

# Majura Primary School

Network: North Canberra/ Gungahlin

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## Impact Report 2023

### The purpose of this document

This document flows directly from our Action Plan for 20XX which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

### Alignment with the *Future of Education* and *Set up for Success* Strategies

#### *Set up for Success and Future of Education Strategies*

**Foundation:** Choose an item.

In 2023 our school supported this foundation through – Priority 1

- Develop students' capacity and understanding of self-efficacy
- Implement a strong buddy program across the whole school
- Embed student achievement acknowledgement across the school
- Build on the school's understanding of what cultural diversity is at Majura
- Provide opportunities for our Indigenous students to participate in cultural events and celebrations both internally and externally

**Foundation:** Choose an item.

In 2023 our school supported this foundation through – Priorities 1, 2 and 3

- Develop whole staff capacity and understanding of self-efficacy
- Familiarise staff with version 9 of the Australian Curriculum for transition in 2024 and to make connections between disciplines

**Foundation:** Choose an item.

In 2023 our school supported this foundation through – Priorities 1, 2 and 3

- Constructing and actioning a RAP (Reconciliation Action Plan)
- Encourage increased family connections with reading at home through parent information sessions and the publishing of these (including frequently asked questions) on our school website
- Share maths learning at Majura with the wider community.

## Reporting against our priorities

### Priority 1: Improve student resilience and self-efficacy

#### Targets or measures

By the end of 2024 we will achieve:

- Increase 'Students show understanding to each other' to 75% 'agree/strongly agree' by 2024.
- Decrease the proportion of students in the *Emerging* and *Low* bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6.
- Increase the proportion of students responding *always* or *mostly* to 85% to the question *Are you ready and organised for your learning?* by 2024.

In 2023 we implemented this priority through the following strategies.

- Develop whole staff capacity and understanding of self-efficacy
- Develop students' capacity and understanding of self-efficacy
- Implement a strong buddy program across the whole school
- Develop peer support implementation to embed across the school
- Embed student achievement acknowledgement across the school
- Build on the school's understanding of what cultural diversity is at Majura
- Constructing and actioning a RAP (Reconciliation Action Plan)
- Provide opportunities for our Indigenous students to participate in cultural events and celebrations both internally and externally

*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	Base	Year 1	Year 2	Year 3	Year 4
<i>Students show understanding to each other' to 75% 'agree/strongly agree by the end of 2024</i>	56.9%	62.3%	59.5%	51.2%	49.4%

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4
Decrease the proportion of students in the <i>Emerging</i> and <i>Low</i> bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6	12-19%	15.3%	15.2%	17.2%	-
<i>Increase the proportion of students responding always or mostly to 85% to the question "Are you ready and organised for your learning?" by 2024 (year 5 and 6)</i>	74%	85%	75.5%	71.5%	75.8%
<i>Increase the proportion of students with a strong score (3.5 and above) when all questions about student relationships are averaged</i>	65.3%	64.4%	55.8%	45.9%	40%

## What this evidence tells us

- In terms of student-to-student relationships these survey results indicate that they are feeling worse about those relationships than they have been over the 5-year period. We don't have cohort data but anecdotally we had a very cohesive group of year 4s, a disjointed and emotionally dysregulated group of year 5s, and a mature and articulate group of year 6s with a small number of key agitators.
- We also gathered data through the BeYou survey again, and as in 2022 the results gave a more positive overall picture about peer relationships. This survey was completed by our year 4, 5 and 6 students
  - I feel accepted at my school and that I belong - 57% agree, 35% somewhat agree
  - I know how to be a helpful/positive friend to others – 84% agree, 15% somewhat agree
  - My friend makes everyone feel included, 35% agree, 49% somewhat agree
- And because teachers started using the Smiling Mind resources in their social and emotional learning program the year 3 to 6 cohort was also surveyed against 6 criteria.
  - Connection – average score 75.42%
  - Engagement – average score 63.8%
  - Gratitude – average score 73.56%
  - Happiness – average score 69.73%
  - Mindfulness – average score 68%
  - Perseverance – average score 68.99
- Although it has been discussed by teachers across year levels that they have noted our students' resilience is generally low, the year 1 teaching team developed a spiral of inquiry during the year to focus on that specifically and noted a significant increase following targeted lessons. Although we use the Friendly Schools Plus resource across the school as our primary resource for our social and emotional learning program, we suspect that there has not been a consistent and dedicated approach. This is something we would like to review.

## Our achievements for this priority

### Build the school's capacity to further develop student resilience

- Implemented Smiling Mind Curriculum and received staff feedback
- Conducted the staff, parent and student BeYOU surveys to gather data regarding resilience
- Contributed wellbeing items regularly to school newsletters
- Provided a staff Wellbeing Expo Professional Learning session to share ideas and resources
- Further developed staff knowledge around the Friendly Schools Plus program across year levels
- Accessioned new SEL resources at the library
- Continued to promote wellbeing days to our school community, such as '12 Days of Kindness'
- Introduce Wellbeing slides for week 1 each term to encourage staff in using the variety of SEL resources the school has
- Upskilled select staff in preparation for implementation of the Peer Support Program to start in term 1 of 2024

**Increase teacher capacity to further develop student self-efficacy**

- Continued to support a buddies program across Preschool/Yr5 and Kindy/Yr6
- Continued to support staff in using whole school Student Recognition system through updated Awards, Values tickets (MMM) and through the Corridor Cockatoo initiative
- Contributed regularly to school newsletters through student recognition articles and photos
- Conducted the staff, parent and student BeYOU surveys to gather data regarding resilience
- Continued to build the wellbeing project team's knowledge around increasing self-efficacy
- Increased practice in explicit teaching of self-efficacy throughout the whole school through the wellbeing slides

**Implement a strong buddy program across the whole school**

- Continued to support a buddies program across Preschool/Yr5 and Kindy/Yr6 with the goal of making this across the whole school with the implementation of Peer Support in 2024

**Develop peer support implementation to embed across the school**

- Upskilled select staff in preparation for implementation of the Peer Support Program to start in term 1 of 2024

**Embed student achievement acknowledgement across the school**

- Continued to support staff in using whole school Student Recognition system through updated Awards, Values tickets (MMM) and through the Corridor Cockatoo initiative
- Contributed regularly to school newsletters through student recognition articles and photos

**Build on the school's understanding of what cultural integrity is at Majura**

- Whole staff PL opportunities – Walk on country, Indigenous Edible Gardens and 8Ways Learning Framework
- Whole school events- as Indigenous Literacy Day/Week celebrations, Doing Things Together Day, NAIDOC Week celebrations (including 'Museum to You' Indigenous suitcases), Aboriginal Children's Day (preschool) and a Musica Viva performance.

**Construct and action a Reconciliation Action Plan**

- Reflection survey completed
- Vision statement expressing what reconciliation means to majura Primary School completed
- 11 actions added to our RAP

**Provide opportunities for our Indigenous students to participate in cultural events and celebrations both internally and externally**

- Peer program visits with Campell High School students
- Participation in Inner North Cluster celebration event

Challenges we will address in our next Action Plan

- Buddies program will transition from year 5/preschool and year 6/kindy to whole school Peer Support Program
- Implement a strong buddy program across the whole school
- Promoting high self-efficacy to remain a focus for educators through pedagogy development
- Implement the new Smiling Mind Curriculum resources from preschool to year 2 to improve social and emotional skills and positive development of wellbeing
- Continue to supplement FSP programming with Smiling Mind resources across the school and track the impact every term through the use of Smiling Mind Surveys
- Continue to promote wellbeing to the school community via newsletters and refine the process
- Investigate wellbeing workshops to support parents and families
- Support new Student Parliament role with the introduction of Wellbeing Ministers
- Develop a clear timeline of events/celebrations for each term across the year
- Revisit the Cultural Integrity belief statement
- Continue to develop our school Reconciliation Action Plan (RAP), ensuring both staff and students input into its development
- Continue to provide PL designed to improve cultural awareness of staff
- Build on the 8 Ways Learning Framework through continued PL
- Continuing to improve inclusiveness for Indigenous students
- Continue to build the connections to our indigenous community for both students and parents.

## Priority 2: Improve student growth in reading and writing

### Targets or measures

By the end of 2024 we will achieve:

- **Target or measure: 70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of a sample of ACARA “similar schools”.**
- **Target or measure: 66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. This target was set by considering the gain performance of a sample of ACARA “similar schools”.**
- **Increase the growth points of students in the top 25% in the PAT Reading test to 15 points**

In 2023 we implemented this priority through the following strategies.

- Support teachers to embed the Soundwaves program within their classroom teaching and learning
- Introduce workshop model in literacy teaching
- Implement weekly school wide free writing time (optional prompt provided)
- Encourage increased family connections with reading at home through parent information sessions and the publishing of these (including frequently asked questions) on our school website

- Familiarise staff with version 9 of the Australian Curriculum for transition in 2024 and to make connections between disciplines
- Introduce Inquiry as a preferred pedagogical practice and set expectations that teams will collaborate using an inquiry planner developed by the Majura Curriculum Team
- Developing Planning Templates for Inquiry planning to support teachers to design units of work that focus on conceptual understanding and transdisciplinary 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 2019	Year 1 2020*	Year 2 2021	Year 3 2022*	Year 4 2023*
70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading (similar schools) source NAPLAN	61.2%	NA	66.3%	NA	
70% of our year 3 students will be at strong or exceeding proficiency levels in NAPLAN reading					79%
70% of our year 5 students will be at strong or exceeding proficiency levels in NAPLAN reading					87%
66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing (similar schools) source NAPLAN	61.2%	NA	57.0%	NA	
66% of our year 3 students will be at strong or exceeding proficiency levels in NAPLAN writing					88%
66% of our year 5 students will be at strong or exceeding proficiency levels in NAPLAN writing					78%

\*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID). *[Delete text if not relevant to your school]*.

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
Increase the growth points of students in the top 25% in the PAT Reading test to 15 points by 2024	0.4 points	9.7 points	1.4 points	9.1 points	5.1 points

#### *What this evidence tells us*

- We are intrigued by the data, particularly the apparent discrepancy between the NAPLAN results and our PAT data. We have achieved good results in both year 3 and 5 reading and writing, performing better than the ACT average in year 3 and 5 reading (exceeding), and year 3 and 5 writing (strong). Conversely our increase in growth points for reading as measured by PAT was nowhere near our desired 15 points and took a steep decrease from our progress last year. We report here on the aggregate score of the year 3 to 6 cohort, so between year levels we lose the year 6 group and gain the year 3s. We don't believe this accounts for the decrease of growth. Our year 3s had 8.9 growth point increase, our year 4s a 12.4 increase,

year 5 –5.4 and year 6s a growth point increase of 4.5. Our year 5 cohort had quite a disrupted year in terms of teaching, so that may have had an impact.

- In our next plan which will be developed following review in 2024 we will be looking at selecting measures wider than the year 3 and 5 cohorts.
- With our high NAPLAN scores, we will need to work hard to show growth and need to determine additional measures that allow us a broader picture of student achievement and/or growth.

### Our achievements for this priority

#### **Support teachers to embed the Soundwaves program within their classroom teaching and learning**

- Facilitated two professional learning sessions with Soundwaves facilitators
- Conducted teacher survey regarding Soundwaves usage; most teachers are using it daily
- Anecdotal data collected by teachers indicates spelling growth across the board, student use of spelling resources to support transference of spelling knowledge into their own writing

#### **Introduce workshop model in literacy teaching**

- Facilitated professional Learning session for interested teachers
- Peer observation of workshop model in action
- Several teachers trialling a range of models in their practice

#### **Implement weekly school wide free writing time to extend of engagement and success of Writers' Festival**

- Facilitated professional learning session around free writing

#### **Encourage increased family connections with reading at home through parent information sessions and the publishing of these (including frequently asked questions) on our school website**

- Facilitated family information session about ways to support reading at home
- Home reading program pamphlet sent home to all kindergarten parents and available on the school website

#### **Familiarise staff with version 9 of the Australian Curriculum for transition in 2024 and to make connections between disciplines**

- Workshops were provided for staff to familiarise themselves with the new Version 9 Australian Curriculum that is being implemented in 2024 and see how the achievement standards vary from now
- The Curriculum page on the school website was updated to reflect current beliefs and practices across all key learning areas.

#### **Introduce Inquiry as a preferred pedagogical practice and set expectations that teams will collaborate using an inquiry planner developed by the Majura Curriculum Team**

- Teaching teams are starting to use an integrated approach when planning units of work.

#### **Developing Planning Templates for Inquiry planning to support teachers to design units of work that focus on conceptual understanding and transdisciplinary learning**

- Towards the end of the year the current whole school learning area overview documents were adjusted to reflect the new Australian Curriculum
- Teachers continued to use the term overview document to plan their term overviews for each learning area. These planning documents are saved in a shared folder on the G: drive accessible to all staff
- Towards the end of the year the current term overview document was adjusted to align with the new whole school learning area overviews so there were consistent requirements for each document that could be transferred and linked.

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

- Establish reading assessment requirements to replace PM Benchmark
- Utilise data (including NAPLAN and ILPs) to determine needs for age-appropriate decodable texts for senior students
- Establish new home reading program for junior students.  
Conduct parent information/education of new home reading program (perhaps in conjunction with year level information sessions)
- Ensure staff new to Majura are supported to teach Soundwaves  
Promote workshop model (and point of need grouping for teaching)  
Support teaching staff to implement weekly free writing session

### Priority 3: Improve student growth in mathematics

#### Targets or measures

By the end of 2024 we will achieve:

- **Target or measure: 64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of a sample of ACARA “similar schools”.**
- **Target or measure: Increase the proportion of students responding always or mostly to 75% to the question Do you feel your learning has relevance to the real world, by 2024.**

In 2023 we implemented this priority through the following strategies.

- Build teachers’ capacity to use consistent, high impact pedagogical approaches in daily maths lessons.
- Build teachers’ capacity in the teaching of number across the school.
- Share maths learning at Majura with the wider community.
- Familiarise staff with version 9 of the Australian Curriculum for transition in 2024 and to make connections between disciplines



- Introduce Inquiry as a preferred pedagogical practise and to set expectations that teams will collaborate using an inquiry planner developed by the Majura Curriculum Team
- Develop Planning Templates for Inquiry planning to support teachers to design units of work that focus on conceptual understanding and transdisciplinary 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*

<b>Targets or Measures</b>	<b>Base 2019</b>	<b>Year 1 2020*</b>	<b>Year 2 2021</b>	<b>Year 3 2022*</b>	<b>Year 4 2023*</b>
64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy (similar schools) source NAPLAN	54.5%	NA	53.3%	NA	
64% of our year 3 students will be at strong or exceeding proficiency levels in NAPLAN numeracy					71%
64% of our year 5 students will be at strong or exceeding proficiency levels in NAPLAN numeracy					81%

\*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID). *[Delete text if not relevant to your school]*.

<b>Targets or Measures</b>	<b>Base 2019</b>	<b>Year 1 2020*</b>	<b>Year 2 2021</b>	<b>Year 3 2022*</b>	<b>Year 4 2023*</b>
Increase the growth points of students in the top 25% in the PAT Maths test to 8 points in 2024	6.2 points	4.2 points	1.6 points	14.4 points	4.45 points

#### *Perception data*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Increase the proportion of students responding <i>always</i> or <i>mostly</i> to 75% to the question "Do you feel your learning has relevance to the real world?" by 2024	56%	70.4%	59.9%	-	52.4%

#### *What this evidence tells us*

Again we notice with interest the apparent discrepancy between the NAPLAN results and our PAT data. The percentage of students in the strong and exceeding proficiency levels was above the ACT averages and yet our PAT growth was nowhere near where we had been hoping. Obviously, we are unable to match growth for growth this year, but we would have expected to see strong performance in both tests. We gather year level PAT data for years 3, 4, 5 and 6. and although we provide an aggregate score for the purpose of this report, we also look at the performance of each year level cohort. Our year 3 group had a growth point increase of 7.5 and the year 5 cohort had a

growth point increase of 2.9. The year 3 group added more growth than any other year level (year 3 – 7.5, year 4 – 5.4, year 5 – 2.9 and year 6 – 2.0).

Anecdotally, teachers report that children are actively engaged in their learning and demonstrate their wide general knowledge and broad range of experiences within the school setting. We wonder whether teachers are not connecting their classroom learning and teaching programs strongly enough with children's existing context; this is one of the things we are considering in moving towards an inquiry learning approach. Although we initially intended to start our professional learning to introduce an inquiry pedagogy into the school this year, with the introduction of version 9 of the Australian Curriculum, we worked instead on supporting staff to see the links between the learning areas and new planning templates to be used across the school.

### Our achievements for this priority

#### **Build teachers' capacity to use consistent, high impact pedagogical approaches in daily maths lessons.**

- Planned and delivered two whole staff professional development sessions
- The professional learning has covered warm up activities and reflections so far
- Activities were group lead and interactive
- Staff were highly engaged and provided positive feedback
- A resource bank was created to support warm up activities and reflections for teachers

#### **Build teachers' capacity in the teaching of number across the school.**

- A scope and sequence for teaching number across the school has been created
- Specific skills and strategies identified relevant for each year group
- Creation of planning document to demonstrate strategies

#### **Share maths learning at Majura with the wider community.**

- Maths learning shared on Seesaw
- Majura School website updated to reflect maths teaching at Majura

#### **Familiarise staff with version 9 of the Australian Curriculum for transition in 2024 and to make connections between disciplines**

- Workshops were provided for staff to familiarise themselves with the new Version 9 Australian Curriculum that is being implemented in 2024 and see how the achievement standards vary from now
- The Curriculum page on the school website was updated to reflect current beliefs and practices across all key learning areas.

#### **Introduce Inquiry as a preferred pedagogical practice and set expectations that teams will collaborate using an inquiry planner developed by the Majura Curriculum Team**

- Teaching teams are starting to use an integrated approach when planning units of work.

#### **Develop Planning Templates for Inquiry planning to support teachers to design units of work that focus on conceptual understanding and transdisciplinary learning**

- Towards the end of the year the current whole school learning area overview documents were adjusted to reflect the new Australian Curriculum
- Teachers continued to use the term overview document to plan their term overviews for each learning area. These planning documents are saved in a shared folder on the G: drive accessible to all staff
- Towards the end of the year the current term overview document was adjusted to align with the new whole school learning area overviews so there were consistent requirements for each document that could be transferred and linked.

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

#### **Build teachers' capacity to use consistent, high impact pedagogical approaches in daily maths lessons.**

- Continue to revisit the PLs that have been delivered
- Continue to build capacity in the ten high impact teaching strategies through regular whole staff professional development
- Decide what and how we will use data to measure the impact of PLs on student outcomes (PAT, NAPLAN, CAT)
- Look into providing additional support to teachers through mentoring and observations
- Continue to develop resources to support teachers

#### **Build teachers' capacity in the teaching of number across the school.**

- Ensure teachers are referring to Majura's scope and sequence when planning
- Realign scope and sequence to match the new curriculum
- Decide what and how we will use data to measure the impact of number work on student outcomes (PAT, NAPLAN, CAT)

#### **Share maths learning at Majura with the wider community.**

- Maths festival to take place in 2024. Date TBC
- Week focused on teaching and learning in maths
- Sharing afternoon with parents

#### **Additional challenges:**

- Resources- ensuring each teacher has a resource box, having enough topic resources for a team and keeping track of everything.

### Reporting on preschool improvement

- Our Quality Improvement Plan was reviewed at the end of 2023 and is being continually updated. \*A copy of the QIP is available for viewing at the school.