Gilmore Primary School

Network: Tuggeranong

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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.

Please note, due to the events of 2021 the data collection cycles of some measures 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 2021 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Develop evidence-based pedagogical practices to meet student need within reading
- Build the capacity of families to engage in language and literacy interactions with their children and promote reading at home.

In 2021 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Develop evidence-based pedagogical practices to meet student need in number.

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Further develop the school's plan for curriculum delivery that reflects the school's vision.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Ensure that differentiation, based upon relevant data sets is evident in planning
- Develop Individual learning goals in reading, writing and number for each student.

Analysis → Priorities → Strategies → Actions → Impact (for student)

Reporting against our priorities

Priority 1: Develop individual children's knowledge, skills and dispositions to confidently engage in their learning

Targets or measures

By the end of 2024 we will achieve:

- % of Year 4 students achieving stage expectations within the General Capabilities continua (identified elements) (*target to be generated from 2020 baseline data)
- Year average meets or is above average of P-6 same ACT school type in the 'digital technologies are an integral part of learning and teaching' and 'I am confident using digital technologies in my teaching practice' Satisfaction & Climate Survey questions.

In 2021 we implemented this priority through the following strategy.

- Develop consistent teaching strategies to cater for individual differences by offering multiple means of representation, engagement, and provide multiple opportunities to learn.

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 (2020)	2021
% of Year 4 students achieving stage expectations within the General Capabilities continua (identified element: personal and social capabilities)	47% of children achieving 75% of stage expectations	45% of children achieving 75% of stage expectations

Perception Data

Targets or Measures	Base	2020	2021
Year average meets or is above average of P-6 same ACT school type in the 'Digital technologies are an integral part of learning and teaching' Satisfaction Survey question	-17.6%	-1.6%	N/A
Year average meets or is above average of P-6 same ACT school type in the 'I am confident using digital technologies in my teaching practice' Satisfaction Survey question	-24.5%	-0.6%	N/A

What this evidence tells us

- There was a slight decrease in the percentage of Year 4 students achieving stage expectations within the General Capabilities continua (identified element: personal and social capabilities)
- The 'Digital technologies are an integral part of learning and teaching' question was not included in the 2021 Satisfaction Survey.
- The 'I am confident using digital technologies in my teaching practice' question was not included in the 2021 Satisfaction Survey.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Our achievements for this priority

Further develop the school's plan for curriculum delivery that reflects the school's vision
- Ongoing professional learning community (PLC) focus on the Australian Curriculum General Capabilities.

Ensure that differentiation, based upon relevant data sets is evident in planning
- Embedded Response To Need processes.

Develop individual learning goals in reading, writing and number for each student
- Increased use of digital technologies across all curriculum areas, across the school.
- Developed approaches to student agency and authenticity in reading and writing
- Differentiation was a core component in remote learning episodes.

Challenges we will address in our next Action Plan

- Ongoing professional learning community (PLC) focus on personal and social capabilities within the Australian Curriculum General Capabilities
- Develop teacher approaches to use of intentional feedback.

Priority 2:   Increase individual student growth in reading across all year levels.

Targets or measures

By the end of 2021 we will achieve:

- The percentage of students showing expected or high growth in PIPS will remain at or above the starting points
- 75% of students make At or Expected Growth between Years 3-5 in Reading
- 60% or greater of Year 2 students achieving PM reading benchmark.

In 2021 we implemented this priority through the following strategies.

- Develop evidence-based pedagogical practices to meet student need within reading
- Build teacher understanding of how to use standardised assessments and quality classroom data to determine starting points for teaching reading.

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	2020	2021
The percentage of students showing expected or high growth in PIPS will remain at or above the starting points	26.7%	57.7%	23.5%
75% of students make At or Expected Growth between Years 3-5 in Reading	60%	N/A	53.3%

Analysis → Priorities → Strategies → Actions → Impact (for student)

Targets or Measures	Base	2020	2021
60% or greater of Year 2 students achieving PM reading benchmark	48.5%	64.5%	63.6%

What this evidence tells us

- The percentage of students showing expected or high growth in PIPS/BASE is variable between cohorts.

Our achievements for this priority

Develop evidence-based pedagogical practices to meet student need within reading
- Extend the instruction of reading across a range of purposes and child interest
- Collaborations with families in promoting literacy
- Improved P-6 classroom practices to support reading development, including intentional efforts to build vocabulary, word walls, read-alouds of age-appropriate books, individual student good fit book boxes, and the teaching of phonics in context using quality children's literature.

Build teacher understanding of how to use standardised assessments and quality classroom data to determine starting points for teaching reading
- Establishing consistent use of formative and summative assessment tools, and guided analysis of achievement for the purpose of teaching programs
- Consistent engagement with agreed assessment schedule and data tracker to monitor and respond to reading growth.

Challenges we will address in our next Action Plan

- Develop teacher knowledge and skills to differentiate reading instruction across all areas of the curriculum.
- Targeted intervention, as required, in kindergarten, year one and year two.

Priority 3: Increase individual student growth in numeracy across all year levels

Targets or measures

By the end of 2024 we will achieve:

- The percentage of students showing expected or high growth in PIPS/BASE will remain at or above the starting points
- 75% of students make At or Expected Growth between Years 3-5 in Numeracy
- Year average meets or is above average of P-6 same ACT school type in the 'I am regularly informed about my child's progress' and 'Teachers get quality feedback on their performance' Satisfaction Survey question

In 2021 we implemented this priority through the following strategies.
- Develop consistency in number programs across the school

- Develop teacher capacity in numeracy instruction through professional 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	2020	2021
The percentage of students showing expected or high growth in PIPS/BASE will remain at or above the starting points	40.0%	57.5%	23.5%
75% of students make At or Expected Growth between Years 3-5 in Numeracy	60%	N/A	53.8%

Perception Data

Targets or Measures	Base	2020	2021
Year average meets or is above average of P-6 same ACT school type in the 'I am regularly informed about my child's progress' Satisfaction Survey question	-5.2%	+16%	=0.0%
Year average meets or is above average of P-6 same ACT school type in the 'Teachers get quality feedback on their performance' Satisfaction Survey question	-11.45%	+22.1%	+10.1%

What this evidence tells us

- The percentage of students showing expected or high growth in PIPS/BASE is variable between cohorts.
- Parent perception of regular communication about student progress has decreased but remained above the baseline.
- Staff perception of the provision of quality feedback on performance has decreased.

Our achievements for this priority

Develop consistency in number programs across the school
- Increased consistency of instruction.

Develop teacher capacity in numeracy instruction through professional learning
- Each teacher received written feedback and targeted mentoring based on observation of practice in Numeracy instruction, plotted against the AITSL standards
- Ongoing weekly Professional Learning Community (PLC) to build teacher capacity within Numeracy teaching.

Challenges we will address in our next Action Plan

- We will make the links between the different aspects of engagement and their impact on learning explicit
- We will become more systematic about our evidence gathering, and impacts on future planning.

Analysis → Priorities → Strategies → Actions → Impact (for student)

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 report progress and achievements either within their QIP or in the section below.

2021 Assessment and Rating
- Quality Area 1 – Meeting Standard
- Quality Area 2 – Meeting Standard
- Quality Area 3 – Meeting Standard
- Quality Area 4 – Exceeding Standard
- Quality Area 5 – Exceeding Standard
- Quality Area 6 – Exceeding Standard
- Quality Area 7 – Meeting Standard

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