Farrer Primary School

Network: South 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.

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: **To increase student performance in Numeracy and Writing from P - 6**

Targets or measures

By the end of 2021 we will achieve:

- NAPLAN Numeracy and Writing - increase percent of students at or above expected growth years 3-5
- Whole School Data Writing and Numeracy - increase percentage of students achieving at or above average growth according to school based data
- Increase to 50% percent of year 3 students and 40% of year 5 students in the top 2 NAPLAN bands in Numeracy (based on performance past 3 years of NAPLAN data)
- Increase to 70% percent of year 3 students and 25% of year 5 students in the top 2 NAPLAN bands in Writing (based on performance past 3 years of NAPLAN data)
- Progress to perform at or above 'Similar Schools' NAPLAN mean in Numeracy and Writing
- By the end of 2021 school NAPLAN data in Numeracy and Writing 'All Schools' to be within top two quintiles according to MySchool data.

In 2018 we implemented this priority through the following strategies.

- Implement consistent practices in writing that lead to measurable improvement in student learning
- To build the capacity of all teaching staff in writing
- Provide Writing support to students with identified needs
- Preschool educators use the key elements from literacy indicators to provide observable outcomes.

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
NAPLAN NUMERACY- increase percent of students at or above expected growth	Year 5 - 35.6%	Year 5 - 38.9%	Year 5 - 63.9%			
NAPLAN WRITING -increase percent of students at or above expected growth	No data	Year 5 - 51.4%	Year 5 - 58.3%			
Increase to 50% percent of year 3 students and 40% of year 5 students in the top 2 NAPLAN bands in Numeracy	Year 3 - 36.8% Year 5 - 25.5%	Year 3 - 53.3% Year 5 - 16.3%	Year 3 - 53.1% Year 5 - 27.9%			

Increase to 70% percent of year 3 students and 25% of year 5 students in the top 2 NAPLAN bands in Writing	Year 3 - 70.3% Year 5 - 22%	Year 3 - 55.3% Year 5 - 16.3%	Year 3 - 57.1% Year 5 - 19.3%			
Progress to perform at or above 'Similar Schools' NAPLAN mean in Numeracy and Writing	Numeracy Year 3 - SIM-445 FRP-330 Year 5 SIM-528 FRP-501 Writing Year 3 - SIM-445 FRP-448 Year 5 SIM-502 FRP-483	Numeracy Year 3 - SIM-444 FRP-437 Year 5 SIM-523 FRP-481 Writing Year 3 - SIM-441 FRP-428 Year 5 SIM-497 FRP-469	Numeracy Year 3 - SIM-433 FRP-424 Year 5 SIM-523 FRP-502 Writing Year 3 - SIM-426 FRP-424 Year 5 SIM-488 FRP-483			
By the end of 2021 school NAPLAN data in Numeracy and Writing 'All Schools' to be within top two quintiles according to MySchool data.	Year 3 - Numeracy - 57% Writing - 70% Year 5 - Numeracy - 26% Writing - 22%	Year 3 - Numeracy - 54% Writing - 55% Year 5 - Numeracy - 16% Writing - 16%	Year 3 - Numeracy - no data Writing - 57% Year 5 - Numeracy - no data Writing - no data			

Perception Data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Percentage of year 5 and 6 students who agree that teachers give useful feedback on learning tasks.	72%	75%	81%			

School program and process data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
SCHOOL DATA NUMERACY - increase percentage of students achieving at or above average growth according to school based data	Whole school - 56%	Whole school - 51%	Whole school - 55%			

SCHOOL DATA WRITING - increase percentage of students achieving at or above average growth according to school based data	**No data**	Whole school - 34%	Whole school - 41%			

What this evidence tells us

The data evidence suggests a continued focus on literacy and numeracy will have positive outcomes for students at Farrer Primary School. Farrer Primary School is progressing towards the targets set for 2021. In general, in NAPLAN and PIPS there has been a consistent narrative of growth in both Writing and Numeracy. The school-based data evidence also confirms student growth in both these areas. The school has planned on embedding school based Writing and Numeracy student goals to enhance student growth. The school has a long history of engaging staff in targeted Professional Learning based on our strategic plan. Teachers engaged in writing PL with Sheena Cameron to deliver a strong explicit focus on student outcomes with Numeracy workshops with Anita Chin. The whole school approach to streamed number groups has had a positive impact on student outcomes.

Our achievements for this priority

- Implemented consistent practices in writing that have improved student learning
- Professional learning was delivered to build the capacity of all teaching staff in writing
- Writing support to students with identified needs was provided
- Preschool educators began implementing the use of the key elements from literacy indicators to provide observable outcomes
- To continue the pattern of growth in Writing and Numeracy.
- The school will continue to work on progressing the targets set for 2021.

Challenges we will address in our next Action Plan

2018 was the first year of transition to NAPLAN Online. NAPLAN 2018 results in bands have not been provided for Schools who changed to NAPLAN online. Farrer students completed NAPLAN online in 2018. Adjustments will need to be made in the next School Action Plan to the long term targets set.

Priority 2: Develop a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum and Early Years Learning Framework.

Targets or measures

By the end of 2021 we will achieve:

- All teachers have evidence of learning and teaching programs aligned to the curriculum plan.
- All teachers can demonstrate alignment been between the overall curriculum plan, term and unit plans as evidenced by class observations, classroom teaching and assessment of student progress in relation to curriculum expectations.
- Quality Improvement Plan is developed and implemented annually in the preschool setting maintaining exceeding 'National Quality Standard' rating.
- By the end of 2021 the school will achieve consistency in curriculum delivery and learning pathways for all students as evidenced by staff survey and planning documents from teachers.

In 2018 we implemented this priority through the following strategies.

- Working with staff to develop a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum.
- Quality Improvement Plan is developed and implemented in the preschool setting.

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

Farrer Primary School 2018 NAPLAN Mean Scores

Year 3	School	ACT	*Year 5* School	ACT
Reading	467	441	532	518
Writing	424	411	483	460
Spelling	419	410	508	494
Grammar &P	476	438	544	510
Numeracy	424	416	502	494

Perception Data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
Teachers at this school motivate students to learn - Agree or Strongly agree.	Students 85.4% Staff 96% Parents and carers 87%	Students 83.4% Staff 97% Parents and carers 87%	Students 83.2% Staff 96% Parents and carers 88%			

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
NSIT The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.	Medium	High	High			

What this evidence tells us

The evidence indicates the need for consistent vertical and horizontal curriculum plan. The work that the staff at FPS have completed in order to achieve this plan will maintain the upward trajectory over time in relation to the Domain 6 of the National School improvement Tool, Systematic curriculum delivery.

Our achievements for this priority

- Farrer Primary School now has a clearly documented whole-school curriculum plan for delivery. This plan is aligned with the Australian Curriculum. The plan makes explicit what and when teachers should teach and students should learn.
- The curriculum delivery plan is being implemented throughout the school.
- Australian Curriculum ACARA, National Quality Standard, Early Years Learning Framework and Curriculum 2 Classroom along with Directorate workshops over a semester led to the development of a clear shared understanding of curriculum delivery, assessment and reporting.
- The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.
- Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.

Challenges we will address in our next Action Plan

To monitor and support teachers to consistently document adjustments into their planning, while building teachers' feedback and assessment skills and strategies.

Priority 3:

Targets or measures

- Embed an authentic values program strengthening the positive culture of the Farrer Primary School Community

In 2018 we implemented this priority through the following strategies.

- Research and consult best practice in values and social and emotional education.

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
Students like being at this school	78.9%	75.6%	81.3%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Trend Analysis - Shared Values And Approach (Agree and Strongly Agree)	62.2	68.1	81.5			

What this evidence tells us

Farrer staff have worked toward building a positive school culture which is conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being for all. Work around school culture includes our core values and beliefs that influence practices where students are more likely to engage in education that aligns with inclusive practices. Research has been undertaken this year to engage in a program of values learning.

Our achievements for this priority

Throughout 2018 the leadership team investigated means and best practice models regarding a strong, values based model for the school. Based on this research, the school will look to implement the Positive Behaviour for Learning (PBL) approach in 2019.

Challenges we will address in our next Action Plan

Challenges will include determining through student, staff and community consultation if our current school values are the right ones moving forward.

Reporting on preschool improvement

In 2018 the preschool educators used the key elements from each literacy indicator *(Implementation Guidelines for Indicators of Preschool Numeracy and Literacy in government preschools)* to provide observable outcomes. This resource enabled educators to strengthen their preschool pedagogy through a specific focus on the development of early literacy skills and understandings of pre-schoolers. Explicit links were documented in the program with further connections made through pre-schooler learning stories. Reference was also made in the term overviews and in the reporting format.

Following the success of SeeSaw, introduced in the kindergarten in 2017, the preschool educators trialled the use of the SeeSaw app as a means to strengthen connection between preschool and the home (*Quality Area 1 and 6*). On reflection, whist the app provided a means of instant communication, the use of physical portfolios provide a tangible, rich means of reflection and sharing of preschool learning. A survey on the use of SeeSaw was prepared by the team. Kindergarten 2019 families were invited to provide feedback which will be used to guide how SeeSaw is used moving forward.

In June, the preschool unit undertook an unannounced compliance audit by an authorised officer from the Children's Education and Care Assurance (CECA) team. The Early Years Learning Executive Teacher received positive feedback regarding the organisation of evidence prepared. The feedback statement from the authorised officer stated:

'Please pass my thanks to Sarah and Lana for the time they spent showing me the necessary information to complete the compliance audit. I enjoyed seeing your service in action and it was great to see such a strong focus on natural environments and indigenous cultural perspectives in your indoor and outdoor environments. Your educators and families have obviously taken a great deal of effort and care to provide such inviting environments for the children to play and learn in.'

This statement provides testament to the work completed in Quality Area 3, specifically the continued rejuvenation of the outdoor environment with the donation of cable wheels and the construction of the outdoor teepee, made from sustainably sourced FSC wood. A highly creative art installation, representing the Aboriginal and Torres Strait Islander cultures was also undertaken, making use of the remaining cotoneaster trees before future removal. In 2018, the good will of Conservation Volunteers Australia was again sought to continue the removal of cotoneaster and replacement with indigenous plantings following the initial work completed under the 2017 Ngunnawal Plant Project.

The preschool continues to operate at the 'Exceeding National Quality Standard' level, providing a service to the community beyond the requirement of the National Quality Standards across all seven quality areas. The preschool is due to undertake the next round of Assessment and Rating in 2019.

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