

Mount Rogers Primary School

Network: Belconnen

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: **Academic success for all students**

Targets or measures

By the end of 2021 we will achieve:

- achieve NAPLAN targets as set by ED within the confidence range
- increase 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 10 % in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 results.

In 2018 we implemented this priority through the following strategies.

- Set explicit targets in English and maths expressed in terms of measurable outcomes that teachers will use to measure growth.
- 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.
- Develop an expert teaching team

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
<ul style="list-style-type: none"> ● increase the percentage of students in years 3 and 5 achieving at the proficient range in NAPLAN by 6% points from the 2016 figures 	% students at or above minimum standard	Year 3 Number	99%	92%	94%		
		Year 3 Reading	95%	93%	89%		
		Year 5 Number	80%	76%	74%		
		Year 5 Reading	93%	91%	87%		
<ul style="list-style-type: none"> ● decrease the percentage of students in years 3 and 5 achieving at or below the national Minimum Standard in 	% of students at and below minimum standard	Year 3 Number	19%	20%	20%		
		Year 3 Reading	10%	16%	16%		
		Year 5 Number	21%	25%	25%		

NAPLAN tests by 2% points from the 2016 figures		Year 5 Reading	24%	25%	20%		
<ul style="list-style-type: none"> 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%		
		Maths	60%	78%	79%		
<ul style="list-style-type: none"> 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	Numeracy	44%	56.5%	44.6%		
		Reading	45.8%	58.3%	54.7%		
<ul style="list-style-type: none"> 90% of students achieving at level or above for writing based on the Australian Curriculum Achievement Standards. 	% of students achieving expected growth	Writing			69%		

Perception Data

Targets or Measures	Base	2016	2017	2018	2019	2020

School program and process data

Targets or Measures	Base	2016	2017	2018	2019	2020
Implementation of Origo Education Stepping Stones			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		
Engagement Matters – Walker Learning (Years 3 to 6)			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		

What this evidence tells us

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

- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

Our achievements for this priority

- In response to our 2017 student learning data, the school embarked on a journey to track student progress in writing. All teachers K – 4 used both the digital and hard copy versions of the writing rubric developed by Associate Professor Noella Mackenzie to track and moderate student progress in writing. All teachers in 5/6 used the ‘Turner Writing Analysis Tool’ to track student progress in writing.
- Based on student learning data results over the past two years, and to continue to support teachers to build their capacity to analyse data, a teacher data and planning room was created. A focus of the room was the development of an interactive student data wall that tracked growth across reading, writing and numeracy in relation to the Australian Curriculum year level Achievement Standards. This space was accessed by all staff during team planning so that teachers could engage with the question ‘What data are you collecting today that will inform your teaching tomorrow?’ The impact of the development of this room has meant that teachers are engaged in weekly conversations about student learning data and how this information impacts on the ‘where to next’ of teaching.
- At the start of 2018 all teachers received the revised Mount Rogers Data Collection Schedule which clearly articulated the assessments to be implemented across the school and timeframes for collecting this information. To support this process, teachers were provided with additional time to collect, input and analyse data. Furthermore, the school’s data tool was updated to allow for more effective recording of student data.
- In 2018 teachers continued to use Origo Education Stepping Stones to plan and implement maths lessons across all mathematical strands. All teams use the program to scope and sequence lessons across the year. Though it has not been without its challenges, particularly regarding its use in multi-age classrooms, students are being taught using a consistent approach across the school.

Challenges we will address in our next Action Plan

- In 2019 a further focus for tracking growth in writing will be for teachers to continue to use the writing rubric to record student growth and to accurately record this data each semester.
- Based on our 2018 journey in Priority Area 1, we recognise the need to integrate teaching and learning practices in numeracy across the school in 2019. This will involve utilising internal sources of data including PAT Maths assessment as well as collecting student perception data in maths and will form part of our 2019 Annual Action Plan.
- To support our work in Priority Area 1, and to continue to develop an expert teaching team, a focus for 2019 will be to develop strong foundations to support the successful implementation of a coaching mentoring program. This will include a clear and agreed definition of professional learning communities and the identification of features of coaching and mentoring program

- A focused data analysis process for the school using the Directorate's Multiple Sources of Data tool will be a priority for the school in 2019.

Priority 2: Students grow as independent inquirers

Targets or measures

By the end of 2021 we will achieve:

- monitor student progress against the Australian Curriculum General Capabilities
- track students Kinder - year 2 against the Walker Learning Developmental Domains
- track students in years 3 - 6 against Kath Murdoch's Learning Assets

In 2018 we implemented this priority through the following strategies.

- Build the Mount Rogers approach around teaching and learning, promoting a rich culture of inquiry.
- Continue to develop a culture where all students can feel they are safely able to take risks with their learning and are provided with timely feedback related to standards based on success criteria.
- Develop a coherent sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations aligned to the Australian Curriculum
- Align teaching and learning planning documents with Walker Learning and Kath Murdoch approaches and include explicit articulation of the Australian Curriculum general capabilities

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	2017	2018	2019	2020

Perception Data

Targets or Measures	Base	2016	2017	2018	2019	2020

School program and process data

Targets or Measures	Base	2016	2017	2018	2019	2020
<ul style="list-style-type: none"> • 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	K - 1/2 - 3/4 - 5/6 -
<ul style="list-style-type: none"> • Planning documents incorporate Walker Learning Developmental Domains K-2 			K - Y 1/2 - Y	K - Y 1/2 - Y	K - 1/2 -	K - 1/2 -

<ul style="list-style-type: none"> Planning documents incorporate Kath Murdoch's Learning Assets 3-6 			3/4 – 5/6 -	3/4 – Y 5/6 -Y	3/4 –Y 5/6 -Y	3/4 – 5/6 -
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What this evidence tells us

- The evidence suggests that at Mount Rogers we were attempting to use three approaches to teaching and measuring the Skills and Attributes of learners when in fact it should align only to the General Capabilities. The data above shows many cohorts were attempting to use one or more of the skills and attributes documents.

Our achievements for this priority

- Education consultant Kath Murdoch delivered professional learning to staff from preschool to Year 6 in April. This provided teachers with a deeper understanding of how to use the inquiry process when planning, specifically split screening. After this professional learning teams started to experiment with including learning assets in planning documents. Teachers understanding of teaching inquiry skills deepened. This was reflected by teachers identifying skills within the learning intentions of planning documents.
- All year level planning documents reflect, when appropriate, the Australian Curriculum General Capabilities. This has ensured that teachers are using these to help guide the teaching and learning.
- There was much greater evidence of Learning Intentions and Success Criteria being used in senior classrooms, linked to Kath Murdoch's inquiry assets.

Challenges we will address in our next Action Plan

- In 2019 we will continue to promote the teaching of an inquiry mindset. In June education consultant Kath Murdoch will work with teaching staff to deepen understanding in this regard and in particular in linking the Australian Curriculum General capabilities into Inquiry units.
- Working collaboratively we will need to develop a way to track student growth against relevant General Capabilities. We will use the personal
- We need to continue to progress our work in developing a coherent, sequenced plan for curriculum delivery across year levels, taking into account composite year groupings.
- We are continuing to work with our critical friend to develop strategies to measure student growth as inquires – researchers, collaborators, thinkers and communicators.

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

Targets or measures

By the end of 2021 we will achieve:

- 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 2018 we implemented this priority through the following strategies.

- Continued the high priority on student wellbeing and embed the processes in place to provide non-academic support to address student needs
- The school views parents and families as integral members of the school community and partners in student learning

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	2017	2018	2019	2020

Perception Data

Targets or Measures	Base	2016	2017	2018	2019	2020
● student satisfaction, 'I feel safe at my school' from 69% in 2016 to 80%		69%	57%	50%		
● student satisfaction, 'I can talk to my teachers about my concerns' from 65% in 2016 to 75%		64%	49%	48%		
● student satisfaction, 'I like being at school' from 63% to 83%		63%	53%	49%		
● parent satisfaction, 'This school works with me to support my child's learning' from 80% in 2016 to 85%		80%	69%	86%		

School program and process data

Targets or Measures	Base	2016	2017	2018	2019	2020
Student Attendance - average		91%	91%	90%		

School Suspension		18	21	20		
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What this evidence tells us

- The data indicates there have been limited gains around students feeling safe and enjoying being at school.
- Additional perception data through the implementation of the Wellbeing Survey was created as a way to gain further insight into student satisfaction across K-6

Our achievements for this priority

- In response to our Student School Satisfaction Survey results and a need to understand more deeply our student's feelings towards school, we decided to create and conduct a survey for all students to gauge a deeper understanding and measure whole school satisfaction. In Term 4 of 2018 the Mount Rogers Student Wellbeing Survey was developed, in conjunction with advice from the Belconnen NSET for all students K-6 to complete. This survey asked students to agree, sometimes or disagree to questions created against the Personal and Social capabilities under the Australian Curriculum.
- The I-Matter space was relocated and rebranded as the Wellbeing space. As a part of this re-branding the Wellbeing space became an environment through which students could access beyond break times. The learning space was designed and resourced with staff and learning materials to provide a safe environment for all students to develop their social and emotional needs.
- All staff were provided with Professional Learning around the use of a Chain Analysis as a method for ensuring consistent language and practices as presented by a Directorate Psychologist.
- Student wellbeing survey provided staff with an insight into student social and emotional need allowing for a focus for targeted teaching using specific Social and Emotion programs such as Bounce Back.
- The foundation for implementing PBL across the school have been successfully established. The PBL team met with the external coach on a fortnightly basis to ensure the items on the Action Plan were delivered in a timely manner in accordance with the need of the school. The PBL team presented regularly at staff meetings ensuring all staff were clear on processes and expectations regarding implementation.
- The PBL staff survey staff indicated staff felt the most challenging behaviour to be address was student Respect at 58%.
- The school Board Chair worked closely with the board and the executive team using the feedback gathered by staff and parents to create a set of communication protocols. The information outlined in these protocols link closely with the 'Working Together With Your School' document. The protocols are currently being formatted for distribution.
- Due to conflicting priorities around increased enrolments, available playground space, a change in priorities around engaging a broader range of student need it was decided to not proceed with the implementation of a bike track in the school playground. The impact of this decision meant that monies allocated for this project could be reinvested.

Challenges we will address in our next Action Plan

- Continuing the PBL journey across the school is a priority for 2019. With continued support from the Directorate's PBL mentor, the schools PBL team is excited to ensure we are working to implement all components in our PBL Action Plan.
- To support our work in ensuring students feel safe at school a focus on developing shared understandings for all staff around the processes and practices used in the Wellbeing space will be paramount. Asking for staff feedback around what is working and what needs to be improved early in the year will help guide our journey in this regard.
- Using the data, we have analysed from our School-based Well Being Survey, particularly in the area of self-management, will inform the 'where to next' for the school in supporting student wellbeing needs.

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.

This year the preschool investigated the use of a developmental observation checklist to align with the Walker Learning Approach and to support preschool staff to highlight individual learning goals.

The outcome was to have an efficient, workable document that clearly identifies and reflects the learning and development of all children. This information was then used to support discussions and reporting processes to families and future planning priorities.

During the year the preschool team explored the Walker Learning resources and adapted the Walker Learning templates to support the implementation process. The preschool team discussed and reflected on the observation documents during team meetings and how these were being used across the preschool sites.

The result of this improvement strategy has been the development and implementation of a developmental observation document that is being used by all preschool teachers to observe and record student learning and wellbeing.

During 2018 the preschool Quality Improvement plan included the further implementation of inquiry activities and ideas obtained from the Kath Murdoch professional learning. The preschool teaching programs reflected an inquiry approach to learning and teachers and students began using the vocabulary associated with inquiry. All preschool teachers attended the professional learning provided by Kath Murdoch in the July stand down period. The result of this improvement agenda was the implementation of inquiry planning to inform teaching and learning programs. The preschool team also attended STEM professional learning which aligned to the inquiry process.

A key improvement focus for 2018 was to build the capacity of preschool staff to manage medical conditions - specifically allergies and anaphylaxis reactions. The outcome of this initiative was the continued refinement of processes and procedures that are in place to support staff and students to minimise risks and to respond to allergy related incidents. Plans were developed for all students in collaboration with families that reflected Directorate policies and procedures and National Quality Standards.

A strong focus for the preschool team was the revision of the end of year report writing templates. The goal was to develop a report template that provides a summary of student learning and development throughout the year. The preschool team reviewed report templates from other preschools. They also accessed feedback provided from previous families in relation to the current report format. The success of this improvement strategy was an end of year report format that was implemented by all preschool teachers and clearly communicated with family's student achievement in relation to the Early Years Learning Framework.

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