Yarralumla Primary School

Network: South Canberra/ Weston

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.

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

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

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

Education Directorate Strategic Indicator 2018-2021

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

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

Reporting against our priorities

Priority 1: **Improve learning outcomes for all students**

By the end of 2018 we will achieve:

- Strong growth in all strands of literacy and numeracy
- Data analysis is a strong focus across all teaching teams.
- A systematic plan for the collection, analysis and use of student achievement data.
- Whole school planning documents

Targets or measures

- By the end of 2018 75% of students in years 3 to 5 bilingual program achieve A1 Standard of the Common European Framework of Reference for Languages (Italian)
- Above or substantially above the national mean performance in all genre of NAPLAN assessment in year 3 and Year 5 for the life of the plan
- By the end of 2021 80% of students achieve above average NAPLAN growth compared to the ACT growth in years 3-5 in all year 5 NAPLAN assessments
- 75% of students in the Italian bilingual program achieving a A2 rating in CEFR (Common European Framework Reference)

- 75% of students achieving above ACT end results in PIPS Numeracy based on mean performance at 73% 2014-2015

In 2018 we implemented this priority through the following strategies.

- Continue to develop a culture of data analysis
- To improve pedagogical practices
- Establish sound literacy practices across all areas of the school
- Continue to instil the Italian Language and cultural focus within the delivery of the Australian Curriculum
- Promote continuity of learning and transitions for children between different educational settings

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
Above or substantially above the national mean performance in all genre of NAPLAN assessment in year 3 and Year 5 for the life of the plan		Year 3 Year 5 R SA SA W A SA S B SA G A SA N SA SA	Year 3 Year 5 R B SA W B B S B A G B SA N B A	
80% of students achieve above average NAPLAN growth compared to the ACT growth in years 3-5 in all year 5 NAPLAN assessments		R 57.7% W 72% S 44% G 64% N 57.7%	R 54.8% W 46.7% S 61% G 58% N 45.2%	

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

75% of students achieving above ACT end results in PIPS Numeracy based on mean performance at 73% 2014-2015	73%	43%	75%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
By the end of 2018 75% of students in years 3 to 5 bilingual program achieve A1 Standard of the Common European Framework of Reference for Languages (Italian)		92%	87.75%			
75% of students in the Italian bilingual program achieving a A2 rating in CEFR (Common European Framework Reference)		75%	85.75%			

Our achievements for this priority

Students in years 3-6 are achieving CEFR ratings as part of the Italian bilingual program.

Strong results in NAPLAN reading.

PIPS results are continuing to improve.

Challenges we will address in our next Action Plan

Continued focus on early years literacy to ensure continued growth in PIPS results.

Analysis of NAPLAN data to work with year 3-6 teaching team on individual growth of students.

Continued Numeracy focus across the whole school. Professional Learning, pedagogy, programming and lesson observations.

Establish whole school Literacy document. Whole school focus on writing. Achievement standards dissect in Professional Learning Communities.

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

Priority 2: **Build a school culture to improve student engagement**

By the end of 2019 we will achieve:

- Clear school directions
- Common language across the school
- Enrichment activities for all students
- Strong connection with the community

Targets or measures

- 75% of students believe my school takes students opinions seriously from 66% 2014-2015 student satisfaction survey
- 82% of students indicate in the satisfaction survey like being at this school 80% 2014-2015 student satisfaction survey
- 70% of students indicated in the satisfaction surveys that behaviour is well managed at my school from 52% 2014-2015 Student satisfaction survey
- 82% of parents indicated in the satisfaction surveys that community partnerships are valued and maintained from 81% 2014-2015 parent satisfaction survey.

  - 70% of parents indicated in the satisfaction surveys that behaviour is well managed at my school from 65% 2014-2015 parent satisfaction survey.

In 2018 we implemented this priority through the following strategies.

- Build community partnerships
- Embed the Positive Behaviour for Learning program across all areas of the school.
- Implement the Fresh Tastes program across the school.
- Establish national and international connections with Italian and Bilingual schools
- To promote children's health and wellbeing to families and the broader community

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
75% of students believe my school takes students opinions seriously from 66% 2014-2015 student satisfaction survey	66%	47%	72%			
82% of students indicate in the satisfaction survey like being at this school 80% 2014-2015 student satisfaction survey	80%	75%	84%			
70% of students indicated in the satisfaction surveys that behaviour is well managed at my	52%	44%	55%			

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

school from 52% 2014-2015 Student satisfaction survey						
82% of parents indicated in the satisfaction surveys that community partnerships are valued and maintained from 81% 2014-2015 parent satisfaction survey.	81%	84%	78% 17% NA			
70% of parents indicated in the satisfaction surveys that behaviour is well managed at my school from 65% 2014-2015 parent satisfaction survey	65%	74%	71%			

Our achievements for this priority

Parent perception of student management is consistently improving.

Parent perception of community partnerships is tracking well.

Students are agreeing that they like being at this school.

Challenges we will address in our next Action Plan

Student perception of behaviour management will be addressed through PBL, classroom conversations, rock and water, team teach and restorative practices.

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.

Promote continuity of learning and transitions for children between different educational settings	
Source and compile a folder of current community resources and agencies that support parents and children	Response provided in QIPS, Quality Area 6 page 32: G:\YARP\MONTESSORI\Montessori Staff Only\NQS\QIP\2018_YPS_QIP Montessori-a.docx G:\YARP\5 PRESCHOOL\COMPLIANCE DOCUMENTS\QIP 2018\2018_YPS_QIP Preschool.docx page 33. A list of available resources has been placed in the Yarralumla Montessori Operating Manual and in the Preschool Operating Manual.
Promote consistency and support at transition times by informing AEON staff of behavioural expectations whilst caring for children in the Montessori setting	Response provided in QIPS Quality Area 6 page 32: AEON staff was provided with information regarding consistent application of behavioural expectations and playground rules whilst caring for children in the Montessori and Preschool playground. This was provided in an ongoing manner due to staff changes at AEON.

To promote children's health and wellbeing to families and the broader community	
Develop a written procedure for completing the <u>Incident, injury, trauma and illness record</u> and display in the Montessori Operating Manual.	With amendments to Sentral in regard to Riskman and the recording of important and medical and trauma events, staff met to discuss the how the current system of recording would still meet NQS requirements. It was decided to continue writing up incidents as they occurred and then reviewing them to transfer to Riskman as required. A written procedure is still is to be developed to capture the changes in processes.
Promote healthy eating and sustainable practices for all food, both provided and brought to the school, through programmed lessons and through our communication book and displayed information from ACT Health	Response provided in QIPS Quality Area 2 page 17: G:\YARP\MONTESSORI\Montessori Staff Only\NQS\QIP\2018_YPS_QIP Montessori-a.docx G:\YARP\5 PRESCHOOL\COMPLIANCE DOCUMENTS\QIP 2018\2018_YPS_QIP Preschool.docx page 15. Staff promoted healthy eating and sustainable practices for food, both provided and brought to the school, through programmed lessons and through our communication book and displayed information from ACT Health.

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

Facilitate a transition timetable for students who will attend YPS in 2019	Response provided in QIPS Quality Area 6 page 32: Parents were informed when there was transition opportunity for children at the primary school through notices and through the term calendar. Visits included attendance at assemblies and experiences in both Italian and English classes.

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