

Neville Bonner Primary School

Network: North Canberra/ Gungahlin

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Facilitation of Enhanced Planning and Coaching Time (ePACT) teams to enrich collaboration between staff and create opportunities for data-driven dialogue
- Refinement of whole-school scope and sequence documents including emphasis on understanding 'above' and 'below' expected year level
- Establishment of Enrichment and Intervention team to provide opportunities for children and coaching for staff, with a focus on deep learning in English and Mathematics.

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Building staff capacity through a sequence of Professional Learning opportunities across all Learning Areas outlined in the Australian Curriculum
- Revised PLC structures, including expansion of all curriculum teams to ensure shared understandings of all learning areas
- Development of whole school planning processes for consistent delivery of curriculum with a vertical P-6 alignment of progressions
- Continuation of extensive mentoring and guidance for the large proportion of new educators

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Design and development of dynamic Intervention/support and Enrichment programs for students who are achieving below or above expectations

- Quarterly data reports provided to Leadership Staff that provide insight into individual students and how they are progressing in English and Mathematics

Reporting against our priorities

Priority 1: To improve learning in Mathematics

Targets or measures

By the end of 2023 we will achieve:

- An increase the proportion of students at or above expected growth in NAPLAN Numeracy
- An increase the proportion of students in the top two NAPLAN bands of Numeracy in Year 5

In 2019 we implemented this priority through the following strategies.

- Broadening the repertoire of mathematical pedagogical practices and curriculum expertise of educators P-6
- Developing consistency in delivery in delivery of curriculum with a vertical P-6 alignment of progressions
- Enhancing parent/carer engagement to increase understanding of teaching and learning in Mathematics

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	2019	2020	2021	2022	2023
Increase the proportion of students at or above expected growth in NAPLAN Numeracy	58.5%	45%				
Increase the proportion of students in the top two NAPLAN bands of Numeracy in Year 5	18.6%	23.9%				
An increase in the proportion of children making expected growth or better in PIPS Numeracy	67%	74.4%				

Perception Data

Targets or Measures	Base	2019	2020	2021	2022	2023
Increase in the proportion of parents/carers that they are satisfied (score of 4 or 5) their child is making progress in Mathematics	See 2019	52.6				
Increase in the proportion of students who are satisfied that they have made progress in Mathematics	To be collected start 2020					

School program and process data

- All teachers use the Neville Bonner Primary School Mathematics Scope & Sequence, in alignment with the Australian Curriculum and modified to suit the needs of their Learning Group
- Implementation of targeted Mathematics Intervention and Enrichment opportunities for students

Targets or Measures	Base
A broadened repertoire of pedagogical practices and content that teachers bring to the teaching and learning of Mathematics	Still in an implementation phase, we were focussed on developing our pedagogies. We are confident that the teachers have improved their pedagogical strategies. Anecdotal evidence indicates that 100% of teachers are using the new scope & sequence in Mathematics. One hundred per cent of teaching teams are using school developed planning documents. Teachers are using a range of new resources including online learning and learning through educational games.

What this evidence tells us

▪ **What does this evidence indicate about your school's progress towards its five-year targets?**

After one year of data collection we can confirm that major strategies from our Action Plan have been implemented. It is too early to quantify the effect on student learning outcomes. While the number of children achieving expected growth is below expectations, we have exceeded our targets for children in top two bands in NAPLAN, and our PIPS (Kindergarten) results were significantly beyond previous years. These outcomes are a result of the combination of our work as outlined in the Action Plan, and also the variations between student cohorts. We need to see improvements across multiple cycles in order for us to fully attribute the results to our School Plan.

▪ **Have any of your data sources changed over time? If so, why?**

In this implementation phase, we have been collecting baseline data and thus there has been limited change. We have identified a future focus to alter the way student perception data is collected and to enhance the collection of school program and process data.

▪ **What implications does this evidence have for your next AP?**

Our next Action Plan will build on the achievements made this year. There will be a greater focus on the teaching of Mathematics in the senior years as the data suggests an improved requirement for focus between years 3 and 5. We will also make minor changes to our data collection methods.

Our achievements for this priority

Broaden the repertoire of effective mathematical pedagogical practices and curriculum expertise of educators P-6

- Delivery of a suite of professional learning experiences for teachers encompassing collaborative strategies, games, problem solving and effective use of resources

Develop consistency in delivery in delivery of curriculum with a vertical P-6 alignment of progressions

- Development of a dynamic whole of school scope and sequence aligned with the Australian Curriculum
- Implementation of scope and sequence by teachers and teaching teams

Deepen parent/carer engagement to increase understanding of teaching and learning in Mathematics

- Development and delivery of an online parent/carer survey to create baseline data and plan for future opportunities for parental engagement

Our school's contribution to whole-of-system Strategic Indicators'

- New and improved Information Evening- to enable more families to access information about the teaching and learning program with opportunities to ask questions in a small and more personalised environment

Challenges we will address in our next Action Plan

- Move to the next phase (publishing) of the Parent Engagement Suite of resources on the School Website
- Adapt the Mathematics Scope and Sequence for the 2020 school year, cohorts and individual students
- Staff turnover
- Budget
- Next phase of whole school professional learning including *Middle Years Mental Computation* and *Count me in Too*

Priority 2: Students will improve reading skills with a particular focus on deep comprehension

Targets or measures

By the end of 2023 we will achieve:

- An increase the proportion of students at or above expected growth in NAPLAN Reading
- An increase in the proportion of students in the top two NAPLAN bands of Reading
- An increase in the proportion of children making expected growth or better in PIPS Reading

In 2019 we implemented this priority through the following strategies.

- Fostering whole of school motivation and engagement in reading
- Broadening the repertoire of effective reading pedagogical practice and curriculum expertise of educators P-6
- Enhancing parent/carer engagement to increase understanding of teaching and learning in 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	2019	2020	2021	2022	2023
An increase the proportion of students at or above expected growth in NAPLAN Reading	63.5%	70%				
An increase in the proportion of students in the top two NAPLAN bands of Reading	Yr3 46.9% Yr5 32.3%	Yr3 50.6% Yr5 39.4%				
An increase in the proportion of children making expected growth or better in PIPS Reading	72%	86.4%				

Perception Data

Targets or Measures	Base	2019	2020	2021	2022	2023
Increase the proportion of parents/carers who are satisfied (score of 4 or 5) that their child is progressing in reading.	See 2019	69.4				
Increase the proportion of students who are satisfied that they are progressing in reading	To be collected start 2020					

School program and process data

- All teachers use the Neville Bonner Primary School English Scope & Sequence, in alignment with the Australian Curriculum and modified to suit the needs of their Learning Group
- Targeted English Intervention and Enrichment opportunities have been implemented to support student who are achieving beyond or below expectations

Targets or Measures	Base
A broadened repertoire of pedagogical practices and content that teachers bring to the teaching and learning of reading	In the implementation phase, we focussed on developing pedagogies. We are confident that teachers have grown their pedagogical repertoires. Staff have reported benefits of regular professional learning on quality literature/ <i>read alouds</i> , planning documentation and benchmarking.

What this evidence tells us

▪ **What does this evidence indicate about your school’s progress towards your five-year targets?**

After one year of data collection we can confirm that major strategies from our Action Plan have been implemented but it is too early to quantify the effect on student learning outcomes. We have exceeded our targets for all of our measures in reading. This is in part a result of our work as outlined in the action plan, and can also be attributed, in part, to variations between student cohorts. We need to see improvements across multiple cycles in order for us to attribute the results to our school plan

▪ **Have any of your data sources changed over time? If so, why?**

As this is an implementation phase, we have been collecting baseline data and thus there has been limited change. We have identified future need to alter the way in which we collect student perception data as well as school program and process data.

▪ **What implications does this evidence have for your next AP?**

Our next action plan will build on the achievements we have made this year.

We will have a greater emphasis on the way families are able to engage with learning from home. We will also make minor changes to our data collection methods.

Our achievements for this priority

Foster whole of school motivation and engagement in reading

- Resourcing allocated to purchase resources and texts for the explicit teaching of reading comprehension strategies

Broaden the repertoire of effective reading pedagogical practice and curriculum expertise of educators P-6

- Whole of school professional development sessions including Linking Literacy with Learners, Benchmarking at Neville Bonner Primary, Read and Write for Google, phonemic awareness and *read alouds*
- School Leaders P-2 trained as Early Years Literacy Coaches

Deepen parent/carer engagement to increase understanding of teaching and learning in reading

- Opening of the Gadi centre (the school library) before school to create opportunities for shared family reading and browsing time, with staff available to recommend ‘good fit’ books.

Our school’s contribution to whole-of-system Strategic Indicators’

- New and improved Information Evening- to enable more families to access information about the teaching and learning program with opportunities to ask questions in a small and more personalised environment

Challenges we will address in our next Action Plan

- Staff turnover
- Budget
- Process and resourcing to better track students who are reading above and beyond current assessment 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.

- We have updated all records to comply with the Directorate's suite of resources in alignment with the National Quality Standard
- Our preschool met requirements from the compliance audit
- A continual practice of reflecting upon the QIP is established and work towards goals is ongoing

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