

Forrest Primary School

Network: South Canberra/ Weston

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2020 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.

- Expansion of the Small Group Programme (SGP) with a focus on inclusion in mainstream classes where appropriate.
- The continuation of Culture Club for Indigenous students, carers, and parents, and modifying Culture Club during post-lockdown.
- The employment of our Aboriginal Education Officer was continued to support Indigenous students and educate all children in the scope of the PYP.
- An assessment and reporting brief, collaboratively designed by Forrest teachers to achieve fairness and equity under COVID circumstances.
- Strengthened our identification and assessment of Gifted and Talented students.
- During lockdown, teachers rang all families every fortnight to support all children and the wellbeing of all families. Additionally, the RTI and EALD teachers reached out to relevant families to provide support to those children.

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

- Further embedding inquiry learning with each unit linked to the Australian Curriculum and organised by the International Baccalaureate Primary Years Programme (IB PYP) Essential Elements. The Programme of Inquiry (PoI) is carefully mapped to the Australian Curriculum for Preschool – Year 6. Consistent and regular collaborative planning in teams with the PYP Coordinator including during COVID lockdown.
- Further embedding of Coaching and Mentoring using a structured sustainable model as a part of our school culture led by a Highly Accomplished applicant, endorsed and supported by the Senior Leadership Team.
- The continuation of PL in the use of contemporary ICT tools to support the delivery a challenging, relevant, engaging, and significant program for all children.

To centre teaching and learning around students as individuals

- Focus on student agency across all year levels giving students voice, choice, and ownership of their learning by co-constructing transdisciplinary Units of Inquiry and assessment.
- The expansion of 'explorations' our developmental play programme in Kindergarten, ensuring literacy and numeracy goals linked to the UoI were enacted.

- Further development the new model of Professional Learning Communities (PLCs) to include more strategic use of data.
- Embedding of the 10 Essential Literacy Practices in the junior school.
- Response to Intervention Programme (RTI) programme continued and included reporting to parents and communication with children and parents during lockdown.

In 2021 our school supported these Strategic Indicators through – Priority 1, 2 and 3 (see reporting for detail):

Reporting against our priorities

Priority 1: Improve student performance in writing across all year levels

Targets or measures

By the end of 2025 we will achieve:

- To increase the percentage of year 5 students in the top two bands of writing to 29% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools over 2016-2019.
- To increase the percentage of year 5 students achieving at or above expected growth in spelling to 61% or more. The target was set by averaging the percentage of students achieving at or above expected growth in spelling for similar schools over 2016-2019.
- 97% or more staff agree or strongly agree that ‘Teachers at this school expect students to do their best’.

In 2021 we implemented this priority through the following strategies.

- Embed a whole school approach to writing to support student growth.
- Develop an evidence-based writing approach.
- Implement an improved school data plan that incorporates the full range of school data.
- Implement the 10 Essential Literacy Practices consistently across the school.
- Develop and implement professional practice model using a coaching and mentoring framework.

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 2022	Year 3 2023	Year 4 2024	Year 5 2025
To increase the percentage of year 5 students in the top two bands of writing to 29% or more.	22%	38.9%				
To increase the percentage of year 5 students achieving at or above expected growth in spelling to 61% or more.	57%	56.9%				

Perception Data

Targets or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025

97% or more staff agree or strongly agree that 'Teachers at this school expect students to do their best' (please note : this statement has since been replaced with 'teachers want every student to do their best')	94%	100%				
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School program and process data

Targets or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
PAT eWrite – reported on in the narrative						
To increase the percentage of students in the 77 th percentile and above in PAT Spelling to...	33%	33%				
To increase the percentage of students in the 77 th percentile and above in PAT Grammar to...	41%	41%				

What this evidence tells us

- 2021 data tells us that we are tracking in a positive trajectory for increasing the number of students in the top two bands of writing. This is the highest level of achievement in writing in the past 4 years.
- While 2021 data is consistent with the baseline data for students achieving above expected growth in spelling, we expect to see growth over the course of this Strategic Plan as we have embedded our approach to spelling across all year levels. It is noteworthy that Spelling is a strength of this Year 5 cohort and high base line data for these students impacts the 'growth' scores for the future when measured in this way.
- 2021 perception data tells us that we are tracking in a positive trajectory for staff agreeing or strongly agreeing that 'teachers at this school expect children to do their best' (please note: this statement has since been replaced with 'teachers want every student to do their best').
- PAT allows us to identify students level of achievement prior to sitting NAPLAN and intervene where necessary to ensure students are being supported and extended to continue making growth. We administer these tests biannually to monitor student progress and growth as per our data schedule.
- PAT eWrite data is difficult to look at as a whole school snapshot tool and presents challenges in assessing students' writing as it also assesses their computing skills. However, when looking at individual reports we can gain data to adjust teaching.

Our achievements for this priority

Embed a whole school approach to writing to support student growth

- Forrest Writing Guide has been created and shared with staff to outline how writing is taught at Forrest and the tools that are used to support pedagogy and assessment.
- LIT HIT was introduced into Year 2 and Year 6 to promote student agency and enthusiasm in the writing process in our Units of Inquiry. This prototype will be reviewed for implementation in other year levels for 2022.
- Writing is authentic as it links to Units of Inquiry as well as student interest and need.

- The Data Plan was developed in 2019 and data continues to be recorded and updated as per the schedule on the Google Drive. This gives us good insights into student data and how to best support student growth. We are now identifying students who require support as well as those who need to be extended.
- Coaching and Mentoring model allows for teachers to work towards SMART goals which include improving writing.
- PAT e-Write was used as a focus tool for PLCs in the senior school. While the data is difficult to decipher as a 'whole school' it was a useful tool for teachers to use to support student growth in writing because teachers were able to unpack the different elements and work towards specific student goals.

Implement the 10 Essential Literacy Practices across the school

- Implementation is evident, particularly in the Junior School. Junior School teams embraced and unpacked the 10 Essential Literacy Practices during PLCs.
- Spelling has been linked to the 10 Essential Literacy Practices and is based on the principles outlined in 'Guided Thinking for Effective Spelling' by Christine Topfer. Word Conscious Classrooms remain a strong focus across all year levels.
- Increased focus on aligning play with literacy and Unit of Inquiry goals in both preschool and Kindergarten (*Explorations*).

Challenges we will address in our next Action Plan

- Ensuring all staff are educated in our approach to spelling and writing by providing regular PL during Staff Meetings to share best practice at Forrest.
- Executive staff will regularly be in classrooms for shoulder-to-shoulder learning.
- Continuing work as a staff as well as through coaching and mentoring to ensure all teachers can deliver an effective writing programme.
- To work through the Forrest Writing Guide with staff as continual PL.

Priority 2: Improve the percentage of students making expected growth in numeracy

Targets or measures

By the end of 2025 we will achieve:

- 50% or more of year 5 students will be making above average progress in numeracy.
- To increase the percentage of students achieving high growth in mathematics in BASE to 23% or more.
- 92% of staff agree or strongly agree to 'use results from system testing and system processes to inform planning' for learning.

In 2021 we implemented this priority through the following strategies.

- Develop and implement a balanced approach to Mathematics
 - Create a mathematics pedagogical paper at Forrest.
 - Utilise PLCs and break out groups to build capacity of teachers to respond to individual needs.
 - Develop and trial professional practice model using a coaching and mentoring framework.

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 2022	Year 3 2023	Year 4 2024	Year 5 2025
50% or more of year 5 students will be making above average progress in numeracy.	46%	59.3%				
To increase the percentage of students achieving high growth in mathematics in BASE to 23% or more.	15%	26.7%				

Perception Data

Targets or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
92% of staff agree or strongly agree 'use results from system testing and system processes to inform planning' for learning.	87%	N/A				

School program and process data

Targets or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
To increase the percentage of students in the 77 th percentile and above in PAT Mathematics to 27%	25%	25%				

What this evidence tells us

- 2021 data tells us that we are tracking in a positive trajectory for ensuring that students will be making above average growth in numeracy with 59.3% reaching or exceeding expected growth.
- 2021 BASE data tells us that we are tracking in a positive trajectory for increasing the percentage of students achieving high growth. This is the highest level of growth achievement in the last 5 years.
- PAT Mathematics data tells us that we have 25% of students in Years 2 – 6 in the 77th percentile or above (Equivalent to stanine 7 and above) showcasing that a quarter of our students have above average or higher achievement in these assessments.
- The perception data presented different staff satisfaction narratives for 2021. This means there is no reportable data for our target for 2021. We will monitor the data next year to see if this target can be maintained or reviewed for the duration of the school plan.
- 2021 School Satisfaction Survey data tells us 97% of staff agree/strongly agree 'teachers set high standards for learning in their classrooms. We are replacing the perception data target with this in our School Plan as the initial data descriptor no longer exists.
- 2021 School Satisfaction Survey data tells us 92% of staff agree/strongly agree 'overall, I am satisfied that the students are getting a good education at this school'.

Our achievements for this priority

Develop and trial professional practice model using a coaching and mentoring framework.

- Mentoring and coaching model allows for teachers to work towards SMART goals which include improving the instruction of Mathematics by developing a balanced programme.
- Continued improvement of our balanced maths programme by teachers observing best practice and learning from their colleagues to achieve their goals.
- Ensuring that we are developing *understanding, reasoning, fluency, and problem-solving skills* in lessons.

Create a balanced mathematics programme

- As teams collaborate with the PYP Coordinator they have developed the capacity for students to think conceptually. They strengthened the written, taught and assessed maths curriculum by making authentic links to mathematics in real-world situations.
- Team planners focus on embedding a range of resources to create balanced maths lessons alongside their Units of Inquiry, including but not limited to warm up/consolidation games, vocabulary, explicit teaching, inquiry questions, problem solving, open-ended tasks, skill practice and hands on resources.
- Embedding reSolve inquiry lessons across different year levels.
- Formative assessment using data conversations by asking rich questions to inform teaching and learning.

Challenges we will address in our next Action Plan

- Executive staff will regularly be in classrooms for shoulder-to-shoulder learning.
- Continuing work as a staff as well as through coaching and mentoring to ensure all teachers can deliver a balanced maths programme.
- Continue creating the mathematics pedagogical paper.
- Recreate the model of curriculum teams so that all initiatives in the strategic plan are kept alive and are embedded.

Priority 3: Improve the wellbeing of students at school.

Targets or measures

By the end of 2025 we will achieve:

- *85% or more of our students claim to be 'very happy' or 'fairly happy', a student wellbeing measure determined by the average of 2018 and 2020 data for ACT P-6 schools. Happiness together with life satisfaction is a student wellbeing measure that is an important predictor of student growth and learning. Note that it measures a student's sense of wellbeing at a particular snapshot in time.*

In 2021 we implemented this priority through the following strategies.

- Develop a Positive Behaviours for Learning (PBL) Team who attended relevant PL and shared with staff.
- Implement Phase 1 of PBL in non-classroom settings
- Create a whole school approach to wellbeing

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 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
85% or more of our students claim to be 'very happy' or 'fairly happy', a student wellbeing measure determined by the average of 2018 and 2020 data for ACT P-6 schools.	82%	N/A				

School program and process data

Targets or Measures	Base	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
To increase the percentage of girls who agree that they are a happy person in the PAT SEW to 93%	91.16%	91.16%				
To increase the percentage of boys who agree that they are a happy person in the PAT SEW to 95%	94.53%	94.53%				
PBL Data	TBD					

What this evidence tells us

- Due to COVID, the School Satisfaction Survey reported differently on student wellbeing data than it did in the past. We will monitor the data next year to see if this target can be maintained or reviewed for the duration of the school plan.
- School Satisfaction Survey data tells us that 32.4% of students are 'very happy'. We are replacing the perception data target with this in our School Plan as the initial data descriptor no longer exists.
- In the absence of the usable perception data for our target, we can note from the School Satisfaction Survey that 91% of students agree/strongly agree they are happy to be a part of this school.
- 94.53% of boys and 91.16% of girls in years 3 – 5 agreed they are a happy person in the PAT SEW data (Social and Emotional Wellbeing). We are adding this as a target for our School Plan and will be reviewing the increase in percentage we are working towards.
- The implementation of PBL is in the beginning stages, and we are reviewing an appropriate target for our School Plan.

Our achievements for this priority

Development of a PBL Team

- Staff members from across the school have developed a PBL Team to share back information to staff for the implementation of PBL.
- The team have started analysing the wellbeing data on SAS and determining points of need for expected behaviours.

- Alignment of all our wellbeing tools at Forrest: PBL, Positive Education, Restorative Practices, Learner Profile, PYP Attitudes and Stronger Smarter.

Create a whole school approach to wellbeing

- Development of the Forrest Wellbeing Hub during the home learning period.
- Teaching Positive Education lessons at least once per week across the school. Teachers utilise the resources available and link those to Units of Inquiry and student need to develop various character strengths based on what is happening within their classroom/cohort.
- Language is consistent across the school.
- Development of our Forrest Primary School Values outlined to the school community in a newsletter.

Family and community partnerships

- Continuing our partnership with Community Services #1 to run a social skills programme for targeted children.
- Partnerships with Community Services to support student access to Preschool.
- During lockdown, teachers rang all families every fortnight to support all children and the wellbeing of all families. Additionally, the RTI and EALD teachers reached out to relevant families to provide support to those children.
- The school produced a 'wellbeing hub' with a plethora of activities and information for families during lockdown.
- Several programmes were sustained in the school to support student wellbeing:
 - Parent Representatives
 - OzHarvest
 - ACT Volunteers Meccano Club
 - FOOHSC and Forrest partnership for Culture Club
- The teachers provided equity by differentiation in the delivery, assessment, and reporting of the various online programmes during and after lockdown.
- The development of the Indigenous Garden, Winnangaay, between the community and school.
- Communication with parents and carers was critical in explaining how fairness and equity was achieved in assessment and reporting. The school produced an information paper to parents which was collaboratively designed by teachers.

Challenges we will address in our next Action Plan

- Teaching of expected behaviours to students for PBL lessons.
- Recording positive incidents on SAS and development of potential reward system.
- Reemployment of an Aboriginal Educational Officer given that funding has ceased for this position.
- Reconnecting students, staff and parents to the school due to the challenges of COVID and cohorting.

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.

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