

Ngunnawal Primary School

Network: North Canberra/ Gungahlin

Impact Report 2021

The purpose of this document

Due to a change in principal, the five-year improvement cycle has been redesigned. The two priorities in this impact report reflect the priorities in the School Improvement Plan for 2020-2022.

Note: Due to the significant disruptive 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:

- Embedding a Wellbeing Framework using a three-tier model to provide a holistic approach to student wellbeing
- Embedding the spiral of inquiry for staff to examine practice and improve student achievement
- Embedding the Reader's Workshop model K-6 and collaboratively developed quality criteria for the consistent implementation of the model across the school

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:

- Expanded a feedback on practice model to ensure all staff give and receive feedback to improve
- Embedded a deliberate approach to building a culture of collaboration and a focus on learning through the philosophies and practices of a Professional Learning Community

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through:

- Embedding the philosophies and practices of a Professional Learning Community with students at the heart of decision making and evidence being used to drive collaborative improvement
- Strategic use of human and physical resources to provide alternative ways for all students to access quality education
- Personalised learning opportunities in partnership with families to provide alternative ways for all students to access quality education

Reporting against our priorities

Priority 1: All students learn at a high level within a safe and supportive learning culture. The school equips students with the capabilities and dispositions to live and learn in the future world.

Key Targets:

Strategy 1: Embed a multimodal, universal approach to student wellbeing as outlined in the Wellbeing Framework.

Strategy 2: Implement whole school approach to curriculum planning and delivery which reflects high expectations based on relevant, contemporary skills.

Strategy 3: Deepen capacity of staff to incorporate Aboriginal and Torres Strait Islander perspectives across the curriculum using the 8 Ways of Learning Framework.

Supporting Evidence Sets:

- PBL
- Satisfaction Survey
- Major Incident/Suspension Data

What this evidence tells us

	Total Negative Incidents	Suspensions	PBL Tokens
2020	1336	15	52 095
2021	1206	6	71 903

1. 2021 Positive Behaviours for Learning (PBL)

71,903 positive acknowledgements were given to students in 2021. An increase from 52,095 in 2020. This is a 38% increase in acknowledging positive behaviours for students.

1. Student Satisfaction Survey Years 4-6

89% of students agree teachers want every student to do their best. 75% of students believe that every student can be a success. 72% of students believe they are getting a good education at this school.

2. Suspension Data

The school has continued to decrease the frequency of major incidents and suspensions. In 2019 there were 37 suspensions, decreasing to 15 in 2020 and 6 in 2021. This reflects observation of the school environment in which more students are actively engaged in learning and Tier 2 and 3 supports are effective for students with additional needs.

Our achievements for this priority

Strategy 1: Embed a multimodal, universal approach to student wellbeing as outlined in the Wellbeing Framework.

- The data reflects an increased take up of positive acknowledge systems. A 38% increase in recognising students has seen more students reach the highest level of the PBL acknowledgment tiers.

- The school created a third Learning Support Unit and uses this resourcing flexibly to meet the needs of a range of students who wouldn't otherwise have access to a small group program. This has been highly successful in reducing major incidents, reengaging students with learning and creating a safe learning environment for all.
- Collective efficacy of the team delivering the Disability Education program has been prioritised reflecting improved processes and individualised planning

Strategy 2: Implement whole school approach to curriculum planning and delivery which reflects high expectations based on relevant, contemporary skills

- A Curriculum Framework was developed reflecting current levels of practice
- The school has developed consistent curriculum planners for learning units.
- A process for prioritising curriculum has been implemented with this information reflected in a whole school curriculum tracker.
- Most unit planners P-6 incorporate the 8 Ways of Learning model.
- Unit planner checklist utilised to enhance consistency across the school.

Strategy 3: Deepen capacity of staff to deepen Aboriginal and Torres Strait Islander perspectives across the curriculum

- Whole staff professional learning with Sally Lawrence in January focused on 8 Ways
- Staff Performance Development Plans include goals linked to teaching with integrity
- Feedback to teams on learning units with a focus on embedding perspectives
- Personalised NPS 8 ways symbols to include in curriculum documentation and communication with families

Challenges we will address in our next Action Plan

Wellbeing Framework: Universal Programs

- In 2021, the sequence of delivery for the 4 universal programs was disrupted. This includes Bounce Back, Protective Behaviours, Zones of Regulation and PBL. Some modules will be prioritised in 2022.

Cultural Integrity

- Reconnect with community after COVID19
- Koori Preschool Program – ACT network and implement framework recommendations
- How can I amplify First Nations voices in my sphere of influence? (PDP goals)

Curriculum

- Prioritising curriculum in banded subjects
- Professional Learning Teams focus on:
 - Pre assessment to inform planning
 - Common formative checks throughout the learning unit
 - Responsiveness to formative checks

Priority 2: To improve reading outcomes for students through a whole school, evidence-based approach to reading. This is reflected in high levels of ongoing reading growth and achievement across the school.

Key Targets:

Strategy 1: Embed the 10 Essential Literacy Practices and Reader's Workshop as the whole school approach to teaching reading

Strategy 2: Establish a feedback on practice coaching model aligned to the school's priorities: Essential Literacy Practices and the Classroom Practice Continuum (CPC).

Strategy 3: Further evolve and embed the philosophies and practices of Professional Learning Communities

Supporting Evidence Sets:

1. School Reading Benchmark Data
2. BASE Assessment
3. NAPLAN 2021

What this evidence tells us

1. School Reading Benchmark Data

In 2021 our cohorts reading at expected levels ranged from 74% to 84% for the end of year. In 2020 the range was 81% to 87%. In 2019 the range was 58% to 85%. A disrupted 2021 with lockdown may have influenced growth over the course of the year.

2. Kindergarten BASE Assessment

Not available at this time

3. NAPLAN Growth

Year 3 to 5 growth tracking in NAPLAN 2021 demonstrates 78% of students achieving at expected levels. This is consistent with 81% of students in Year 5 2021 reading at expected benchmark levels. Student growth trends are indicating a reduced number of students not achieving expected growth and increased number of students achieving expected growth.

	Negative Growth	Below Expected Growth	At or Above Expected Growth
2021	1%	21%	78%
2020	COVID	COVID	COVID
2019	10%	28%	62%
2018	10%	31%	58%
2017	14%	32%	54%

Our achievements for this priority

Strategy 1: Embed the 10 Essential Literacy Practices and Reader's Workshop as the whole school approach to teaching reading

- Embedded the Reader's Workshop model and an NPS planner

- Feedback given to all staff with a focus on Reader's Workshop
- Evidence Informed Practice Guide and Pedagogical Framework developed reflecting current levels of practice
- Improved systems for tracking the achievements of students and accuracy of data collected.

Strategy 2: Establish feedback on practice coaching model aligned to the school's priorities: Essential Literacy Practices and the Classroom Practice Continuum (CPC).

- All staff have reflected on practice using the Classroom Practice Continuum
- All staff have received feedback on practice through walkthroughs, coaching and mentoring
- Building Capacity Guide and Early Career Educator Guide developed

Strategy 3: Further evolve and embed the philosophies and practices of Professional Learning Communities

- Increased responsiveness to the needs of students through the spiral of inquiry
- Developed a process for coaching school leaders and evaluating spirals of inquiry

Challenges we will address in our next Action Plan

Consistent, high levels of achievement will remain a priority in 2022.

Deepening Pedagogical Content Knowledge

- Expand the workshop model to include writing
- Streamline planning for learning with a focus on integrating literacy and other learning areas to create a purpose for reading and writing

Consistency across Professional Learning Teams (PLTs)

- Expand the use of formative checks (conferencing) to shape learning plans
- Deepen the use of the spiral of inquiry to ensure all students are successful
- Finalise Response to Need Guide

Feedback on Practice

- Introduce peer to peer feedback on practice as this was impacted due to lockdown in 2021
- Continue to prioritise Reader's/Writer's Workshop and the 10 Essential Literacy Practices as the criteria for feedback