Weetangera Primary School

Network: Belconnen

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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measure were interrupted. Where this has occurred an N/A entry has been used.

# 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 (see reporting for detail):

* Develop whole school beliefs and expectations of curriculum planning and delivery.

## 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 (see reporting for detail):

* Build staff understanding of curriculum in order to plan for effective teaching and learning

## 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 2 (see reporting for detail):

* Review whole school beliefs and expectations of curriculum planning and delivery

# Reporting against our priorities

## Priority 1: Improve the rate of growth in writing for all students

### Targets or measures

By the end of 2020 we will achieve:

*Student learning data*

**Target or measure:** 64% of our 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 gain performance of a sample of ACARA “similar schools”.

**Source:** NAPLAN growth data as available through SCOUT

**Starting point:** Our baseline data point is 56% determined as the average of the last 3 years of year 3 to year 5 growth in NAPLAN writing.

**Target or measure:** Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA “similar schools” for year 3 and year 5.

**Source:** NAPLAN top two bands in writing data as available through SCOUT

**Starting point:** Our baseline data point for year 3 is 53% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 67.64%. The average gap was 14.64%.

Our baseline data point for year 5 is 14.5% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 27.98%. The average gap was 13.48% from 2015 to 2019.

*Perception data*

**Target or measure:** Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% by 2024.

**Source:** Staff satisfaction survey; school based survey undertaken at the end of each term

**Starting point:** Staff satisfaction survey average of 2015 – 2018 was 80%; Base for school developed confidence survey established in 2020

*School program and process data*

**Target or measure**: Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs.

**Source:** School based survey based on AITSL standard 1.5; 1= Graduate, 2 = Proficient, 3 = Highly Accomplished, 4 = Lead.

**Starting point:** Baseline to be established 2020

In 2020 we implemented this priority through the following strategies.

* Develop whole school beliefs and expectations of curriculum planning and delivery.
* Build staff understanding of curriculum in order to plan for effective teaching and learning.

*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** |
| 64% of our year 5 students will be achieving at/ or above expected growth from year 3 to year 5 in writing | 56% | N/A |  |  |  |  |
| Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA “similar schools” for year 3 and year 5. | Year 3 is 53%  Year 5 is 14.5% | N/A |  |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% | 80% | 85% |  |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs | 54% | 72% |  |  |  |  |

### What this evidence tells us

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| --- |
| * Teaching staff are increasing their confidence in using system testing and system processes to inform Writing teaching and learning plans through PLC structure and data meetings * 18% point increase in teaching staff proficiency level to differentiate writing instruction to meet specific learning needs |

### Our achievements for this priority

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| --- |
| **Develop whole school beliefs and expectations of curriculum planning and delivery for Writing**   * Whole School Pedagogical Framework developed * Writing Pedagogical model established * Whole School writing belief statements developed   **Build staff understanding of curriculum in order to plan for effective teaching and learning.**   * Writing planning document/template (K-6) created * Curriculum Elaborations (A-E) created * Writing awards school process implemented * Writing analysis tool created |

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

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| --- |
| * Time is set aside for the discussion of data and the implications of data on classroom practices * Summarising, displaying student outcome data for the school * Implement the annual data plan, analyse the full range of data |

## Priority 2: Improve the rate of growth for numeracy in all students

### Targets or measures

By the end of 2020 we will achieve:

*Student learning data*

**Target or measure:** 62% of our year 5 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 “similar schools”

**Source:** NAPLAN growth data as available through SCOUT.

**Starting point:** Our base line data point is 52.2% determined as the average of the last 5 years of year 3 to year 5 growth in NAPLAN Numeracy.

**Target or measure:** To match and surpass the average gap in percentage of students achieving in the top two bands in year 3 Numeracy compared with ACARA “similar schools” and reduce the average gap in percentage of students achieving in the top two bands in year 5 Numeracy by 12 percentage points compared with ACARA “similar schools”.

**Source:** NAPLAN top two bands in numeracy data as available through SCOUT.

**Starting point:** Our base line data point for Year 3 is 57% determined as the average of the last 5 years of students in the top two bands in Numeracy. ACARA similar schools average was 59.24%. The average gap was 2.24%.

Our base line data point for Year 5 is 35 % determined by the average of the last 5 years of the students in the top two bands in Numeracy. ACARA similar schools average was 47.5%. The average gap was 12.5% from 2015 to 2019.

*Perception data*

**Target or measure:** Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% by 2024.

**Source:** Staff satisfaction survey; school based survey undertaken at the end of each term

**Starting point:** Staff satisfaction survey average of 2015 – 2018 was 80%; Base for school developed confidence survey established in 2020

*School program and process data*

**Target or measure**: Increase the proficiency level of staff to differentiate numeracy instruction to meet specific learning needs.

**Source:** School based survey based on AITSL standard 1.5; 1= Graduate, 2 = proficient, 3 = Highly accomplished, 4 = Lead.

**Starting point:** Baseline to be established 2020

In 2020 we implemented this priority through the following strategies.

* Review whole school beliefs and expectations of curriculum planning and delivery.

*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% of our year 5 will be achieving at/ or above expected growth from year 3 to year 5 in Numeracy. | 52.2% | N/A |  |  |  |  |
| To match and surpass the average gap in percentage of students achieving in the top two bands in year 3 Numeracy compared with ACARA “similar schools” and reduce the average gap in percentage of students achieving in the top two bands in year 5 Numeracy | Year 3 is 57%  Year 5 is 35 % | N/A |  |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% | 80% | 85% |  |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase the proficiency level of staff to differentiate numeracy instruction to meet specific learning needs | 54% | 74% |  |  |  |  |

### What this evidence tells us

|  |
| --- |
| * Teaching staff are increasing their confidence in using system testing and system processes to inform Mathematics teaching and learning plans through PLC structure and data meetings * 18% point increase in teaching staff proficiency level to differentiate numeracy instruction to meet specific learning needs |

### Our achievements for this priority

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| --- |
| **Reviewed whole school beliefs and expectations of curriculum planning and delivery for Mathematics**   * Whole School Mathematics belief statements created * Whole Shared Vision for teaching and learning of mathematics * Revised Planning, Assessment and Coaching timetable * Mathematics planning document/template (K-6) developed * Mathematics Pedagogical model created * Curriculum Elaborations (A-E) for Mathematics |

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

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| --- |
| * Time is set aside for the discussion of diagnostic tools and the implications of data on classroom practices * Refine and define Number sense teaching strategies expected in every classroom |

## Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*.

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