

Giralang Primary School

Network: Belconnen

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 – Priorities 1 and 2 (see reporting for detail):

- Implementation of the spiral of inquiry within collaboration sessions for teachers, focusing on student progress data and teacher pedagogy
- Implementation of a strengthened intervention program for students in reading, writing and Mathematics
- Continuation of expanding quality literature resources across 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 – Priorities 1, 2 and 3 (see reporting for detail):

- Engagement with the UC Affiliated School's 'teachers as researchers' program.
- Every staff member completing action research into improving the cultural integrity of the school
- Ongoing teacher engagement with literacy experts like Christine Topfer and Mathematics experts like Paul Swann throughout the year
- Continuation of the coaching and mentoring programs within the school

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priorities 1, 2 and 3 (see reporting for detail):

- Continuation of student/teacher conferences, leading to the revision of student learning goals and creation of new personalised learning goals
- Strengthen moderation practices in English and Mathematics

Reporting against our priorities

Priority 1: Improve student outcomes in writing

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in writing
- Ensure an average of 15% of students are in the top two bands for writing
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Writing.
- At least 90% of staff and parents believe that students' learning needs are being met at this school
- All teachers in the early years will be using the Ten Essential Literacy Practices

In 2019 we implemented this priority through the following strategies.

- Implement the Ten Essential Practices for Literacy in K-2 every day
- Use regular moderation practices to build teacher capacity, monitor student progress, provide feedback to students and to inform teaching programs.

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
Ensure an average of 60% of students achieve at or above expected growth in writing	55.3%	55.3%	75%			
Ensure an average of 15% of students are in the top two bands for writing	16.8%	Yr 3 – 29.4% Yr 5 – 6.3%	Yr 3 – 27.3% Yr 5 – 10%			
Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in writing.	slightly less gain than students with same starting score and less gain than similar schools	Year 3 trend is below all ACT and similar schools Year 5 trend has been below similar and all ACT and NSW schools	Year 3 trend sees a slight decrease in results from 2018 to 2019. Year 5 shows an improvement in results from 2018-2019.			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
At least 90% of staff and parents believe that students' learning needs are being met at this school	Parents 84%, Staff 96%	Parents 84.2%, Staff 96.2%	Parents 84.4%, Staff 96.4%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All teachers in the early years will be using the Ten Essential Literacy Practices	100%	100%	100%			

What this evidence tells us

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

This evidence indicates that the school is starting to see growth in writing outcomes after two years of implementation of the ten essential practices for literacy. It is important to note that the 2019 year 5 cohort was a smaller cohort with a significant additional needs within the cohort. This being said, the writing results in NAPLAN were respectable. The evidence indicates that the school still has work to do to ensure that students are pushing up into the top two bands.

- Have any of your data sources changed over time? If so, why?

Our data sources have not changed within the last twelve months.

- What implications does this evidence have for your next AP?

The implication of this evidence for our next Action Plan will be an even narrower focus on coaching and mentoring of teachers to ensure the continuation of embedding of the ten essential practices into all classes P-3.

Our achievements for this priority

- **Evaluation of our progress with the Ten Essential Practices for Literacy, including training for new staff.**

- Built the knowledge and skillset of our new teaching staff, including our new School Leader C in the ten essential practices through professional learning with Christine Topfer.
- The English committee reviewed our agreed practices in relation to the ten essential practices and their implementation in the P-3 classrooms.
- The school built their bank of quality literature across the school in both the library and in classrooms. The school also increased their stores of Christine Topfer teacher resources.

- **Embedded common school-based writing moderation each semester ensuring teachers provided the opportunity for students to write for authentic purposes**

- Meeting time was scheduled each term for the moderation of writing in teaching teams. This also included time to feedback as a whole teaching staff to see student progression from year to year.
- Teacher capacity was built in using appropriate rubrics for the analysis of student writing.

Challenges we will address in our next Action Plan

- Increase coaching and mentoring for teachers in writing pedagogy and assessment
Continuing to build teacher capacity to implement the ten essential practices and to use appropriate assessment tools to monitor student progress.

Priority 2: Improve student outcomes in Mathematics

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in numeracy
- Ensure an average of 25% of students are in the top two bands for Numeracy
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Numeracy.
- At least 90% of parents and staff are satisfied that this school has high expectations in all that it does
- The school has established and maintained a whole school approach to mental computation and basic facts

In 2019 we implemented this priority through the following strategies.

- Every student will be given daily mental computation time to consolidate number facts
- Develop a whole school inquiry approach to problem solving and real-life applications

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
Ensure an average of 60% of students achieve at or above expected growth in numeracy	55%	55%	46.4%			
Ensure an average of 25% of students are in the top two bands for Numeracy	18.8%	10.4%	13.3%			
Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Numeracy.	2014-2016, 2015-2017, less gain than students with the same starting score for similar schools.	Year 3 trend is below ACT and similar schools Year 5 trend is below ACT and similar schools	Year 3 has had a slight fall in performance 2018-2019. Year 5 has had a slight improvement in results from 2018-2019.			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
At least 90% of parents and staff are satisfied that this school has high expectations in all that it does	Parents 89%, Staff 100%	Parents 98%, Staff 94%	Parents 95%, Staff 96%			

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

This evidence indicates that the school is making slow progress towards the five-year targets. Students are not reaching the top two bands, indicating that a stronger focus on Mathematics is needed in 2020. There is still variation across the school in the approach to mental computation and basic facts. The perception data sets demonstrate there is still faith from staff and parents that the school has high expectations in all that it does.

- Have any of your data sources changed over time? If so, why?

The school's data sets have not changed over the past twelve months.

- What implications does this evidence have for your next AP?

There is a strong implication arising from this evidence for the 2020 Action Plan that Mathematics must be the stronger focus, particularly in number.

Our achievements for this priority

- **Embedded Paul Swan number strategies across the school**
 - School leaders and key teaching staff engaged in further PANLs training early in the year. These staff members then led several professional learning sessions for the whole staff throughout the year.
 - The school purchased a substantial amount of key resources to support PANLs program and Paul Swan strategies.

- **Explored the use of reSolve across the school**

The school subscribed to the Canberra Maths Association, Mathematical and Science Institute, and Australian Association of Mathematics Teachers in 2019. These associations assisted in strengthening our professional reading / learning.

Teaching staff engaged in professional learning facilitated by reSolve.

Challenges we will address in our next Action Plan

- The school will interrogate the Australian Curriculum further in 2020 and develop an essential learnings document.

The will assist our sharp and narrow focus on what is essential for our student to learn whilst assisting to build teacher capacity in content knowledge of the Australian Curriculum with a specific focus on what is essential to teach.

Priority 3: Enhance a positive school culture and promote community connectedness

Targets or measures

By the end of 2022 we will achieve:

- At least 80% of students are satisfied that they feel safe at this school
- At least 90% of staff are satisfied that students feel safe at this school
- At least 90% of parents are satisfied that community partnerships are maintained

In 2019 we implemented this priority through the following strategies.

- Strengthen partnerships with external organisations or individuals that will contribute to improved student learning, social and emotional outcomes.
- Engage with the Cultural Integrity Continuum to improve the Cultural Integrity of the school
- Be an active participant in the University of Canberra Affiliation

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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
At least 80% of students are satisfied that they feel safe at this school	75%	70%	69%			
At least 90% of staff are satisfied that students feel safe at this school	89%	86%	100%			
At least 90% of parents are satisfied that community partnerships are maintained	93%	93%	83%			

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?

This evidence indicates that there has been a significant shift upwards in staff perception about student safety at the school. It suggests efforts to work with students and their families is having impact, along with our values and mindfulness programs. The evidence indicates that student perception data has still not reached the five-year target of 80% of students are satisfied that they feel safe at school. Finally, the evidence shows a sharp 10% downturn in parent perception that community partnerships are being maintained.

- Have any of your data sources changed over time? If so, why?

The school's data sources have not changed over the past twelve months.

- What implications does this evidence have for your next AP?

The next Action Plan will need to address community partnerships in a more explicit manner.

Our achievements for this priority

▪ **Evolved the UC Affiliated Schools Program**

The school engaged with four school-based clinics throughout 2020. Pre-service teachers from the University of Canberra (UC) provided small workshops for our students in English, Science, Mathematics and the Arts.

Our year 3/4 team engaged with the 'teachers as researchers' program with a mentor from UC. Their action research centred on improving the cultural integrity of the school by creating a culturally safe environment.

Three staff members commenced a Master of Education through the Capital region Program offered through the UC School's Affiliation.

The school participated in the first annual UC Affiliated Schools conference in November. Our year 3/4 team presented their action research at this conference.

▪ **Focussed on improving the cultural integrity of the school**

Every staff member engaged in action research about improving the cultural integrity of the school. Each team devised a question and spent the year collecting data and implementing appropriate actions. The culminated in a min-conference with Southern Cross Early Childhood School in November where team presented their findings to each other.

Challenges we will address in our next Action Plan

▪ **Implementation of the 'Be You' mental health program for young children.**

- This will include teacher training and dedicated timetabling of in class learning experiences for the students. Also, the school will need to communicate the endeavours of this program with parents and carers.

▪ **Continuation of the action learning to improve the cultural integrity of the school.**

- This is important work for the school. It will ensure we continue to move along the cultural integrity continuum forming our version of a school Reconciliation Action Plan. (RAP)

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.

In 2019, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP), with the latest review taking place in term four, 2019.

Our QIP identifies areas of strengths, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2019 include:

- Links between the primary school and preschool continued to be strengthened, with the preschool children attending library, gross motor rotations and assemblies on a regular basis.
- Developing strong links with the families in our communities through open door mornings, SeeSaw, parent volunteers and open communication.
- Significant investment in the updating of outdoor learning environment to further facilitate best practice, particularly sustainability practices.

We are continuing to:

- Embed Aboriginal perspectives into our teaching, and this will be reinforced through an explicit indigenous program run in term one 2020.
- Introduce and embed sustainable practices in our preschool program and environment.
- Attend professional learning targeted at producing high quality preschool programs that engage children and their families.
- Enrich student learning by facilitating weekly Japanese lessons that is complemented by the ELLA program.

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