

# Fraser Primary School

Network: Belconnen

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## Impact Report 2020

### The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Developing targeted student activities to increase student wellbeing, such as a variety of lunchtime clubs.
- Providing a unique learning space for students with additional needs.
- Continued implementation of PBL.

#### Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- The establishment of whole-school practices for the teaching of mathematics and writing.
- Engaging experienced practitioners to provide support and expertise to upskill teachers working with students with a variety of needs.
- In Professional Learning Communities, teachers set specific targets for learning within their teams and actively developed their skills and understanding through regular coaching, learning walks and sharing of practice.
- The formation of school improvement teams where teachers collaborate on improving practice in various curriculum areas, including literacy and numeracy.

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- The use of ongoing formative assessment to group students according to their learning needs.
- Embedding genius hour for students in years 3-6.
- Providing opportunities for students to pursue areas of interest through inquiry learning.

## Reporting against our priorities

### **Priority 1: Improve student outcomes in literacy and numeracy through building teacher capacity through using an evidence-based approach.**

#### **Targets or measures**

By the end of 2020 the school will achieve:

- the set ETD NAPLAN mean score targets in reading and numeracy
- By the end of 2019 achieve a 5% point improvement (1% each year) in the percentage of students in the top two bands, based on the 2015 four year average in year 3 and year 5 in writing, spelling, numeracy
- achieve a 2% point improvement (each year, over the life of the plan 10% in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2015 four year average
- increase the % of students making expected or above expected growth in PIPS (maths) from 84% in 2015 to 90% in 2020 and in PIPS (reading) to 95% consistently each year throughout the life of the plan.

In 2019 we implemented this priority through the following strategies.

- Embed differentiation to meet all students' learning needs.
- Ensure writing quality practices across the school.
- A systematic approach to collecting, analysing and acting on data is used across the school.
- Build on sequential approaches to teaching mathematics.

*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**

<b>Targets or Measures</b>	<b>(2015)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
the set ETD NAPLAN mean score targets in reading and numeracy year 3 reading average Fraser	455.5	445.3	453.1	461.7	440.9	
the set ETD NAPLAN mean score targets in reading and numeracy year 3 numeracy average Fraser	437.5	399.8	432.1	433.8	421.5	
the set ETD NAPLAN mean score targets in reading and numeracy year 5 reading average Fraser	502.4	518.4	519.3	509.6	510.6	

the set ETD NAPLAN mean score targets in reading and numeracy year 5 numeracy average Fraser	491.5	493	492.5	482.8	494.6	
achieve a 2% point improvement (each year, over the life of the plan 10% in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2015 four year average (NUMERACY)	46% at or above expected growth	54% at or above expected growth	45% at or above expected growth	50% at or above expected growth	36% at or above expected growth	
achieve a 2% point improvement (each year, over the life of the plan 10% in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2015 four year average (READING)	45% at or above expected growth	48% at or above expected growth	50% at or above expected growth	64% at or above expected growth	56% at or above expected growth	
increase the % of students making expected or above expected growth in PIPS (maths) from 84% in 2015 to 90% in 2020 and in PIPS (reading) to 95% consistently each year throughout the life of the plan		0.93%	0.91%	0.87%	0.64%	

#### School program and process data

Whole School Tracking - Percentage at or above benchmark at end of year						
YEAR	2014	2015	2016	2017	2018	2019
KINDER	80%	85%	94%	68%	57%	59%
YEAR 1	71%	76%	77%	72%	67%	51%
YEAR 2	70%	65%	70%	63%	49%	45%

YEAR 3	67%	65%	65%	70%	73%	66%
YEAR 4	71%	63%	67%	72%	66%	77%
YEAR 5	73%	80%	70%	62%	69%	64%
YEAR 6	76%	73%	82%	70%	64%	65%
WHOLE SCHOOL	72%	72%	75%	68%	64%	60%

### What this evidence tells us

- As at the end of 2019, Fraser Primary School's data was trending downward, in both NAPLAN and school data. In 2017, there was a change in leadership in the appointment of a new principal. There was some continued instability in the senior leadership team as the deputy principal acted in a range of other jobs in 2018 and early 2019. The senior leadership team stabilised towards the end of 2019 and is to remain steady in 2020. This should allow for further traction in school improvement initiatives, including:
  - Embedding of whole-school practices for both literacy and numeracy.* This commenced in 2018, and continued to be strengthened in 2019. This has incorporated a number of activities, including whole-staff professional development, group planning, and a focus in year level professional learning communities (PLCs). The main purpose of this alignment is to ensure consistency of language and practice. This will ensure that students spend a minimal amount of time learning new systems and processes each year.
  - Strengthening of staff coaching across P-6.* Since 2018, key staff have been developing their expertise in providing coaching to other teachers, principally in the areas of literacy teaching. In 2020, this will grow to incorporate the skills and knowledge of all teachers, and will ensure that they can provide just-in-time coaching for teachers in their area of need.
- Two of the questions highlighted in the 2016 Strategic Plan referenced a question in the school satisfaction survey. These were related to the use of technology, and named specific equipment such as iPads and cameras. While these devices are still used to some extent, the question addresses more broadly the use of chromebooks and internet technologies. This may account for some changes in the data over the years.
- Fraser Primary School will undergo a School Review in early 2020. In response to the findings of the Review, the school will develop a new Strategic Plan. Notwithstanding these findings, It is likely that the school will still set goals related to student growth in literacy and numeracy.

### Our achievements for this priority

Fraser Primary has focused on developing teacher capacity, as per the Strategic Plan. This has included:

- whole-school professional development in mathematics instruction in early 2019, with a focus on problem-solving and effective planning for mathematics learning. This was supported throughout the year by scheduled learning walks, once per term, where teachers in mixed year-level groups shared examples of their practice. This has resulted in a common understanding across all year levels of best practice instruction, and is evident in the classroom artefacts (such as anchor charts) present in all classrooms. While it is too early to

see a real impact in the data, there has been a 3 point rise in year 5 numeracy scores since 2015 (491.5 in 2015 to 494.6 in 2019).

- whole-school professional development in reading instruction in early 2020. This focused on embedded the Readers Workshop model, individualised planning and conferring. This will be supported by regular learning walks by staff, individualised coaching, and a focus in PLCs.

### Challenges we will address in our next Action Plan

- Embedding a whole-school approach to teaching reading.
  - use of Reader's Workshop model embedded.
  - all teachers conference regularly with students around their reading.
  - Students have sufficient time to read independently and practice good reading behaviours.

## Priority 2: Develop a strategic approach to partnerships with community organisations to support student learning

### Targets or measures

By the end of 2020 the school /college will achieve:

- increase the percentage of student satisfaction, 'Overall I am satisfied I am getting a good education at this school' from 94% in 2015 to 98% in 2020
- increase the percentage of parent satisfaction, 'community partnerships are valued and maintained' from 87% in 2015 to 92% in 2020
- increase the percentage of parent satisfaction, 'computer technology is an integral part of learning and teaching at my child's school' from 88% in 2015 to 92% in 2020
- increase the percentage of student satisfaction, 'at this school I have access to equipment such as computers, Internet and digital cameras from 86% in 2015 to 91% in 2020
- increase the percentage of families accessing community organisations and businesses to assist their children with learning needs over the strategic plan.

In 2019 we implemented this priority through the following strategies.

- Support student learning through strategic partnerships with our community and businesses.
- Continue to develop every students' social, emotional and physical wellbeing.

*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 or Measures	2015	2016	2017	2018	2019	2020
<ul style="list-style-type: none"> <li>• increase the percentage of student satisfaction, 'Overall I am satisfied I am getting a good education at this school' from 94% in 2015 to 98% in 2020</li> </ul>	94%	95.9%	94.4%	96.5%	94.6%	

<ul style="list-style-type: none"> <li>increase the percentage of parent satisfaction, 'community partnerships are valued and maintained' from 87% in 2015 to 92% in 2020</li> </ul>	87%	90.4%	86.6%	91.4%	82.8%	
<ul style="list-style-type: none"> <li>increase the percentage of parent satisfaction, 'computer technology is an integral part of learning and teaching at my child's school' from 88% in 2015 to 92% in 2020</li> <li>*this question was removed/changed between 2016-2019</li> </ul>	88%	87.3%	97.6%	90.6%	89.3%	
<ul style="list-style-type: none"> <li>increase the percentage of student satisfaction, 'at this school I have access to equipment such as computers, Internet and digital cameras from 86% in 2015 to 91% in 2020</li> <li>*this question was removed/changed between 2016-2019</li> </ul>						

### School program and process data

Increase the percentage of families accessing community organisations and businesses to assist their children with learning needs over the strategic plan.

- This data cannot easily be measured. However, in the last 5 years, we have seen students and teachers connect with the following organisations to supplement and build on school programs:
  - Aspect Australia (working with students on the Autism Spectrum)
  - Social Connectors (working with students on the Autism Spectrum)
  - Bunnings (supporting the garden club)
  - Uniting Care (supporting the breakfast club)
  - SHFPACT - Puberty
  - Think U Know - Cyber Safety

### What this evidence tells us

- According to this data, our students remained satisfied with the education they are getting at the school. We have anecdotal evidence of this too, through the high levels of engagement during class time, and relatively low levels of behaviour management intervention by the executive team during class time.
- The parent community satisfaction level has remained reasonably stable, with a slight drop in 2019. Once again, we have a reasonable amount of anecdotal evidence that our parents are satisfied, welcomed and engaged in the school community. Fraser Primary School parents and carers have high levels of participation in activities such as the End of Year Concert, assemblies, special events (Mother's and Father's Day stalls; the Awesome Art Show; School Musical). There are also a high number of parents who regularly help in classrooms, in the canteen and uniform stall and at school discos, held once each term by the P&C.

## Our achievements for this priority

[Brief heading describing action – may be one of the dot-points from the section ‘Our school’s contribution to whole-of-system Strategic Indicators’]

- Breakfast club was commenced in 2016, and continues to be a successful community engagement
- Internal Safe and Supportive Schools survey. Student satisfaction
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## Challenges we will address in our next Action Plan

- Embedding cultural integrity perspectives throughout the school.
  - we will continue to focus on engaging our Aboriginal and Torres Strait Islander families, with a small student group formed at the end of 2019 due to continue to meet and grow.
  - following a whole-school professional learning day with Sally Lawrence in January 2020, Fraser Primary staff will continue to embed Aboriginal and Torres Strait Islander perspectives in classroom activities, including the use of Yarning Circles and the 8 Ways Framework of learning.