

Yarralumla Primary School

Network: South Canberra/ Weston

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Ensuring access to individualised instruction in numeracy and writing for students with additional needs
- Ensuring differentiated instruction in numeracy and writing through the implementation of Visible Learning strategies
- Ensuring the school climate welcomes and includes all families through strengthened relationships

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Strengthening the PLC model across the school
- Updating our Data Plan to include year level PLC meetings and weekly data discussions in leadership meetings.
- Continuing fortnightly Executive support in year level collaborative planning and instructional mentoring.
- Trialling a different bilingual model in targeted year levels across the senior school
- Continuation of a targeted model of Italian extension for native speaking students, supported by the Italian Embassy
- Encouragement of teacher accountability and coaching through classroom walkthroughs to share teacher practice.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Continued implementation of Positive Behaviours for Learning (PBL)
- Continued building of staff capacity to respond to Occupational Violence (OV)
- Individual learning goals for reading, writing and numeracy through Visible Learning.

Reporting against our priorities

Priority 1: **Increase growth in student performance in numeracy for all year levels.**

Targets or measures

By the end of 2024 we will achieve:

- 62% or more of our year 5 students will be achieving at or above expected growth in numeracy.
- 25% or more of kindergarten students will be achieving high growth in PIPS Mathematics.
- 90% or more students agree or strongly agree that 'My teachers motivate me to learn'.
- Students to achieve growth in median scale score year to year comparable or above the Australian median scale score.

In 2021 we implemented this priority through the following strategies.

- Students articulate the learning intention and success criteria of the numeracy lesson.
- Students receive feedback on their learning.
- Students articulate their learning goals.
- Teaching teams use data to inform their practice.

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	Year 2	Year 3	Year 4	Year 5
62% or more of our year 5 students will be achieving at or above expected growth in numeracy.	53%	N/A	62%			
25% or more of kindergarten students will be achieving high growth in BASE Mathematics.	22%	23.3%	40.4%			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% or more students agree or strongly agree that 'My teachers motivate me to learn'.	86%	74.2%	85%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students to achieve growth in median scale score year to year comparable to or above the Australian median scale score. *PAT Maths assessment introduced in 2020.	N/A	N/A	N/A			

What this evidence tells us

- Within two years we have made a 9% increase in our number of Year 5 students demonstrating growth in NAPLAN numeracy scores. This is at our target.
- BASE and School Satisfaction Data is yet to be confirmed.
- PAT Maths testing is being used by teaching staff to identify students for our enrichment program CHAMPS.

Our achievements for this priority

PAT Maths Testing

- Implementation of the PAT Maths assessment for all students in Year 1-6.
- Testing completed in Term 1 and Term 4 to compare growth over the year.
- Growth data (measured in stanine progression) indicated that 67% of students in Years 2-6 showed growth in PAT testing from term 1 to term 4 (Year 2 = 70%, Year 3 = 72%, Year 4 = 65%, Year 4 = 66%, Year 6 = 61%). 22% of students in Year 2-6 maintained their stanine score.

Visible Learning

- Continued throughout the year with a focus on setting Learning Intentions and Success Criteria for every Mathematics lesson.
- Students were also experimenting with setting their own numeracy goals and tracking progress of their own learning throughout units of work.
- Professional Learning with both the whole staff and leadership team occurred in each semester.

Class Observations

- Teachers and school leadership participated in classroom 'walkthrough' visits to observe teachers and collect data about practice.
- This data was then analysed by a PLC team for numeracy and goals were set for improvement.
- Semester 1 observation data collected by teachers and the leadership team indicated that 86.7% of classes visited has a numeracy display wall.

Challenges we will address in our next Action Plan

- Due to continued interruptions of COVID-19 Remote Learning in the second semester, our school narrowed our PLC and professional learning experiences to focus on Writing

(Action Plan Priority 2). This decision was made in consultation with our school DSI and Instructional Mentor, in order to facilitate a more focused approach to improvement.

- Numeracy will be an identified focus for professional learning in Semester 1, 2022. This will include focus on teacher pedagogy in both English and Italian, resourcing, programming, providing effective feedback, data collection and lesson observations.

Priority 2: Increase growth in student performance in writing across all year levels.

Targets or measures

By the end of 2024 we will achieve:

- An increase in the percentage of year 5 students in the top two bands of writing to 28% or more.
- An increase in the percentage of year 3 students in the top bands of writing to 69% or more.
- An increase in the Year 3 to Year 5 growth in mean scale scores in Writing to 61 mean scale scores or more.

In 2021 we implemented this priority through the following strategies.

- Students articulate the learning intention and success criteria of the writing lesson.
- Students receive feedback on their writing.
- Teacher capacity is enhanced through involvement in professional 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	Year 1	Year 2	Year 3	Year 4	Year 5
An increase in the percentage of year 5 students in the top two bands of writing to 28% or more.	17%	N/A	30%			
An increase in the percentage of year 3 students in the top bands of writing to 69% or more.	48%	N/A	69.1%			
An increase in the Year 3 to Year 5 growth in mean scale scores in Writing to 61 mean scale scores or more.	58%	N/A	55.9%			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
85% or more of our staff agree or strongly agree that 'Teachers give useful feedback'.	79%	73.3%	94%			

What this evidence tells us

- There has been an increase in the percentage of students in Year 3 and Year 5 who are achieving in the top bands of NAPLAN Writing. In 2021 both targets have been achieved or exceeded.
- Our students are not showing targeted mean scale growth between Year 3 and Year 5 in NAPLAN Writing.
- BASE and School Satisfaction Data is yet to be confirmed.
- Our staff are implementing Visible Learning Professional Learning in their daily practices.

Our achievements for this priority

Challenges we will address in our next Action Plan

Data Collection

- Data collected and documented across the school from teacher assessments, classroom walkthrough observations, parent surveys and teacher audits of time.
- Data was used by team PLCs to identify focus areas in classroom writing practice for spiral of inquiry model eg. increasing modelled writing. This resulted in whole school focus on writing strategies in Semester 2.

Visible Learning

- Continued professional learning in Visible Learning strategies for writing effective Learning Intentions and Success Criteria as well as setting individual goals for writing with students.
- Class visit data indicated that 83.9% of lessons observed had a Learning Intention visible to students and 71% has Success Criteria visible. 67.7% of classes visited had individual student goals set.

Class Observations

- Teachers and school leadership participated in classroom 'walkthrough' visits to observe teachers and collect data about practice.

- Providing effective feedback to student about writing
- Implementing writing progressions as guide for student progress
- Stream lining assessment across the school to collect student achievement data
- Writing proficiency in Italian literacy?
- Continued focus on Early Years literacy to ensure continued BASE results.

