

Torrens 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

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

To centre teaching and learning around students as individuals

In 2021 our school supported these Strategic Indicators through Priority 2:

- Improve Growth in Mathematics

Reporting against our priorities

- Priority 2: Improve Growth in Mathematics

Targets or measures

By the end of 2023 we will achieve:

Student learning data

Target or measure 60% of Yrs 3-5 students are at or above expected growth

Source: NAPLAN and PIPS

Starting point: 49.2% of Yrs 3-5 students are at or above expected growth

Perception Data

Target or measure All teachers feel competent and confident in enriching and extending all students in mathematics.

Source: Teacher survey

Starting point: 50% of teachers feel competent and confident in enriching and extending all students in mathematics.

Reporting against our priorities

Priority 2: Improve Growth in Mathematics

Targets or measures

By the end of 2023 we will achieve:

- Student learning data Target 60% of Yrs 3-5 students are at or above expected growth
 - Source: NAPLAN and PIPS Starting point: 49.2% of Yrs 3-5 students are at or above expected growth Target or measure
- All teachers feel competent and confident in enriching and extending all students in mathematics.
 - Source: Teacher survey Starting point: 50% of teachers feel competent and confident in enriching and extending all students in mathematics.
- School program and process data Target: In all classrooms, students can apply and transfer their mathematical knowledge.
 - Source: Class walkthrough/Planning documents Starting point: 12 out of 22 classroom maths programmes show evidence that students are learning how to apply maths concepts.

In 2021 we implemented this priority through the following strategies.

- Sharpening a focus on numeracy around “reasoning” and understanding
- Explicit and targeted PL (Anita Chin) to increase teacher capacity
- Targeted coaching across numeracy
- Review and implementation of the 10 Essential Skills (developed at Torrens for Numeracy)

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
60% of Yrs 3-5 students are at or above expected growth	49.2	58%	N/A	47%		

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All classroom teachers feel competent and confident in enriching and extending all students in mathematics.	50%	100%	100%	92%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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<i>In all classrooms, students can apply and transfer their mathematical knowledge.</i>	12 out of 22 classroom maths programmes show evidence that students are learning how to apply maths concepts.		18/21	20/22		
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What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? NAPLAN and School based assessments do not match up. NAPLAN shows a decline in growth data whereas (across the school) growth occurred in SENA 1,2,3 & 4, Middle Years Mental Computation and PAT Maths allowing us to measure individual growth instead. This growth was more substantial.
- Have any of your data sources changed over time? If so, why?
The gap year in 2020 does not allow us to track the trend data of NAPLAN. Our growth data from other sources (particularly PAT) show this cohort to be growing in a similar fashion to other cohorts historically. There was also a larger number of students who joined the school between testing periods than in the previous 2 years.
 - What implications does this evidence have for your 2023 AP?
A deeper and tighter PLC process is needed to leverage class changes. A rethink (due to staffing constraints) on how observation occurs to allow us to share and exemplify quality practice. Teacher programmes demonstrated the knowledge teachers had gained in planning differentiated tasks that allow students to apply strategies in maths.
This data has impacted our ability to achieve the target but do not believe it is a good indicator. The quality data from SENA and PAT is showing growth and Torrens Primary School is on track to achieve the 5-year target

Our achievements for this priority

Our Achievements for this priority:

- 100% (+ substantial LSA resources and relief staff) of teachers attended January 2021 stand down PL on *Professional Learning with Anita Chin on Quality Numeracy Practices*– TQI accredited (5hrs).
- Team PLCs, guided by exec, using Helen Timperley's *Spiral of Inquiry* to improve mathematics.
- Torrens Primary School coaches (4 Coaches off lined to improve mathematics) lead TQI accredited workshops on:
 1. *How can we as teachers assist in the growth of our students' Understanding, Fluency, Problem Solving and Reasoning in Mathematics?*
 2. *Assessment to Build on Student Knowledge and Understandings*
 3. *SENA - Where are we now? Where do we want to get to? How are we going to do it?*
 4. *Multiplicative Thinking*
 5. *Effective Differentiation*
 6. *Multiple Representations*
 7. *Maths Menu*
 8. *Revisit 10 Essential Maths Practices and Assessment to Guide Practice.*
- SENA database developed for K-6 SENAs 1-4, and all student data entered.
- Team Leader (SLC and SLB's) worked with all PLCs during 2021 guiding planning, modelling lessons and improving teacher practice.

- Torrens Primary revisited (School developed) 10 Essential Mathematics Practices and saw significant engagement and increase in semester 1. The practices were disrupted through remote learning and saw decrease.
- Teachers from Torrens Primary School applied to be Instructional Maths Mentors. The successful Instructional Maths Mentors worked with all teams in planning. 2 Lead Mentors were appointed.
- Online resources in the form of the Maths Station were expanded upon.

Challenges we will address in our next Action Plan

- Learning Walk and Talks to share, celebrate and distribute quality practices needs to occur (Cohorting severely restricted this area of growth),
- Updated PLC process to have tighter cycles of reflection (5 weeks) as opposed to termly.
- Two of our 4 coaches have left the school, building the capacity with the lead Math Mentors to continue the momentum.
- We will become more consistent with our coaching approach.
- All teachers can expect to receive written feedback against the school goals.

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.

- As a School we undertook our Notification of Assessment. Across all three sites we received Exceeding standards.

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

[Chifley QIP](#)

[Chifley QIP – Action Plan Summary](#)

[Pearce QIP](#)

[Pearce QIP – Action Plan Summary](#)

[Torrens QIP](#)

[Torrens QIP – Action Plan Summary](#)