Wanniassa School

Network: Tuggeranong

Impact Report 2019

The purpose of this document

This document flows directly from our Strategic Plan for 2016-2021 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 2019 our school supported this Strategic Indicator through (see reporting for details):

Priority 1: Drive an explicit learning agenda that challenges and extends students in their learning
Priority 2: Build a culture of high expectations for learning and behaviour

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

Reporting against our priorities

Priority 1: Drive an explicit learning agenda that challenges and extends students in their learning

Targets or measures

By the end of 2019 we will achieve:

· 1% point improvement annually in the proportion of students in the top two bands in NAPLAN assessment in Years 3, 5, 7 and 9, based on the previous four year average.

· 1% point improvement annually in the proportion of Kindergarten students achieving expected progress based on the previous four year average in PIPS (Performance Indicators in Primary Schools).

· There is a 1% point decrease annually in the proportion of students in the bottom two bands in NAPLAN assessment in Years 7 and 9, based on the previous four year average

In 2019 we implemented this priority through the following strategies.

· Created a strong Inquiry Cycle approach in Professional Learning Communities (PLCs) with executive teachers strengthening the capacity of teachers to implement contemporary pedagogies that are differentiated to ensure student learning outcomes display one year's growth each year.

· Increase individual student outcomes in literacy and numeracy by building teacher capabilities in data collection and analysis and differentiation; informed by a response to intervention model.

· Introduce the Cambridge International Education curriculum and map this to the Australian Curriculum from K-10..

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

Note green highlight indicates target achieved

PIPS- Reading	2016	2017	2018	2019	2020
Target	61%	62%	63%	64%	65%
Achievement	Baseline	71%	80%	89%	

Note green highlight indicates target achieved

PIPS-Numeracy	2016	2017	2018	2019	2020
Target	85%	86%	87%	88%	89%
Achievement	Baseline	59%	93%	100%	

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

Reading		2016		2017		2018		2019		2020	
		Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands
Yr 3	Target	11%	48%	10%	49%	9%	50%	8%	51%	7%	52%
	Achievement	Baseline		13%	40%	19.3%	32.2%	10.3%	65.5%		
Yr 5	Target	16.6%	33.3%	15%	34%	14.6%	35.3%	13.6%	36.3%	12.6%	37.3%
	Achievement	Baseline		10%	40%	17.2%	37.9%	33.3%	29.6%		
Yr 7	Target	33%	21.5%	32%	22.5%	31%	23.5%	30%	24.5%	29%	25.5%
	Achievement	Baseline		26%	16%	51.5%	15%	22.7%	29.5%		
Yr 9	Target	28.5%	0%	27.5%	1%	26.5%	2%	25.5%	3%	24.5%	4%
	Achievement	Baseline		43%	11%	43.5%	10%	33.3%	19%		

Writing		2016		2017		2018		2019		2020	
		Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands
Yr 3	Target	3.7%	40.7%	2.7%	41.7%	1.7%	42.7%	0.7%	43.7%	0%	44.7%
	Achievement	Baseline		19.3%	25.8%	10.0%	20.0%	10.7%	46.4%		
Yr 5	Target	25.6	20.8	24.6%	21.8%	23.6%	22.8%	22.6%	21.8%	21.6%	22.8%
	Achievement	Baseline		3.3%	10%	24.1%	3.4%	28.6%	17.9%		
Yr 7	Target	50%	2.5%	49%	3.5%	48%	4.5%	47%	5.5%	46%	6.5%
	Achievement	Baseline		65.5%	14%	67.6%	8.8%	35.6%	8.9%		
Yr 9	Target	53%	6.5%	52%	7.5%	51%	8.5%	50%	9.5%	49%	10.5%
	Achievement	Baseline		73%	3.4%	46%	5%	65%	6.9%		

Numeracy		2016		2017		2018		2019		2020	
		Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands	Bottom 2 bands	Top 2 bands
Yr 3	Target	3.3%	40.0%	2.3%	41%	1.3%	42%	0.3%	43%	0%	44%
	Achievement	Baseline		13.3%	40%	21.8%	31.2%	3.6%	60.7%		
Yr 5	Target	16.6%	29.1%	15.6%	30.1%	14.6%	31.1%	13.6%	31.2%	12.6%	32.2%
	Achievement	Baseline		14.2%	21.4%	7.1%	14.2%	33.3%	14.8%		
Yr 7	Target	31%	12%	30%	13%	29%	14%	28%	15%	27%	16%
	Achievement	Baseline		40%	7.5%	34.5%	10%	37 %	18.5%		
Yr 9	Target	17%	0%	16%	1%	15%	2%	14%	3%	13%	4%
	Achievement	Baseline		39%	7%	29%	10.5%	35%	15%		

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

What this evidence tells us

- We have made positive gains in the targeted focus area of numeracy and writing.
- The improvement in the year 5 results in early 2019 show that the professional learning through PANL is building capacity in the teaching of numeracy.
- In 2019 Year 7 met the improvement targets for the top 2 bands in Numeracy, Reading and Writing
- Year 9 Numeracy and Reading has consistently shown improvement in growth for the top 2 bands

Our achievements for this priority

Literacy

- Early Years Literacy Project with Christine Topfer
- Letters and Sounds implementation for Kindergarten
- Implemented Learning Intentions K-10
- Implemented success criteria K-6
- Cambridge International curriculum scoped for English K-10

Numeracy

- Principals as Numeracy Leaders (PANL) PL focusing on planning and pedagogy
- PAT Assessments and Analysis for years 1-9
- Implemented Learning Intentions K-10
- Implemented success criteria K-6
- Cambridge International curriculum scoped for Mathematics K-10

Professional Learning Communities (PLC)

- Weekly release block for year level teaching teams lead by the executive teacher for P-6
- P-6 PLC's focussed on data in alignment with the K-6 Assessment Schedule.
- Data informed response to need approaches including small group intensive support in literacy and numeracy
- P-2 PLC driving the improvement in writing across P-2. Action research project with Chris Topfer using the 10 Essential Skills informed teaching and learning
- Faculty based scope and sequence completed for year 7-10 classes

Other

- Assessment Schedule with term by term targets K-6
- Classroom walkthroughs P-6 focused on Engagement and Explicit Quality Criteria (Quality Learning Environment) in the Quality Teaching Model.
- Booklooks K-6 focused on quality work and feedback to students.

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

During term 2 a substantive principal was appointed to Wanniassa school follow several years of uncertainty. This will provide stability to the school leadership team and allow a new School Improvement Plan to be developed.

> School Review to be completed Term 2 2020
> Develop a School Improvement Plan align to student learning outcomes
> Develop and implement a cohesive and focused pedagogical framework for teaching K-10 and provide coaching to all classroom teachers in effective implementation

Priority 2:   Build a culture of high expectations for learning and behaviour

Targets or measures

By the end of 2019 we will achieve:

- 2% increase per year for parents reporting that their child's learning needs are being met at Wanniassa School
- An increase in parents reporting that teachers give useful feedback to students
- An increase of five percentage points per year in students reporting that student behaviour is well managed.
- 90% of students in Preschool transition to Kindergarten at Wanniassa School.
- 90% of Year 6 students transition to secondary education at Wanniassa School.
- 30% increase the number of students enrolled over the life of the plan.

In 2019 we implemented this priority through the following strategies.

- To have staff demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.
- To place high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs.
- To communicate and support staff to implement clear strategies for promoting appropriate student behaviour - including agreed responses and consequences for inappropriate student behaviour.
- To foster a safe, collaborative, orderly, attractive and stimulating environment that facilitates 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.

Perception Data

Targets	2016	2017		2018		2019		2020
	Baseline	Target	Achieved	Target	Achieved	Target	Achieved	Target
2% increase in parents reporting *"my child's learning needs are being met."*	74%	76%	50%	78%	72.1%	80%	70.4%	82%
An increase in parents reporting *"teachers give useful feedback to students."*	90%	91%	56.8%	92%	72.7%	93%	68.8%	94%

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

An increase in students reporting "student behaviour is well managed."	47%	48%	28.9%	49%	26.3%	50%	24.4%	51%

School program and process data

Targets or Measures	2016	2017	2018	2019	2020
90% of students in Preschool transition to Kindergarten at Wanniassa School by 2021	79%	58%	Not Available	66%	85%
90% of Year 6 students transition to secondary education at Wanniassa School by 2021	78%	61%	Not Available	63%	59%
30% increase the number of students over the life of the plan	454 students	2.2% (464)	5.5% (479)	6.2% (482)	

What this evidence tells us

- The transition program between P-K shows improvement from 2019-2020
- The total enrolment P-10 has increased each year since 2016
- Enrolments are not growing at the predicted rate

Our achievements for this priority

Positive Behaviours for Learning

- Positive acknowledgement system is in place
- Our PBL scope and sequence has been implemented this year and will continue in 2020
- There has been a 25% increase in staff understanding and implementation of PBL
- The data has informed changes in playground supervision processes
- Whole school end of year special award for a P-6 student who embodies the school values

Challenges we will address in our next Action Plan

During term 2 a substantive principal was appointed to Wanniassa school follow several years of instability. This will provide stability to the school leadership team and allow a new School Improvement Plan to be developed.

- School Review to be completed Term 2 2020
- Develop a School Improvement Plan align to student learning outcomes
- Empower senior students to build a positive school-wide culture and be engaged in decision making processes
- Review and relaunch PBL in years 7-10

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.

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

- We have updated all records to comply with changes to the NQS and regulations
- QIP reflected upon, updated and new actions identified
- Reflected upon and updated Preschool Philosophy to align with staff, student and family voice
- The Koori Pre and four year old Preschool programs have been aligned to ensure that Indigenous perspectives have been prioritised across all three programs

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

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