

# O'Connor Cooperative School

Network: North Canberra/ Gungahlin

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## 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.

### 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:

- Implementation and continuation of Positive Behaviours for Learning (PBL)
- Strengthening personalised learning for all through Investigations, Community Singing and whole school cross curriculum experiences

#### 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 2: Improve learning outcomes for students in writing and spelling

- Developing staff efficacy and capability through system and school based Professional Learning with a focus on writing

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through:

- Strengthening personalised learning for all students through Investigations, Community Singing and whole school cross curriculum experiences

## Reporting against our priorities

### Priority 1: Improve learning outcomes in numeracy

#### Targets or measures

By the end of 2023 we will achieve:

**Target:** **BASE data:** Increase to 80% *the proportion* of students in kindergarten achieving at or above expected growth in mathematics in PIPS (number)

**Target:** **A-E grades in number** (Based on Australian Curriculum Achievement Standards)  
Increase the number of students **at or above standard in the number strand** as evidenced in Years 1 & 2 Semester 2 student reports.

Targets or Measures	2019	2020	2021	2022	2023
PIPS / BASE	77%	94%	86%		
A-E Semester 2 yr 1/ 2 reports	79%	79.5%	91%		

#### Perception Data

**Measure:** **Parents** By 2023 90% of parent stakeholders are satisfied with the quality of education in mathematics

#### School program and process data

**Measure:** **Staff** Increase the level of staff confidence to “know the content and teaching strategies (pedagogies) of the teaching of numeracy”.

**Measure:** **Staff** Increase the level of staff confidence in using a whole of school approach for curriculum planning and delivery of mathematics including adequately resourced classrooms

**In 2021 we continued to implemented this priority through the following strategies.**

- i. Collect baseline data using a systematic data tools for P-2 students
- ii. Professional Learning for staff
- iii. Provide engaging learning opportunities for real world learning for all students P-2

*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	2019	2020	2021	2022	2023
PAT Maths Yr 2 Band 3 or above	73%	100%	Not available due to COVID lockdown		
PAT Maths Yr 2 % correct Number strand	48.7%	55.73%			

Data Plan has been developed and enacted by all staff from 2019

#### Perception Data

Targets or Measures	2019	2020	2021	2022	2023
% of parent stakeholders are satisfied with statement <i>my child is making good progress at this school.</i> <i>Overall, I am satisfied with my child's education at this school</i>	78.6%	89%	91%		

#### School program and process data

Targets or Measures	2019	2020	2021	2022	2023
level of staff confidence to “know the content and teaching strategies (pedagogies) of the teaching of numeracy”.	67%	70%	n/a		
level of staff confidence in using a whole of school approach for curriculum planning and delivery of mathematics	50%	60%	n/a		
adequately resourced classroom to effectively teach numeracy	100%	100%	100%		

#### What this evidence tells us

- The proportion of kindergarten students achieving expected or above expected growth in BASE (formerly PIPS) Maths – data not available in Feb 2022 for the 2021 cohort.
- Small class sizes and additional school funded learning support along with quality teaching were features of classes in Year 1 & 2 in 2021.
- Year 1 and Year 2 were separated into year level cohorts for maths instruction during term 3 and 4.
- Adequate maths resources available for each classroom enhances teaching and learning
- PAT Maths assessment was not used this year due to the timing of COVID lockdown for whole school during October and again for the Year 1 & 2 cohort during December when assessment was scheduled to take place.

#### Our achievements for this priority

- Centralisation of data and improved teacher efficacy in using data for programming and planning
- Staff are updating the data as required and are deepening their understanding of next steps for children following SENA 1 and 2 assessments
- Learning from Home due to COVID 19 was well received though not preferred way of learning.

**Increasing the efficacy of teachers when differentiating for numeracy**

COVID-19 Omicron variant is spreading widely throughout the community so cohorting is needing to be implemented so keeping our planning into team PLTs. In addition, there is a change in Principal, and 50% of teachers are new educators, so we will:

- continue to develop our professional learning teams PLTs and to develop a suite of whole school planning and assessment documents to assist teachers with understanding data and identifying next steps to support children's learning.
- sharpen and narrow what is essential for our students to learn and build teacher capacity in content knowledge of the Australian Curriculum.
- Sharpen the maths planning documents to include key maths vocabulary
- Sharpen our use of Disciplined Dialogue Discussions in team PLTs
- Develop a numeracy statement of beliefs and practices

**Continue to monitor consistency of assessment and practice in the teaching of numeracy across the school** Deepen our understanding of quality early childhood numeracy practices with a focus on mathematical language and problem solving.

- develop differentiated groups for number teaching and learning within, and or across, year levels.
- utilise Progressive Assessment Test (PAT) mathematics data to supplement the missing NAPLAN data set and to improve consistency of application across the school.

## Priority 2: Improve learning outcomes for students in writing and spelling

### Targets or measures

By the end of 2023 we will achieve:

**Target:** A-E: Writing and Spelling based on the Australian Curriculum Achievement standards – at least 70% of students achieve **at or above C grade** in writing as evidenced in Year 1 & 2 Semester 2 student reports.

### Perception Data

**Measure:** 100% of students receiving descriptive and informative feedback about their writing and spelling

**Measure:** By 2023 maintain or better than a 90% average of parent stakeholders are satisfied with the question *Teachers at this school provide my child with useful feedback at this school*

### School program and process data

**Measure:** Increase the level of staff confidence to effectively know and use the 10 essential literacy strategies to improve student outcomes in writing and spelling

In 2021 we implemented this priority through the following strategies.

- i. Collect baseline data for K-2 students (Including Oral Language)
- ii. Professional Learning for staff
- iii. Provide engaging learning opportunities for real world learning for all students P-2

*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	2019	2020	2021	2022	2023
Writing A - E at or above C grade					
Year 1	70%	66%	100%		
Year 2	85%	90%	89%		
Combined	77%	78%	94%		
Spelling Yr 2 A-E at or above C grade	76%	90%	100%		
Crevola Oral Language Preschool and Kinder*	84%	80%	N/A		

*\*Students have moved 1 or more stages in the assessment*

### Perception Data

Targets or Measures	2019	2020	2021	2022	2023
% of students receiving descriptive feedback in writing	65%	70%	70%		
% of parents satisfied with the statement <i>Teachers at this school provide my child with useful feedback at this school</i>	100%		86.4%		
<i>This school has High Expectations in all that it does</i>		97%			

<i>Students are being equipped with capabilities to live and learn successfully</i>		100%			
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#### *School program and process data*

<b>Targets or Measures</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Staff confidence to effectively know and use the 10 essential literacy strategies	60%	75%	n/a		

#### *What this evidence tells us*

- During 2021 100% of year 2 students accurately spells words with regular spelling patterns and spells words with less common long vowel patterns.
- Year 1 & 2 children achieving at or above standard in writing was 94% and
- A focus on Oral Language through play and singing has enhanced student growth and confidence in general.
- COVID 19 lockdown during August September October and December.
- Only a small group of parents participated in the School Satisfaction Survey - this could be due to the fact that the survey was conducted at a time when schools and the community across the ACT were in lockdown.

#### *Our achievements for this priority*

- Working towards consistent implementation of the teaching of writing across the school
- Two beginning teachers joined our classroom team in 2021.
  - Staff had opportunities to analyse and reflect on student data around this priority to inform teaching and learning practice. This includes both formative and summative data.
  - 10 Essential literacy practices Professional Learning for staff
  - Learning from Home due to multiple COVID 19 lockdowns was well received though not preferred way of learning.

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

- Ongoing Professional Learning for all classroom staff to build knowledge and confidence in the teaching of writing and spelling.
- The implication of this evidence for our next Action Plan will be to revisit the Ten Essential Instructional Practices in Literacy P-6 and Writers Workshop in week 0, to ensure there is a consistency of practice across the school. We will continue to embed whole school approach to individual student's writing goals with student agency through an inquiry approach to learning.
- Coaching and professional learning for teachers and educators so they can increase their skills in writing and spelling pedagogy and assessment, and continuing to ensure teachers provide descriptive feedback in writing
- Professional Learning Community to be continued with Early Childhood schools following a lack of classroom walkthroughs in other schools this year due to COVID 19
- Recreate our Shared Beliefs for Literacy teaching and learning with staff in 2022.

- Consistent implementation of the teaching of literacy: writing and spelling across the school.
- Measure the perception of students in understanding what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve (student goals).
- COVID-19 Omicron variant is spreading widely throughout the community so we will plan and use disciplined dialogue in our professional learning teams (PLTS): Pre/kindy, and year 1/ 2 team.

### 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.

Our QIP identified 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.

The preschool team continued to reflect in relation to the ways we celebrate diversity.

- Educators incorporate Aboriginal and Torres Strait Islander perspectives into the preschool program along with celebrations of other cultures and languages relevant to the current family groups in our school.
- Preschool families shared a photograph and information about their family, and this was on display as a preschool family tree through the year in the preschool room.
- PBL values are shared through preschool. We are Safe Respectful Responsible Learners. Educators are celebrating and sharing diversity with the children through the SEL (Social Emotional Learning) program, intentional teaching, literature, parent involvement and hands-on experiences.

Learning from Home due to COVID 19 was well received though not preferred way of learning. Families commented that they felt very well supported and appreciated the variety of communication shared during this challenging time. Families were very grateful to staff. Staff and students happy to have students back on site for the remainder of term 4.

The leadership team ensure that relief staff are aware of the needs of the preschool children.

- A relief folder for each preschool class has been developed and includes medical information, risk minimisation and communication plans, evacuation points, court orders if relevant and ways to support children with additional needs.
- Each relief staff member is shown the relief folder and key information is shared with them.

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