

Wanniassa Hills 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.

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 1 (see reporting for detail):

- Enable all students to become creative and critical thinkers

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 & 3 (see reporting for detail):

- Priority 2: Increase student growth in reading and writing
- Priority 3: Increase student growth in Mathematics

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):

- Enable all students to become creative and critical thinkers

Reporting against our priorities

Priority 1: Enable all students to become creative and critical thinkers

Targets or measures

By the end of 2025 we will achieve:

- Increase the percentage of students in the top two bands of NAPLAN so that they match or exceed the percentage in the top two bands for similar schools (same starting score, students with similar background). This will be measured in Reading, Writing and Numeracy
- School satisfaction data will exceed Directorate average for type of school by 5 percentile points in a sample of questions.

In 2021 we implemented this priority through the following strategies.

- Implementing a formal Coaching and Mentoring program, while building upon our beginning teacher induction program.
- Used multiple sources of data to monitor student growth [Cut and paste from Action Plan]

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

| Increase the percentage of students in the top two bands of NAPLAN so that they match or exceed the percentage in the top two bands for similar schools (same starting score, students with similar background). | | | | | | |
|--|------------|---------------|--------|--------|--------|--------|
| Targets or Measures | Base | Year 1 - 2021 | Year 2 | Year 3 | Year 4 | Year 5 |
| Reading | | | | | | |
| Year 3 | -17.2% pts | -9.3% pts | | | | |
| Year 5 | -10.4% pts | 3.1% pts | | | | |
| Writing | | | | | | |
| Year 3 | -45.9% pts | -11.8% pts | | | | |
| Year 5 | -13.8% pts | -1.4% pts | | | | |
| Numeracy | | | | | | |
| Year 3 | -5% pts | -1.5% pts | | | | |
| Year 5 | -22.1% pts | -1.8% pts | | | | |

| School satisfaction data will exceed Directorate average for type of school by 5 percentile points in the following questions. | | | | | | |
|--|-------------|---------------|--------|--------|--------|--------|
| Targets or Measures | Base | Year 1 - 2021 | Year 2 | Year 3 | Year 4 | Year 5 |
| Overall, I am satisfied I am getting a good education at this school | -21.1 % pts | | | | | |
| I know how to be a good digital citizen | -10.3% pts | | | | | |
| My school looks for ways to improve | -4.8% pts | | | | | |

What this evidence tells us

When compared to our baseline data targets:

- An increasing percentage of our students are entering the top two bands of NAPLAN, in all three areas, Numeracy, Reading and writing in both year 3 & 5
- Percentage of Year 5 students in the top two bands in reading is better than 'like' schools by 3.1%
- Year 3 students have decreased the difference in 'like' school achievement in writing by 34% points
- Year 5 students have made good improvements and had increasing movement to the top 2 bands in Numeracy than previous years
- Of the three strands, combined Year 3 & 5 results in writing have shown the most movement upward through the ands

Our achievements for this priority

- Data substantiated our Distance Learning Initiatives. Triangulation with other school-based data shows that academically our students were very minimally impacted by their time away from on campus learning. Students have on averaged matched expectation of 12mths standard growth
- Upward band movement in year 3 & 5 is very positive and we believe demonstrative of the work conducted in 2020 embedding Writers, Readers and Mathematics workshops
- HITS implementation and reinforcing Visible Learning practices with teachers is also recognised as supporting students in moving upwards through the bands

Challenges we will address in our next Action Plan

- Evidence presented has reinforced the 2022 AAP will continue to embed our 2021 strategies as we feel that Distance learning did have an impact on how well these processes are embedded. We also feel that there is still a maturity of practise that can accomplished.

Priority 2: Increase student growth in reading and writing

Targets or measures

By the end of 2025 we will achieve:

- 70% of our students will be making above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of our students in reading across 2016 - 2019
- 60% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. This target was set by considering the gain performance of our students in writing across 2016 - 2019.
- Growth in the mean scaled score for each Progressive Achievement Test (PAT) Reading is above that of the PAT norm; Year 2: 14; Year 3: 10; Year 4: 7 ; Year 5: 6; Year 6: 5 .
- Growth in the mean scaled score for each Progressive Achievement Test (PAT) Spelling data year level is above that of the PAT norm; Year 3: 15; Year 4: 15; Year 5: 12; Year 6: 8.

In 2021 we implemented this priority through the following strategies.

- Teaching of writing linked to Writers Workshop and school developed Writing proformas
- Staff engaging with PAT online to determine how band descriptors can be utilised to challenge students along the continuum of Reading Cut and paste from Action Plan]

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 - 2021 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|------------------|--------|--------|--------|--------|
| Reading | | | | | | |
| 70% of our students will be making above expected growth from year 3 to year 5 in reading. | 61% | 64.58% | | | | |
| Writing | | | | | | |
| 60% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. | 45% | 64.58% | | | | |

School program and process data

| Targets or Measures | Year Group | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------------|----------|----------|--------|--------|--------|--------|
| Reading | | | | | | | |
| Progressive Achievement Test (PAT) Reading data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 14; Year 3: 10; Year 4: 7; Year 5: 6; Year 6: 5. NB – yr. 2 is over 6mths | Yr. 2 | 5.2 pts | 6.7 pts | | | | |
| | Yr. 3 | 7.7 pts | 8.91 pts | | | | |
| | Yr. 4 | 13.3 pts | 18.5 pts | | | | |
| | Yr. 5 | 4.7 pts | 3.1 pts | | | | |
| | Yr. 6 | 7.3 pts | | | | | |
| Spelling | | | | | | | |
| Progressive Achievement Test (PAT) Spelling data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 3: 15; Year 4: 15; Year 5: 12; Year 6: 8. | Yr. 3 | 16.8 pts | 25.1 pts | | | | |
| | Yr. 4 | 16.9 pts | 10.1 pts | | | | |
| | Yr. 5 | 13 pts | 21.1 pts | | | | |
| | Yr. 6 | 14 pts | | | | | |

What this evidence tells us

- Very positive growth in NAPLAN reading and writing across year 5
- All grades have exceeded normed PAT expectations over 12 months in spelling
- Strong reading growth has been achieved in years 2 – 4 exceeding normed PAT expectations.
- Top 25% of year 5 students did not show further growth into the top bands of PAT

Our achievements for this priority

- Our new PLC model has supported teachers in their efforts to provide better differentiation with their classes
- Staff Induction has ensured that we have consistency of instruction and systems year to year
- Readers and Writers workshop is having the desired impact, especially in spelling achievements years 3 - 6
- The streamlining of our Executive structure, three SLC's to two- has worked to support the teams and target the teaching and learning. Roles and Responsibilities have been broadened and this ownership is supporting our programs such as letters and sounds, readers, and writers workshop

Challenges we will address in our next Action Plan

- Continue to develop staff expertise and consistency of practise in Readers and Writers workshop K - 6

Priority 3: Improve student growth in mathematics

Targets or measures

By the end of 2025 we will achieve:

- 65% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of our students in numeracy across 2016 – 2019
- Progressive Achievement Test (PAT) Maths data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 10; Year 3: 8; Year 4: 7; Year 5: 5; Year 6: 4.

In 2021 we implemented this priority through the following strategies.

- Teacher working parties and PLC's will focus on differentiation in Mathematics, using HITS
- Staff will engage with PAT online to determine how band descriptors can be utilised to challenge students along the continuum of Mathematics [Cut and paste from Action Plan]

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 - 2021 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|------------------|--------|--------|--------|--------|
| 65% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of our students in numeracy across 2016 – 2019 | 44% | 43.75% | | | | |

School program and process data

| Targets or Measures | Year Group | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------------|------|--------|--------|--------|--------|--------|
| Progressive Achievement Test (PAT) Maths data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 10; Year 3: 8; Year 4: 7; Year 5: 5; Year 6: 4. | Yr. 2 | 9.71 | 11.35 | | | | |
| | Yr. 3 | 5.84 | 10.9 | | | | |
| | Yr. 4 | 6.53 | 5.58 | | | | |
| | Yr. 5 | 5.6 | 2.12 | | | | |
| | Yr. 6 | 4.4 | | | | | |

What this evidence tells us

- In school PAT data has students achieving at a much higher level than NAPLAN data
- 2021 year 5 students did not show the growth we hoped for, especially in the top 25% of the cohort
- Excellent achievements by years 2 & 3
- Our PLC observations and priorities were accurate regarding targeting the high achievers who were not being challenged in class

- This data triangulates well and supports other school based formative assessments, ICAC results and PLC paperwork – tracking sheets and student feedback

Our achievements for this priority

- HITs has had the desired impact in the early years.
- Distance learning initiatives supported our students to continue expected achievement

Challenges we will address in our next Action Plan

- In 2022 we will continue our work to target the top 25% of students in mathematics, especially in years 4 – 6
- In 2022 we will continue to embed our Workshop model of instruction to mathematics

Reporting on preschool improvement

In 2021 our school undertook a second Assessment and Rating visit as we weren't satisfied the first visit in 2020 was a true reflection of our processes. I believe the excerpts from the report below is a fair reflection of our preschool improvement journey in 2021.

'The preschool team and school leadership group have undertaken considerable reflection since the assessment and rating undertaken in September 2020. This has resulted in significant changes in areas such as staffing and the arrangement of the days of attendance of the children. The relatively new team of educators and executive staff have engaged in research, professional development opportunities and networking to critically reflect on areas such as routines, children's agency, children's dignity and rights and best practice in early childhood in general. From this the team have begun to make changes that give children a voice in how the preschool operates and how the program evolves. It was evident during the reassessment and re-rating visit that practice has changed and children and play are now at the centre of the program'

'These changes were most evident in areas such as:

- *the use made of child led routines such as morning tea*
- *the overall reduction in the number of transitions across the day resulting in long periods on uninterrupted play;*
- *the importance given to children's voices in programming, including children setting their own goals for learning; and the overall warmth and strength of relationships generated through the respectful way educator's and the children play and learn together.*

Educators showed that they are continuing to reflect and change as the team works together. Areas for ongoing reflection noted by the team were:

- *the possible use of learning stories as a tool in recording children's learning;*
- *the consideration of a project-based approach in areas of interest shown by the children;*
- *the potential streamlining of documentation strategies, including generating ongoing opportunities for children to engage in the documentation process.*

An excerpt from standard 5 that the school was rate as Exceeding the National Standard in

Evidence for Standard 5.1 Respectful and equitable relationships are maintained with each child

Responsive, respectful, and trusting relationships were consistently observed at the time of the reassessment and re-rating visit. This supports the preschool philosophy which states – "We foster relationships that are genuine, reciprocal and respectful and aim to enrich the lives of those who are part of our preschool community". Children were observed happily arriving at the preschool and separating easily from family members as they joined their peers in play. Children who showed any apprehension at separation were supported by educators who appeared to know each child's

preferences for where they liked to begin their day. Educators were observed ensuring all children were included in the program. For example:

- A child whose usual play companion was absent was supported to join in by making them aware that their favourite activities such as cars and outdoor blocks were available.
- A child who had experienced an extended absence was consistently invited back into play by an educator who supported the child to join in the play activities.
- Children with diverse inclusion needs were consistently supported to join in play. Their friendship groups were also supported to assist them in joining in play and group experiences.

The warmth of educator's engagement with the children ensured that all the children felt a strong sense of belonging in the preschool. Children sought support from educators to assist them with their work and to help them in solving difficulties they encountered in their play. For example, assisting children with sharing during their camping dramatic play outdoors and ensuring all children were respectfully listened to as they expressed their point of view.

Children's dignity and rights were well supported at the time of the reassessment and re-rating visit. Significant change in whose voices drive the program and the routines was observed. This has resulted from ongoing reflection and professional development undertaken by the whole team, including the executive level teachers. The team have engaged in professional development provided through the Directorate, showing best practice as put in place in other ACT preschool settings.

Educators discussed how they have aimed to improve the strength of the children's voices as a strategy to give the children ownership of the learning process. This was evident in children setting goals for their learning; children expressing their right to take their artwork home, put it into their portfolios or allow it to be displayed; children contributing their wonderings and ideas to the Program Book and children overseeing parts of the day such as morning tea. All these strategies have reduced the sense of a program that is time driven and adult orientated, significantly reducing the need for unnecessary waiting, and possible stress and frustration for the children. Educators discussed how they are continuing to reflect on children's dignity and rights each fortnight and this is evidenced in the preschool's Quality Improvement Plan. The preschool's philosophy states – "Together we draw upon the strengths, talents and abilities of each individual. We have patience, passion and perseverance to achieve our goals". The seamless inclusion of children with diverse inclusion needs into the program, the level of engagement with visiting specialist therapists, and the consistency shown by educators in following Individual Learning Plans is further evidence of the respect shown to each individual child and the "patience, passion and perseverance" demonstrated by the team of educators

Evidence for Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.

Children were consistently observed collaborating and learning from one another across all areas of the curriculum. This ensured the development of an environment that was "supportive, fun and loving". The long periods of uninterrupted play time both indoors and outdoors ensured opportunities for children to work together occurred frequently. For example:

- Children worked together to create landscapes using trains, dinosaurs, blocks, and construction materials.
- Children shared resources and spaces such as painting easels working with educators to arrive at solutions to ensure everyone had an opportunity to participate.

- Children worked together to assist one another in packing away resources and in tidying spaces after they had finished.

Educators are frequently reflecting on the routines in line with the preschool's Quality Improvement Plan, ensuring transitions are minimised and flexibility ensures change is possible and extensions of learning can be achieved. Children demonstrated care and compassion as they supported friends who had been injured, moved to ensure others had space in large group experiences and changed their behaviour to allow children with diverse inclusion needs the best possibility of involvement in the program. Children were provided with opportunities to show leadership and to share information with the group through the share or focus bag strategy, this included opportunities for the children to share information about their families, their culture, and their heritage. The recent development of the gardens at the preschool by family members has created a sense of ownership of plants and parts of the garden by the children. Children were seen working together to care for the garden, acknowledging the contributions their families had made.

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts. The involvement of educators in the children's play ensured that they were present and able to model respectful behaviours and assist children to resolve issues as they played. For example, a child brought a dinosaur into the room from their bag.

An educator explained to the child the possibility of their home toy being lost at preschool and although very disappointed, the child returned the toy to their bag and re-joined play. The preschool makes use of the whole school Positive Behaviour Learning program with documentation showing a visit to the preschool by Wally and Wanda to build the children's understanding of this program. Following this visit the children signed a preschool agreement using their handprints as an acknowledgement of their intention to apply the Positive Behaviour Learning program. Educators consistently used their knowledge and understanding of individual children to support them in managing their behaviour, particularly children with diverse inclusion needs. The advice of specialist therapists was also used in determining how to best support individual children to regulate their behaviour. For example, understanding a child's need for time alone to cope in the busy preschool setting and not overreacting to demonstrations of negative behaviour, focussing on the child's positive behaviours.