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