Amaroo School

Network: North Canberra/ Gungahlin

Impact Report 2020

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.

Note: Due to the signficant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

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 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

Enhance Cultural Integrity practices across the school
Whole school implementation of Positive Behaviours for Learning (PBL)

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

▪ Embed Future Focused Personalised Learning practices across the school

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

▪ Embed Future Focused Personalised Learning practices across the school

Reporting against our priorities

Priority 1: Improve student's levels of wellbeing and engagement.

Targets or measures

By the end of 2021 we will achieve:

- Exceed the ACT "like schools" average in the proportion of agree/strongly agree responses of "Staff and Student Relations" in the Australian School Climate and School Identification Measurement Tool (ASCSIMT)
- Implementation of Positive Behaviours for Learning (PBL) across the whole school.

Analysis → Priorities → Strategies → Actions → Impact (for student)

In 2020 we implemented this priority through the following strategies.

1. Enhance Cultural Integrity practices across the school

- Improved student awareness of indigenous perspectives and inclusivity.
- Student learning environment celebrates cultural diversity
- Shared values and beliefs in decision making about student learning

2. Whole school implementation of Positive Behaviours for Learning (PBL)

- Improved student behaviour participation and engagement in non-classroom settings
- Increase student participation and engagement in their learning
- Students receiving positive reward achievement levels for each behaviour
- Reduced incidences of negative behaviours
- Increased levels of positive student driven initiatives 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

Staff Student Relations

The Staff Student Relations domain relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding.

Targets or Measures Exceed the ACT "like schools" average in the proportion of agree/strongly agree responses of "Staff and Student Relations" in the Australian School Climate and School Identification Measurement Tool (ASCSIMT). Note system measurement has changed in 2019.	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Climate Survey Amaroo School	83%	79%	86%	60%	60%	
Climate Survey ACT Like Schools	81%	79%	85%	57%	58%	

Behavioural Engagement

The Behavioural Engagement domain describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and effort. It includes their perceptions that they are able to be a good student.

Analysis → Priorities → Strategies → Actions → Impact (for student)

Targets or Measures Exceed the ACT "like schools" average in the proportion of agree/strongly agree responses to Behavioural Engagement items in the Australian School Climate and School Identification Measurement Tool (ASCSIMT).	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Climate Survey Amaroo School	-	67%	75%	77%	75%	
Climate Survey ACT Like Schools	-	62%	74%	74%	73%	

Targets or Measures Student responses to targeted questions in School Satisfaction Survey as compared to like schools	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Teachers give useful feedback	-	+3.82%	+2.36%	+1.4%	+5.3%	
Staff take students' concern's seriously	-	-1.89%	+3.26%	+2.7%	+3.2%	
I feel safe at this school	-	-0.11%	+1.28%	+5.6%	+8.7%	
Student behaviour is well managed at my school	-	+1.3%	-2.3%	+6.7%	+7.3%	

What this evidence tells us

- This data tells us that our school climate continues to improve when compared against like schools. It is important to note that the system measurement changed in 2019. School satisfaction survey results are showing a positive trend when compared with like schools and the increase of 7.3% for the item *Student behaviour is well managed at my school*.
- The targeted programs such as Diamond, AmFlex along with the PBL implementation, Inquiry focus in Primary and the 2020 Conceptual Framework supporting social and emotional learning are having a positive impact on meeting individual student needs and improving school climate.
- In Secondary targeted surveys of students has provided feedback to teachers on wellbeing and engagement informing improvement in Amcares programming and the identifying of students requiring extra support.

Our achievements for this priority

Enhance Cultural Integrity practices across the school

Improved student awareness of indigenous perspectives and inclusivity.
- The cultural integrity team has staff participation from across the school providing effective communication of priorities and supporting the 3 year cultural integrity plan. Staff have increased confidence and capability in teaching cultural perspectives. Leadership from senior executive staff and the RAP review has kept this clearly on the agenda.
- Students have multiple opportunities to experience indigenous perspectives and engage in activities to broaden understandings. For example indigenous perspectives are embedded in Year 5 and 6 learning units, 7 – 10 Science and Humanities units.
- The Mura Burranda room is an accessible and interactive space developed for the school community to engage with Aboriginal and Torres strait Islander histories and perspectives.

Student learning environment celebrates cultural diversity

Analysis → Priorities → Strategies → Actions → Impact (for student)

- Acknowledgement of country on display in learning spaces, corridors and Principal offices. Student work in classrooms demonstrates indigenous perspectives, in particular in inquiry units.
- The Mura Burranda room celebrates Indigenous culture. A new acknowledgment of country which incorporates and promotes student participation while yarning circles are used as an effective communication tool and forum to celebrate diversity.
- Highly visible indigenous artwork provides students and families with a deeper understanding of the role Amaroo School land had for the Ngunnawal people while and community projects acknowledge Aboriginal and Torres Strait Islander communities. Prominent acknowledgement of Reconciliation and NAIDOC week embedded through whole school assemblies, the K-10 buddy program and through curriculum and resources. This includes LSUA art programs painting a Reconciliation wall.

Shared values and beliefs in decision making about student learning
- Targeted professional learning has raised staff awareness and commitment to being culturally respectful whilst planning student learning. The Cultural Integrity Workshops each term has helped formulate shared values through which staff acknowledge the importance of enhancing cultural integrity practices across the school. This included Grant Sarra whole school PL, providing staff with a shared experience in which they could share their growing understanding of culture.
- Structured Professional Learning Teamwork that explicitly incorporates Aboriginal and Torres Strait Islander perspectives in curriculum planning across school.
- New Indigenous Education Officer enhancing the embedding of cultural integrity across the school.

Whole school implementation of Positive Behaviours for Learning (PBL)

Improved student behaviour participation and engagement in non-classroom settings
- The school is a positive place to be. PBL is highly visible in the school setting and is also shared at events, newsletters, Front Office, First Aid, everywhere. Staff, students and our parent community are aware and understand the expectations of PBL. Parents as determined by the SSS data of 2019 and 2020 share that they believe that the school has high expectations of students and that behaviour is managed appropriately. The ratio of positive to negative incidences is 128 to 1.
- Clear evidence of implementation across school with clear signage, processes and procedures from P-10.
- Significant improvement in behaviour management and support for students. Teachers have been equipped with resources and tools to make the PBL implementation in non-classroom settings (bum-bags containing tokens, lanyard tags and cards). This allows for easy access for reference and re-teaching.
- Students refer to the PBL signage around the school.
- Preschool teachers have created social stories and a matrix for PBL expectations in each setting.
- Improved behaviour before and after school, in break times and between lessons.

Increase student participation and engagement in their learning
- Tokens and recognition of students' effort in class is celebrated. Students were recognised during the Covid remote learning time, with verbal recognition on Seesaw and class google meet time, or written messages. Effort and achievement is celebrated during assemblies.
- The positive school culture is reflected in our recent Social and Emotional ACER data where 95.9% of boys and 94.1% of girls agree they get along with their teachers.
- Student agency and choice (simultaneous indoor/outdoor play) has been implemented in all preschool classes following reflection of our NQS Assessment and Rating Recommendations.

Students receiving positive reward achievement levels for each behaviour

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- The introduction of PBL and recognition certificates through the Continuum of Acknowledgements has increased the students' awareness of how they are progressing and what level they are achieving.
- Increase in students receiving certificates for all respect, safe, responsible and learning. Recognition through assemblies, also builds students self esteem, resulting in higher level behaviour in classroom and non-classroom settings in comparison to 2019.
- Students awarded Bronze, Silver and Gold awards at assemblies totalling thousands of awards.

Reduced incidences of negative behaviours
- 2020 data directly compared to 2019 data shows a significant decrease in negative behaviours.
- The introduction of more engaging and authentic play based preschool program resulted in a decrease in negative behaviour incidences.
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Increased levels of positive student driven initiatives across the school
- The primary SRC introduced 'no waste' and "waste free lunches' and sustainable gardens to beautify the school and promote a culture of caring for school grounds. While Year 6 SRC students regularly volunteer in the canteen.
- Each term our Preschool classes have made class norms using PBL language and values with the children. Child-directed learning has ensured each child's agency is promoted, enabling them to make choices in the daily routines and decisions that influence them.
- Secondary students have developed and participated in initiatives across the school - SL@M, PEARLS fundraisers, recycling, Create-a-cafe, pop up cafe, Building foundations- building projects.

Challenges we will address in our next Action Plan

Enhance Cultural Integrity Practices across the school
Continue to embed cultural integrity understanding across the school according to the Cultural Integrity Implementation Plan.

Whole school implementation of Positive Behaviours for Learning (PBL)
Embed the acknowledgement of positive behaviour in playground settings through the use of a card system in Secondary.
Implement targeted lessons on behaviour expectations in the Secondary classroom settings.

Priority 2: Improve student outcomes in reading and numeracy.

Targets or measures

By the end of 2021 we will achieve:

- 80% of students achieving expected growth in PIP's reading and 70% of students achieving expected growth in PIP's maths
- Year 3 achieve a mean score within confidence interval of our system targets for reading and numeracy
- 2%-point improvement per annum of students achieving expected growth in Years 5,7,9 in reading and in numeracy

In 2020 we implemented this priority through the following strategies.

Embed Future Focused Personalised Learning practices across the school

- Coherent education pathway of curriculum, pedagogy and assessment from P-10

- Gifted and Talented students engaged and extended to achieve expected growth
- Response to Intervention targeted students supported to achieve at expected levels

- Improved Inclusion Support Program student transitions
- Improved levels of student agency within preschool programs and groupings

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 PIP's (BASE) Reading and Numeracy data	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5
% of students achieving expected growth in **PIP's** (BASE) **reading**	-	76%	76%	68%	TBA	
% of students achieving expected growth in **PIP's**(BASE) **numeracy**	-	52%	74%	71%	TBA	

Targets or Measures Year 3 NAPLAN mean scores	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5
Reading	429	470	444	430	N/A	
Numeracy	406	430	415	400	N/A	

Targets or Measures Years 5,7,9 NAPLAN expected growth in Reading and Numeracy	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5
Year 5 Reading % Expected Growth	64.4	56.9	64.0	56.1	N/A	
Year 7 Reading % Expected Growth	51.9	61.6	55.0	57.5	N/A	
Year 9 Reading % Expected Growth	61.9	61.2	74.3	73.2	N/A	
Year 5 Numeracy % Expected Growth	51.9	73.9	48.9	50.0	N/A	
Year 7 Numeracy % Expected Growth	75.0	76.5	69.2	74.7	N/A	
Year 9 Numeracy % Expected Growth	62.7	60.3	67.5	57.0	N/A	

Analysis → Priorities → Strategies → Actions → Impact (for student)

- The PIP's (BASE) Numeracy and Reading data for 2020 not available at time of reporting.

Our achievements for this priority

Embed Future Focused Personalised Learning practices across the school

Coherent education pathway of curriculum, pedagogy and assessment from P-10

- The 'Journey of a Learner' articulates the learning and key stages of the 8 years of primary school education.
- The Primary sector has vertically mapped the curriculum for students in reading, writing, numeracy and concepts in integrated inquiry providing a coherent pathway for teachers to follow as they plan for learning.
- The Primary Conceptual framework has informed our model of inquiry to support students as global citizens.
- During 2020 we have undertaken professional learning on the 10 Essential Learning Practices (ELPs). We have focused on ELP 1 & 2 in depth to build staff capacity. The impact of this can be seen in the classrooms and have been documented against the standards creating a visual guide across the years.
- In Secondary work continues strengthening the connections between curriculum, assessment and pedagogy. Faculties undertook structured action research process to evaluate, research and improve pedagogy.
- In Secondary a learning coach has increased the effectiveness of Professional Learning Teams, built SLC capacity in leading teams and promoted the evaluation of effective teaching and learning aligning with relevant curriculum
- In Secondary the use of grade and achievement data has identified required changes in pedagogy to improve student outcomes.
- Preschool Semester Report templates have been updated to embed learner asset language.

Gifted and Talented students engaged and extended to achieve expected growth

- Gifted and Talented education has been improved through the introduction of class clusters. Teachers involved in Gifted Education PL by completing a mini Certificate of Gifted Education.
- Testing processes have been streamlined across the school improving identification so all G&T students have the opportunity for inclusion in the Apollo program.
- Secondary Apollo students were surveyed and gave feedback on assessment, reporting, and pedagogy which has been considered in the future planning of the Apollo program.

Response to Intervention targeted students supported to achieve at expected levels

- The Student Focus process in Primary has been updated to better identify students who are then referred for specialist support, intervention programs and to external professionals.
- Primary SLCs have engaged in collaborative coaching sessions with classroom teachers using the Essential Literacy Practices.
- In Secondary new diagnostic assessments are used to identify students needing support in literacy and numeracy. Intensive intervention provided for identified students in years 7 and 8.
- The response to intervention model in secondary was significantly reshaped by the COVID experience. This included having all Amcares teachers implementing a differentiated model of support based on individual student/family needs. This included: ICT support for families,

literacy support provided via individual Google Meets, social & emotional check in's with members of the Wellbeing Hub.

- Wellbeing Hub established to provide a one stop support for secondary students and their families with strategic placement of wellbeing staff such as the School Psychologist, School Health Nurse, Youth Worker, Indigenous Education Officer and Year Coordinators.
- Secondary student wellbeing website developed and launched during remote learning to meet the wellbeing needs of students and families giving immediate access to resources, emergency contacts, information and connection to school staff.
- Development and ongoing use of the data tool enabling all staff to access student data and grades.
- Secondary student self-reflection and evaluation surveys conducted prior to each reporting period to give staff deeper insight of student wellbeing and individual need and success. Students were also surveyed as to their preparedness for remote learning so that targeted support could be provided as required. Eg. Internet access, lessons on using email, accessing Google Classroom etc.
- Increased, targeted future pathways for secondary students such as - work experience, ASBA, VLO, work ready certificates, road ready training, financial literacy etc.

Improved Inclusion Support Program student transitions
- Learning Support Programs expanded this year with students fluidly transitioning from mainstream to units and back again.
- ISP practices continue to improve to ensure that all students have an inclusive and integrated timetable that suits their needs. There is a highly structured induction program for every student in the Diamond program allowing the secondary school to build trusting and reciprocal working relationships that are focused on individual learning plans with a focus on both therapeutic and educative goals.

Improved levels of student agency within preschool programs and groupings
- Development of preschool learner asset grid to observe and analyse student learning.
- A weekly critical reflection embedded to inform changes to routines/practices in Preschool.

Challenges we will address in our next Action Plan

**Embed Future Focused Personalised Learning practices across the school**

- Improvement of differentiated instruction in literacy across P-6.
FF Learning improve teacher knowledge in engineering and STEM in enhancing primary enquiry units.
- The P-6 and 7-10 (currently under development) Pedagogical Frameworks need to be aligned and clearly articulated to support the seamless transition from Primary to Secondary with consideration to the needs of approximately 1/3 of the year 7 cohort which enrol from other schools.
- The alignment of Secondary curriculum is embedded and would benefit from addressing the interconnected nature of different learning areas eg: Science with Maths or English with HASS.

Reporting on preschool improvement

Achievement against the National Quality Standards
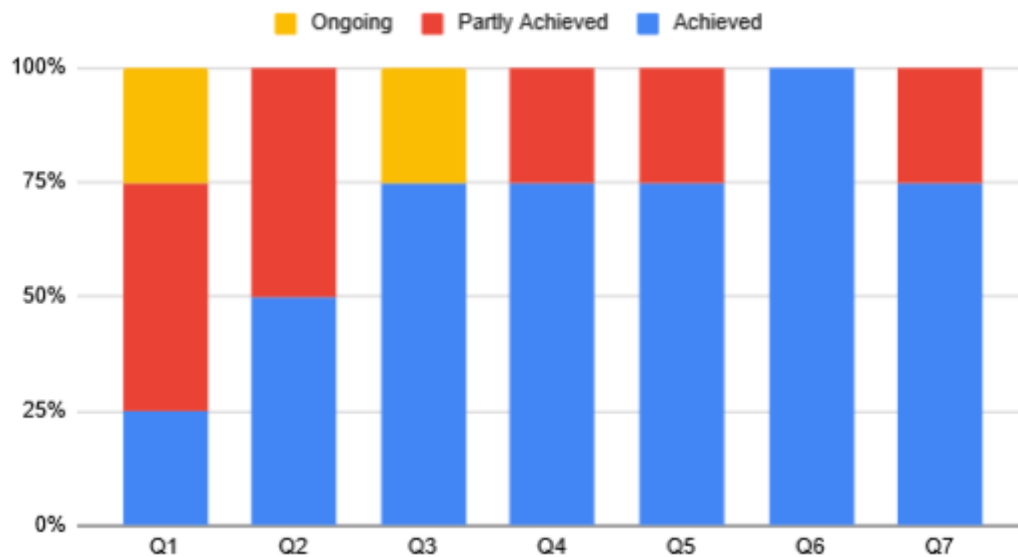
The above graph represents achievement against the 7 Quality Areas.

- Quality Area 1   Educational program and practice
- Quality Area 2   Children's health and safety
- Quality Area 3   Physical environment
- Quality Area 4   Staffing arrangements
- Quality Area 5   Relationships with children
- Quality Area 6   Collaborative partnerships with families and communities
- Quality Area 7   Governance and leadership

- 100% of goals in Quality Area 6 *Collaborative partnerships with families and communities* were achieved. The two goals in this area focused on increasing parental engagement and consistent placement of parent information. The team achieved this by sourcing a parent communication board and displaying important information at the front of the preschool. We also created a central location to display important information and external service provider information. All teachers and parents have access to the parent library resources and have information sheets located within classrooms. Teachers also increased parental engagement by presenting a range of engaging information nights. The preschool was rated as Exceeding in Quality Area 6 for building respectful relationships with parents.

- 75% of goals in Quality Area 7 *Governance and leadership* were achieved. The four goals focused on including community voices in the renewal of our Preschool Philosophy, developing consistent pack-up procedures and creating clear and consistent roles and responsibilities within the Preschool Team. As a result of a strong Professional Learning

Analysis → Priorities → Strategies → Actions → Impact (for student)

Community our team implemented key strategies to encourage families to be a part of the QIP and Philosophy Development. As a result of a Google Survey our team received valuable responses from parents and children. Our team also collaboratively made a visual evidence for display to allow parents to see the Philosophy in Practice. Pack-up procedures are tracking well, and staff are constantly reviewing and making changes. The classes are getting better at knowing what to do during this time and the consistency is making it easier for the children. The team are continuing to review the procedures across the year in order to allow more consistency in supervision. All staff are clear on their roles and responsibilities and how the team will hold each other accountable to them on a day to day basis. All new staff were provided with the self-assessment document and referred to this throughout the year. The Professional Learning Team meetings were changed to accommodate more teaching and learning discussion. The Preschool Team have also been a part of hosting and joining a networking opportunity with other Gungahlin preschools to build collective knowledge and share best practice.

- A new critical reflection template has been updated and added to the preschool fortnight programs.

- 75% of goals in Quality Area 5 *Relationships with children* were achieved. Our first goal focused on restorative conversations focusing on consistent PBL language. The NQS Report determined that the preschool educators had introduced the philosophy that reflects restorative practices and the educators were observed using strategies and PBL language that aligned with this procedure. For example, educators were observed discussing room expectations with children through the day. This supported children to become independent with conflict resolution and learn strategies consistent with the school environment. Following the NQS Rating and Assessment, our preschool was rated Exceeding with educators consistently using positive language to give recognition to children supporting and engaging with their peers during play. Each staff member uses the PBL language - "Was that a safe/respectful/responsible choice?". The team has also created PBL Preschool visual posters with consistent PBL expectations for the indoor and outdoor environments. The team also ensures Learner Assets and PBL language are a focus during group time with a focus on self-regulation.

- 75% of goals were achieved in Quality Area 4 *Staffing arrangements* were achieved. Our first goal focused on ensuring relief staff were appropriate to be teaching in the preschool setting. This was achieved through communicating with the staffing officer regarding the suitability of staff in the preschool setting. Our second goal focused on ensuring for 2020 that our release planning allows for teachers to not miss out on a whole day of seeing their preschool class. The Principal is working with Deputy Principal to organise a better preschool timetable for 2020. The team has also achieved the goal of sharing resources and developing networks with other preschools in the Gungahlin area. Discussion between Gungahlin Preschool Executive Teachers has led to the organisation of afternoon networking sessions. Our preschool has hosted and attended networking sessions with Palmerston, Margaret Hendry and Ngunnawal Preschool staff. The preschool has also started partnerships with the Nido Early Childhood Centre and Good Shepherd Primary School to develop communication channels for transitioning students starting preschool and Kindergarten in 2020.

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