

Arawang Primary School

Network: South Canberra/ Weston

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. Please note that

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 and 2 (see reporting for detail):

- Further developed teacher capacity to identify and plan for individual student learning needs in writing and mathematics.
- Continued implementing MiniLit to support students who require literacy intervention.

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 1 and 2 (see reporting for detail):

- Implemented consistent lesson structure in mathematics emphasizing opportunities for students to talk about their maths thinking.
- Built staff capacity using formative assessment to identify student need.
- Participated in Learning Walks with the Education Directorates Instructional Mentors.

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 1 and 2 (see reporting for detail):

- Used the Helen Timperley Spiral of Inquiry to identify student need, plan interventions and review outcomes.
- Continued to implement Positive Behaviour for Learning, focusing on classroom settings.
- Focused on student wellbeing through Circle Time and Mindfulness

Reporting against our priorities

Priority 1: 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 19% or more.
- A decrease in the percentage of year 5 students in the bottom two bands of writing to 13% or less.
- An improvement in the percentage of students who strongly agree and agree that 'teachers give useful feedback' to 80%.
- An improvement in results from a teacher survey around the use of conferencing to improve writing results. Target to be determined after baseline data is collected.

In 2020 we implemented this priority through the following strategies.

- Developed and implemented a consistent approach to the teaching of writing and reading.
- Used learning walks to support and evaluate achievement of teacher goals and provide feedback.

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.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.

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 19% or more.	14%	NAPLAN cancelled due to COVID				
A decrease in the percentage of year 5 students in the bottom two bands of writing to 13% or less.	18%	NAPLAN cancelled due to COVID				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
An improvement in the percentage of students who strongly agree and agree that 'teachers give useful feedback' to 80%.	76.33%	77.8%				
An improvement in results from a teacher survey around the use of conferencing to improve writing results.	Not determined due to COVID	Not determined due to COVID				

What this evidence tells us

- Three of our targets were unable to be measured due to COVID. Two of these measures required the use of NAPLAN data. The teacher survey was not conducted due to a change in our Action Plan priorities after returning from COVID. The survey will be administered at the end of term 1 2021.
- A slight increase in the number of students who agree that teachers give useful feedback was identified. Teachers were very active in contacting and communicating with students during the learning program at home period.
- Teachers working together in Professional Learning Communities to analyse a formative assessment task, had a positive impact on student perception of useful feedback. Data from the assessment informed teaching teams regarding the intervention based on student point of need.

Our achievements for this priority

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

- Implemented consistent application of Gradual Release of Responsibility (GRR) from P-6.
- Engaged in professional readings on the theory and application of the GRR model.
- Established a process of goal setting by individual teachers to improve aspects of the GRR model.
- Implemented learning walks to evaluate consistent implementation of model.
- Participated in professional conversations with the Instructional Mentors from the Education Directorate.

Challenges we will address in our next Action Plan

- Providing opportunities to revisit, reflect and review teacher learning on the Gradual Release of Responsibility (GRR).
- Implementing the Debbie Miller Writing Workshop model in 2021 and making explicit links to the GRR model.
- Ensuring we collect and analyse the teacher perception data we identified in our School Improvement Plan.

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

Targets or measures

By the end of 2024 we will achieve:

- 56% or more of our year 5 students will achieve at or above expected growth in numeracy.
- An improvement in the percentage of students who strongly agree and agree that ‘teachers give useful feedback’ to 80%
- An improvement in positive attitudes to mathematics from 43% in 2019 to 50% or more by 2024.

In 2020 we implemented this priority through the following strategies.

- Developed and implemented a consistent approach to the teaching of mathematics.
- Learning walks used to support and evaluate achievement of teacher goals and provide feedback.

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.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
56% or more of our year 5 students will achieve at or above expected growth in numeracy.	51%	NAPLAN cancelled due to COVID				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
An improvement in the percentage of students who strongly agree and agree that ‘teachers give useful feedback’ to 80%	76.33%	77.8%				
An improvement in positive attitudes to mathematics from 43% in 2019 to 50% or more by 2024.	43%	To be determined at the end of term 1, 2021.				

What this evidence tells us

- The NAPLAN target was unable to be reported as students did not undertake NAPLAN due to COVID. A survey of student attitudes towards mathematics will be administered at the end of term 1 2021.
- There was a slight increase in the number of students who agreed that teachers give useful feedback. Teachers were very active in contacting, communicating, and giving feedback on learning to students during the period of home learning.

- Teachers working together in Professional Learning Communities to analyse a formative assessment task, had a positive impact on student perception of useful teacher feedback. Data from the formative assessment informed teaching teams informed intervention regarding student personalised learning.

Our achievements for this priority

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

- Embedded consistent lesson structure in mathematics emphasizing opportunities for students to talk about their mathematics thinking.
- Engaged in professional readings and improved understanding of Mathematics Discourse
- Whole staff sharing and collaboration in weekly staff meetings resulting in improved consistency across the school
- Consistent evidence of student goal setting across the school
- All teams collaboratively planned formative assessment tasks
- All teams engaged in consistent moderation practices resulting in improved accuracy of reporting

Challenges we will address in our next Action Plan

- Investigate how the inquiry pedagogy can be incorporated in mathematics teaching practice across the school to promote a love of mathematics.
- Support teachers to understand about the inquiry pedagogy in mathematics.
- Transferring teacher knowledge of inquiry pedagogies in mathematics into effective classroom practice.
- How to measure improvements in teacher and student positive attitudes towards mathematics?
- Ensuring that accurate data of student perception is collected and analysed?

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.

- See QIP

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