

# Mount Rogers Primary School

Network: Belconnen

---

## 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 (see reporting for detail):

- Develop an expert teaching team.
- Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.
- Develop staff capabilities to analyse, display and communicate data on individual and class performance and progress.

#### 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 (see reporting for detail):

- Develop an expert teaching team.
- Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.
- Develop staff capabilities to analyse, display and communicate data on individual and class performance and progress.

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

- Build the Mount Rogers approach around teaching and learning, promoting a rich culture of inquiry.
- Develop a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations aligned with the Australian Curriculum.

## 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 (see reporting for detail):

- Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.

In 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Continued the high priority on student wellbeing and embed the processes in place to provide non-academic support to address student needs.

## Reporting against our priorities

### Priority 1: Academic growth for all students

#### Targets or measures

By the end of 2021 we will achieve:

- NAPLAN targets as set by ED within the confidence range
- An increase in the percentage of students in Years 3 and 5 achieving at the proficient range in NAPLAN by 6% points from the 2016 figures
- Decrease the percentage of students in Years 3 and 5 achieving at or below the national minimum standard in NAPLAN tests by 2% points from the 2016 figures
- Decrease the percentage of students making less than expected progress in PIPs Reading and Maths by 15% points from the 2016 results
- Achieve a 2% point improvement (each year, over the life of the plan 10% in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 results.

In 2019 we implemented this priority through the following strategies.

- Began to develop a structured coaching/mentoring program for all teachers and staff led by the Executive Team
- Interrogate numeracy teaching and learning practices across the school

*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	Measure		2016	2017	2018	2019	2020
Increase the percentage of students in Years 3 and 5 achieving at the proficient range in NAPLAN by 6% points from the 2016 figures	% of students at or above minimum standard	Year 3 Number	99%	92%	94%	97%	
		Year 3 Reading	95%	93%	89%	96%	
		Year 5 Number	80%	76%	74%	90%	
		Year 5 Reading	93%	91%	87%	87%	
Decrease the percentage of students in Years 3 and 5 achieving at or below the national minimum standard in NAPLAN tests by 2% points from the 2016 figures	% of students at or below minimum standard	Year 3 Number	19%	20%	20%	13%	
		Year 3 Reading	10%	16%	16%	20%	
		Year 5 Number	21%	25%	25%	29%	
		Year 5 Reading	24%	25%	20%	17%	

Decrease the percentage of students making less than expected progress in PIPS Reading and Maths by 15% points from the 2016 results	Students who achieved expected growth in PIPS	Reading	64%	53%	53%	51%	
		Numeracy	60%	78%	79%	62%	
Achieve a 2% point improvement (each year, over the life of the 10 % in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 results.	% of students achieving expected growth	Reading	45.8%	58.3%	54.7%	57%	
		Numeracy	44%	56.5%	44.6%	39%	
90%of students achieving at level or above for writing based on the Australian Curriculum Achievement Standards		Writing			69%	68%	

#### Perception Data

Targets or Measures	2016	2017	2018	2019	2020
Parent satisfaction against 'Overall, I am satisfied with my child's education at this school.'	88.7%	75.2%	88.4%	80.8%	

#### School program and process data

Targets or Measures	2016	2017	2018	2019	2020
Implementation of Origo Education Stepping Stones		Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	
Play Matters – Walker Learning (Kindergarten to Year 2)	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	
Engagement Matters – Walker Learning (Years 3 to 6)		Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	
The Power of Inquiry			Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	

## What this evidence tells us

It has become apparent that the targets set in 2016 were not helpful in tracking or identifying growth in our students. The data indicates that most of our students perform above the minimum standards, however it does not reflect that our students are not performing at the level of like schools and indicates that our focus needs to continue to be on increasing the proportion of students in the upper bands.

Our numeracy results show that there is consistency in the number of students achieving in the proficient range in Year 3 and we have achieved some growth in Year 5. When unpacking this data further, the school has found that fewer than equivalent school students achieve in the higher bands.

Regarding students achieving below minimum standard, we have identified that an increasing number of students achieve below the minimum standard in Year 5 when compared to Year 3.

In reading, there are more children in Year 3 not reaching minimum standard, however in Year 5 reading we have reduced this number as compared to 2018.

The school needs to analyse through a 'spiral of inquiry' why our students are achieving the results they are in maths and what this means for our teaching. We need to consider how to extend our student's thinking and application in maths and use data to identify student points of need.

## Our achievements for this priority

Development of PLCs began with the support of Directorate mentors Jo Padgham and Jenny Faul. Both the Exec Team and Leadership Team were provided with professional learning and ongoing support to navigate the implementation of PLCs across teams. Teaching teams began working within a PLC framework during Term 4 and have begun interrogating team based data. As part of our review of operational and strategic meeting times in preparation for building PLC work, we identified that the priority for coaching time is not yet evident in our timetables and that more time would need to be allocated to it in 2020.

We interviewed a small representative group of students about their perceptions of their skills, tools and real life application of mathematics. We used these results to draft a student perception survey in mathematics to use in 2020.

The School was a Phase 4 school and accessed a range of PL opportunities provided by Christine Topfer and the School Improvement Instructional Mentors. All staff K-Yr2 undertook professional development in the 10 Essential Literacy Practices delivered by Christine Topfer. 1 Kindergarten teacher was identified to be a Literacy Coach and attended further professional learning and training with Christine Topfer and the School Improvement Instructional Mentors.

## Challenges we will address in our next Action Plan

- We will continue our PLC journey in 2020. Most importantly the expectation will be that all teaching teams and the Exec team will have dedicated PLC time each week to delve into student data and work out what matters next in response to the evidence.
- We need to conduct a 'spiral of inquiry' into the teaching and learning in maths. Interrogating maths data available to us to allow us to have a deeper understanding of student learning in maths and what are some next steps.
- Providing staff with relevant professional learning in maths will be a priority in 2020.

## Priority 2: Students grow as independent inquirers

### Targets or measures

By the end of 2021 the school will:

- Monitor student progress against the Australian Curriculum Capabilities
- Track students Kindergarten to Year 2 against the Walker Learning Developmental Domains
- Track students in Years 3 to 6 against Kath Murdoch's Learning Assets

In 2019 we implemented this priority through the following strategies.

- Continued to promote an inquiry mindset and teach and track student development of inquiry skills and attributes
- Developing a coherent sequenced plan for curriculum delivery across the years

*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	2016	2017	2018	2019	2020
School based Wellbeing Survey – student response, 'I love to learn' (agree)				Sem 1 64%	
			Sem 2 54%	Sem 2 *50%	

### School program and process data

Targets or Measures	2016	2017	2018	2019	2020
Planning documents incorporate intentional teaching of the General Capabilities		K – Y 1/2 – N 3/4 – N 5/6 – N	K – Y 1/2 – Y 3/4 – Y 5/6 – Y	K – Y 1/2 – Y 3/4 – Y 5/6 – Y	
Planning documents incorporate Walker Learning Developmental Domains K-2		K – Y 1/2 – Y	K – Y 1/2 – Y	K – Y 1/2 – Y	
Planning documents incorporate Kath Murdoch's Learning Assets 3-6		3/4 – N 5/6 – N	3/4 – Y 5/6 – Y	3/4 – Y 5/6 – Y	

### What this evidence tells us

Inquiry learning practices are embedded across the school and this is reflected in teacher planning and reports, however we are still investigating ways to track student's growth in the inquiry assets. We need to trial mapping students using the Australian Curriculum 'Critical and Creative Thinking' capability in order to gauge how effective teacher practice is.

## Our achievements for this priority

We continued to promote an inquiry mindset and teach students using inquiry skills alongside content. Professional mentor Kath Murdoch delivered PL in June focussing on supporting teachers to plan by identifying and forming “big questions” for students to inquire into.

## Challenges we will address in our next Action Plan

- In 2020 we will continue to promote an inquiry mindset and teach inquiry skills and attributes. Teachers will be supported to develop deeper understandings of the skills and attributes of inquiry learners. Teachers will use the language of Kath Murdoch’s Learning Assets in planning documents and flow this into assessment and reporting documents.
- We will look at ways to map/track student attainment of inquiry skills against the Australian Curriculum Critical and Creative Thinking capability.
- We need to continue to develop a coherent sequenced plan for curriculum delivery across the years.

*\* The data for 3 year levels was corrupted and irretrievable. Care should be taken when comparing these results to other semesters.*



**Priority 3: Strengthen practices to build and maintain positive, caring relationships between staff, students and parents**

**Targets or measures**

By the end of 2021 the school will achieve an increase in the percentage of:

- Student satisfaction, 'I feel safe at my school' from 69% in 2016 to 80%
- Student satisfaction, 'I can talk to my teachers about my concerns' from 65% in 2016 to 75%
- Student satisfaction, 'I like being at school' from 63% to 83%
- Parent satisfaction, 'This school works with me to support my child's learning' from 80% in 2016 to 85%

In 2019 we implemented this priority through the following strategies.

- Increase student satisfaction and social and emotional wellbeing across the school
- Continue to embed PBL practices across the school

*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*

<b>Targets or Measures</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Student satisfaction, 'I feel safe at my school' from 69% in 2016 to 80%	69%	57%	50%	60%	
Student satisfaction, 'I can talk to my teachers about my concerns' from 65% in 2016 to 75%	64%	49%	48%	55.6%	
Student satisfaction, 'I like being at school' from 63% to 83%	63%	53%	49%	57.6%	
Parent satisfaction, 'This school works with me to support my child's learning' from 80% in 2016 to 85%	80%	69%	86%	75%	
School based Wellbeing Survey – student response, 'I feel safe most of the time at school' (agree)				Sem 1 72%	
			Sem 2 64%	Sem 2 *63%	
School based Wellbeing Survey – student response, 'I talk to someone when I feel bad' (agree)				Sem 1 50%	
			Sem 2 41%	Sem 2 *45%	
School based Wellbeing Survey – student response, 'I like being at school' (agree)				Sem 1 65%	
			Sem 2 51%	Sem 2 *50%	

School based Wellbeing Survey – student response, 'I get along with my teacher' (agree)					Sem 1 89%
				Sem 2 77%	Sem 2 77%

*\* The data for 3 year levels was corrupted and irretrievable. Care should be taken when comparing these results to other semesters.*

#### School program and process data

Targets or Measures	2016	2017	2018	2019	2020
Student Attendance - average	91%	91%	90%	92%	
School Suspensions	18	21	20	37	

#### What this evidence tells us

We are slowly improving student satisfaction in feeling safe at school and having someone to talk to about their concerns. There continues to be room for improvement.

Parent satisfaction regarding the 'school working with me to support my child's learning' dropped below 80%. In unpacking this with the P&C it was discovered that this is in part due to perceived lack of communication between classroom teachers and parents. Processes to address this will be a focus in 2020.

The number of school suspensions increased in 2019. This is in part due to the intensive focus of executive staff in supporting all staff to report negative incidents both on SAS and when appropriate on RiskMan. The focus on identifying both physical and psychological harm after an incident has contributed to this increase.

#### Our achievements for this priority

Staff worked together to develop Wellbeing processes including the development of the School Student Support Plan, which all staff had input into through staff meeting workshops.

All students completed the school based Wellbeing Survey in terms 1 & 4 – The wellbeing survey provides a snapshot into the mental and emotional wellbeing of our students. Acknowledging that a person's wellbeing can change moment to moment, day to day, month to month, year to year, this survey gives brief glimpse into what our students may need to help them flourish in a supportive and inclusive environment. This school based survey provided the school with data on all students and sits alongside the Student Satisfaction Survey which surveys students in years 4-6.

We continued to embed PBL practices across the school and take the next step and move into classroom settings and expectations. The school's PBL team continued to meet with our External Coach on a fortnightly basis to ensure the PBL journey continued and process were implemented. All staff continued to engage in school based professional learning in PBL each term. All classroom teachers began logging positive and negative behaviours on SAS. PBL RISE Certificates, medallions and Monday Motivators were introduced in 4th term.

The development of 'Home School Partnerships' documents began with the launch of the Communication Guide. This was given to every family in the school, along with a School Contacts Fridge Magnet.

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

- The implementation of Classroom Systems element of the PBL program.
- Consistent implementation of the 'Be You' (KidsMatter) mental health program for young children. This will include dedicated timetabling of in class learning experiences for all students.
- Launch the use of SeeSaw in every classroom to communicate what we value in learning to parents
- Continue to develop, publish and launch 'Home School Partnership' documents to support the building of positive relationships with parents. Possible documents in 2020 could include: The Why of Composite Classes, Exit Survey and a Social Media Guide

### 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 report progress and achievements either within their QIP or in the section below.

In 2019, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP), with the latest review taking place in Term 4, 2019.

Our QIP identifies areas of strength and areas for further improvement and developing that align with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2019 include:

- Reviewing the preschool philosophy to ensure it reflects our current beliefs and practices.
- Embedding reflective practice within the teaching and learning planning cycle.
- Accessing targeted professional learning to support student engagement and participation.
- Developing strong links with families and community agencies to support student learning.

We are continuing to:

- Embed inquiry processes into teaching and learning programs.
- Access professional learning to continue to build the capacity of the preschool team to plan and implement STEM learning experiences.
- Implement strategies and practices from the Directorate's 'Spreading Our Wings' professional learning series.
- Focus on action research projects relating to children's oral language development.

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