

Ngunnawal Primary School

Network: North Canberra/ Gungahlin

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

Education Directorate Strategic Indicator 2018-2021

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

Reporting against our priorities

Priority 1: ***To improve student outcomes in Literacy***

Targets or measures

By the end of 2018 we will achieve:

By the end of 2018

- To increase the percentage of year two matched students receiving an A or B grade for English to 20% or more
- To decrease the percentage of year two matched students receiving a D grade for English to 20% or less
- No student in year two to receive an E grade for English
- To increase the percentage of students in years three to six receiving a C grade for English to 60%
- To increase the remaining students in year three to six in receiving an A or B for English by 30%
- To increase the number of students achieving expected growth or better on SMART to 61%

In 2018 we implemented this priority through the following strategies.

- ***Developing a word conscious culture at NPS***
- ***Learning Walks***

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 2017 | Year 1 2018 | Year 2 2019 | Year 3 2020 | Year 4 2021 | Year 5 2022 |
|---------------------------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Year 2 English A and B Grade Data | 38% | 35% | N/A | N/A | N/A | N/A |
| Year 2 English D Grade Data | 20% | 6% | N/A | N/A | N/A | N/A |
| Year 2 English E Grade data | 0% | 0% | N/A | N/A | N/A | N/A |
| Year 3-6 English C Grade Data | 50% | 37% | N/A | N/A | N/A | N/A |
| Year 3-6 English A and B Grade Data | 32% | 44% | N/A | N/A | N/A | N/A |
| NAPLAN Growth Reading | 46.6% | 48.3% | N/A | N/A | N/A | N/A |
| NAPLAN Growth Writing | 56.9% | 33.3% | N/A | N/A | N/A | N/A |
| NAPLAN Growth Spelling | 41.4% | 46.7% | N/A | N/A | N/A | N/A |
| NAPLAN Growth Grammar and Punctuation | 48.3% | 55% | N/A | N/A | N/A | N/A |

School program and process data

| Targets or Measures | Base 2017 | Year 1 2018 | Year 2 2020 | Year 3 | Year 4 | Year 5 |
|--|-----------|-------------|-------------|--------|--------|--------|
| Implementation of teacher led Learning Walks | 0% | 100% | N/A | N/A | N/A | N/A |
| Team developed Questions of Practice | 0% | 100% | N/A | N/A | N/A | N/A |

What this evidence tells us

- In terms of meeting the target to increase the percentage of year 2 matched students receiving an A or B grade for English to 20% or more was achieved even though the percentage was a little less than 2017
- The target to decrease the percentage of year two matched students receiving a D grade for English to 20% or less was also met at 6%, a drop of 14 percentage point.
- The target no student in year two to receive an E grade for English was also met
- The target to increase the remaining students in year three to six in receiving an A or B for English by 30% has been met at 44%
- The target to increase the percentage of students in years three to six receiving a C grade for English to 60% was not met at 37%
- NAPLAN Growth for Spelling whilst not meeting the AAP target of 61% did demonstrate and incremental increase of 5.3% for matched students
- NAPLAN Growth for Grammar and Punctuation demonstrated an incremental increase of 6.3% for matched students
- All teaching staff were engaged in Learning Walks, that incorporated a defining, observing and feedback cycle to support the goal of improving spelling through developing a word conscious culture at Ngunnawal Primary School

What does this evidence indicate about your school's progress towards your five-year targets?

- That positive increments were made towards achieving the five-year targets for both NAPLAN aspects of Spelling and Grammar and Punctuation
- Further work needs to be done at the school to support students to achieve a C Grade or higher for English to meet the five-year target of 90% of cohorts meeting this target

Have any of your data sources changed over time? If so, why?

- Given this was the first year of Ngunnawal Primary School five-year plan, no data sources were changed.

What implications does this evidence have for your next AP?

- The school will need to include writing to more broadly determine whether spelling and grammar and punctuation improvements made in 2018 are not isolated but demonstrates increased skills acquisitions in authentic contexts

Our achievements for this priority

Targeted Action Groups (TAG) were formed and led by executive staff to work on and deliver outcomes for this priority. The TAG teams met several times a term and reported back at staff and executive meetings.

Spelling

During 2018 the school focused primarily on Spelling and this was embedded into our work towards developing a word conscious culture at Ngunnawal Primary School. Professional learning

was strategically delivered to support teachers to build their capacity around using an authentic strategy based approach to the teaching of spelling. To support this initiative a set of Ngunnawal Non-negotiables were developed to support consistency, both of language and pedagogy across the P-6 setting. These non-negotiables were that all classrooms across the school should include:

- Word walls,
- Hot Reads
- Use *Guided Thinking for Effective Spelling* when planning spelling programs

In addition to this a spelling document was created in 2018 drawing from the Australian Curriculum, Christine Topher's *Guided Thinking for Effective Spelling*, David Hornsby's "Teaching Phonics in Context" and *Letters and Sounds: Principles and Practice of High-Quality Phonics* by Primary National Strategy. This document's intention was to create a strategies-based approach to learning in a simple, easy to read document. The document focused on giving teacher's easily accessible scope and sequences, resources and rubrics to assist them with their teaching. The document was released to Targeted Action Group (TAG teams) in term 3 and later released to all teachers to trial in term 4. Teachers gave positive feedback regarding the document and therefore will be continued to be used as the curriculum delivery document for Spelling at Ngunnawal Primary School.

Learning Walks

Learning walks and protocols were introduced to teams successfully. Staff valued this process and commented positively on this opportunity for professional development.

All P-6 teams worked collaboratively to develop an intentional focus on improving reading and spelling. Team leaders presented to their cohort an introduction on Learning Walks and format they would take at Ngunnawal Primary. Learning walks were conducted during Term 3 and Term 4. The purpose of the learning walk was to determine how teachers can support the improvement of reading and writing outcomes by continuing to implement the essential practices in literacy across the school. Feedback was gathered based on the reflections made by each team on what they observed during their learning walks.

Outlined below are the questions of practice and team reflections used during Learning Walks.

Whole school reflections summarised

Question:

Is the language that teachers are using consistent and intentional? Is appropriate vocabulary and academic language being used within the classroom?

Reflection Summary:

- Language used was subject specific. Activities allowed language to be used by students and teachers and this was supported by alpha boxes, classroom displays etc.
- Children and teachers were using subject specific language. The vocab they were using was in-line with lesson content.
- Alpha Boxes.
- Evidence of different ways of displaying learning and print.
- Lots of print around the room.
- All classrooms have tried to build vocabulary.
- Class libraries were great
- Lots are imbedded language
- How do we make sure all environment print is accessible?
- Consistent across cohorts
- Sounding out / chunking strategies used.
- Learning intentions and success criteria are being explained before lessons.
- Strategies were different across cohorts, however the structure of the lesson and the way it was delivered was similar.

- While the strategies were different, they were all using non-fiction texts relating to animals
- Children and teachers were using consistent language. The vocab they were using was in-line with the teaching.

Question:

Does the classroom environment support spelling and reading?

Reflection Summary:

- Evidence was that all classrooms support spelling and reading.
- Word walls.
- Hot reads.
- Word noticing walls.
- Alpha boxes in most classes. Used in a variety of subject areas. We need to use the common template in all spaces.
- Hot reads in most classes. Discuss ideas for Indonesian as there is no classroom.
- Anchor Charts.
- Teacher hot reads accessible to the class (some have an explanation as to why it is the teacher's choice)
- Bump it up walls displayed but not consistent across school.
- Word of the week
- Alpha boxes
- Word walls
- Anchor charts
- Hot reads
- Bump it up walls
- Word noticing walls
- Spelling strategies
- Varying levels of displays and lots of different ways to display.

Question:

Does the room match our beliefs on having diverse reading materials?

Reflection Summary:

- An abundance of books in the Music, environmental science and LSC rooms
- Indonesian texts were present in classroom.
- we should order book displays for some spaces to be in line with what is used in classrooms.
- Indonesian book audit. These are most likely outdated, order more. Not having a classroom space is another factor.
- A few classes had digital texts
- All classes had class libraries
- Strong belief that teaching reading is important
- Most class libraries have labels
- Are there high expectation for all students?

Question:

Do students know what they are learning and why it is important? (Learning intentions)

Reflection Summary:

- Yes, most students knew and were aware of the learning intention of the lessons.
- Students relied on word walls and vocabulary work in their books to support spelling and meaning.
- Learning intentions displayed.
- WALT, WILT and WILF (written on the board).
- Lessons explicitly explained.
- Students explained their roles and where to get help. Some students need support with this.
- Where to go if they need help- 'just ask the teacher' (one class)

- Most children had an idea of where they could go to ask for help. ‘You go to the walls, then a classmate and then to teacher.’

Question:

Is there evidence that students have opportunities to read during the day

Reflection Summary:

- Books in book boxes (information and picture books).
- Planned reading groups.
- Dictionaries available.
- Class libraries.
- Shared Libraries.
- Take home books.
- Students can read to the class during transition of lessons.
- Students can access the teacher’s hot read.
- Yes- reading rotations.
- Daily planner showing reading time.
- Children verbally confirmed.

Question:

How are teachers building reading strategies and stamina in the classroom?
(Visualising, inferring, summarising)

Reflection Summary:

- Fluency
- Paired reading
- Reading groups
- Reading strategies were evident in each room
- They were displayed on the board
- Each class had the teacher working with a smaller group.
- Familiar texts used
- The term reading stamina was familiar to students

The school needs to remain focused on improving the spelling outcomes for students. It will be important for school leaders and TAG to ensure that the endorsed curriculum delivery plan for Spelling and the relevant texts are used consistently across the school. The 2018 (AAP) target was to increase the number of students achieving expected growth or better to 61 percent for spelling. While this target was not met, the school did experience an increased growth of 5.3 percent making the overall number of students achieving expected growth or better to 46.7 percent. We are really heartened by this percentage increase and are very positive that our growth will continue to improve.

Looking ahead to next year, we will continue to maintain the focus on improving the percentage of students making expected or better growth between matched students. We will continue to embed the 10 essential skills for literacy learning and using a strategies-based approach to the teaching of spelling.

Challenges we will address in our next Action Plan

- Moving from the implementation stage to embeddedness
- Continuous upskilling of new staff to the school
- Developing a clear school-based induction process

- Moving data analysis from conversation to discussion that inform documented planning in the form of Support, Core and Extension

Priority 2: *To improve student outcomes in Mathematics*

Targets or measures

By the end of 2018 we will achieve:

- To increase the percentage of year three – six students receiving a C grade for Mathematics to 60% or greater
- To decrease by 15% the number of students in year 1 – 6 who receive a D grade for Mathematics
- Move to 71% of students who achieve expected or better growth on NAPLAN

In 2018 we implemented this priority through the following strategies.

Participation in the ACT Education Directorate’s PANLS program to build capacity in the teaching of Mathematics at Ngunnawal Primary School.

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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 2017 | Year 1 2018 | Year 2 2019 | Year 3 2020 | Year 4 2021 | Year 5 2022 |
|--|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| NAPLAN Growth Data | 30.5% | 49.2% | N/A | N/A | N/A | N/A |
| Decrease the number of students in year 1 –6 receiving a D Grade for Mathematics by 15% | 16% | 19% | N/A | N/A | N/A | N/A |
| Increase the percentage of students in years 3-6 who receive a C Grade for Mathematics by 60% or greater (source: 2018 school data) | 43% | 44% | N/A | N/A | N/A | N/A |
| *Increase the percentage of students in years 3-6 who receive a C Grade for Mathematics by 60% or greater (source: 2018 school data) | 78% | 89% | N/A | N/A | N/A | N/A |

What this evidence tells us

What does this evidence indicate about your school’s progress towards your five-year targets?

- The target for achieving 60% growth for matched student in the Numeracy aspect of NAPLAN was not met however the school did see an increased growth of 18.7% of matched students achieving expected or greater than expected growth in numeracy. This is very positive as it and demonstrates the school is on track to meet this five-year target. This target may need to be readjusted for the 2019 Action Plan to a more realistic target rather than an aspirational one, for a year long focus.
- When first looking at this target, it looks like the school only made a 1% increase in the number of students who received a C Grade for Mathematics from 2017 to 2018 and therefore the target was not met. However when adding the percentage of students who

received a C grade or higher for both years it is evident that the school increased the percentage of student achieving a C grade or higher by 11%.

- The school joined PANLS and have began using the Learning Trajectories when planning maths programs to further support improving learning outcomes in Mathematics at the school.

Have any of your data sources changed over time? If so, why?

- Given this was the first year of Ngunnawal Primary School five-year plan, no data sources were changed.

What implications does this evidence have for your next AP?

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Our achievements for this priority

In response to a decline in the mathematics results at the end of 2017, this year, the Ngunnawal Tag team worked closely as a Professional Learning Team to trial the Principals as Numeracy Leaders (PANLS) Mathematics which aligns with the Australian Curriculum. The result of this has been positive for our 2018 results.

One strategy to improve teaching practice in maths has been to provide staff with external professional learning opportunities as well as in school strategies such as mentoring and coaching. To promote partnerships with parents in mathematics education, a community workshop was held in term 3, which was attended by over 124 families. The workshop focused on a range of mathematics topics to develop understandings of what maths learning looks like and strategies to assist children at home. The families were provided with a mathematics brochure. Feedback during consultation on the night indicated that 100% of parents who attended the workshop found the night helpful and informative and would use the resource at home.

The school leadership team and key teaching staff attended PANLS throughout 2018. Participation in this professional learning allowed staff to develop a school numeracy plan based on best practice and research, for implementation over the coming years. Participation in PANLS provided the school with the opportunity for teachers to attend Count Me In Too (CMIT) and Middle Years Mental Computation (MYMC) professional learning. This led to staff increasing their sharing of exemplary practice in numeracy during TAG and PLT meetings. The result of this saw staff implement a range of new pedagogical strategies to effectively teach maths. Our maths vision has included CMIT and MYMC as teaching tools and these are in our assessment schedule.

Complementing this, a staff survey identified that additional mathematics resources were required, which led to the Numeracy Committee purchasing \$1500 worth of additional resources to support mathematics teaching. We as a Maths Team to created and promoted our shared maths vision so that all teachers deliver a sequential learning experience from K– 6. As well we have linked all the recommended school maths resources to the Australian Achievement Standard so that the teachers have a comprehensive document that explains what the students need to learn. The sparked creation of a school wide maths planning document which allows for differentiation in teacher planning. After discussing with teachers, we facilitated the development of a Ngunnawal maths language document which provided teachers with a comprehensive understanding of what maths language needs to be taught and in which sequence. This has been well received by the staff at Ngunnawal and readily utilised in classrooms. By interrogating data and subsequent professional conversations, we can identify the changes and resources that have been most effective. These rich conversations are now on the agenda of our team meetings and provide purposeful dialogue directed at improving student learning.

The use of testing to gauge student levels of understanding has been effectively and consistently utilised at Ngunnawal. This year, teaching teams worked collaboratively through mentoring and workshops during PLT time to support one another to analyse the processes needed to create accurate pre and post-tests, as well as identifying quality maths tests. Progress was made in this area and the maths TAG and the leadership team have identified the need to continue this approach as a focus in 2019.

Challenges we will address in our next Action Plan

- Moving from the implementation stage to embeddedness of PANLs
- Continuous upskilling of new staff to the school
- Developing a clear school-based induction process

Priority 3: Improve social and emotional wellbeing for students with a focus on positive relationships

Targets or measures

By the end of 2018 we will achieve:

- System survey results indicate that 50% of student perceive behaviour is managed well
- System survey results show that 70% of students perceive their opinions are taken seriously

In 2018

We implemented this priority through the following strategies.

- Review and lift the profile of the school's S.H.A.R.E Values and provide opportunities for student agency through Ngunnawal Primary's Student Council. Students will be clear about behavioural expectations at the school.
- Alignment of school based social report to the Australian Curriculum
- Positive Behaviours for 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 satisfaction survey data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------|--------|--------|--------|--------|--------|
| I can talk to my teachers about my concerns | 59% | 64% | | | | |
| Student behaviour is well managed at this school | 29% | 29% | | | | |
| I like being at this school | 62% | 65% | | | | |
| I feel a strong connection with this school | 55% | 59% | | | | |
| I feel I belong at this school | 58% | 63% | | | | |
| My school takes students' opinions seriously | 53% | 58% | | | | |

Staff satisfaction survey Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------|--------|--------|--------|--------|--------|
| Student behaviour is well managed at this school | 46% | 55% | | | | |
| Students like being at this school | 87% | 85% | | | | |
| I feel like I belong at this school | 85% | 91% | | | | |
| I care about this school | 86% | 94% | | | | |

| | | | | | | |
|--|-----|-----|--|--|--|--|
| Students at this school can talk to their teachers about their concerns. | 94% | 94% | | | | |
|--|-----|-----|--|--|--|--|

What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?

- The target for achieving 50% for student perceive behaviour is managed well in the Well being aspect was not met the school didn't see an increased of 29%.
- When first looking at the target, 70% of students perceive their opinions are taken seriously the school only made a 5% increase in the number of students who agree with that statement and therefore the target was not met.
- The school joined PBL and has begun using this program when planning to further support improving outcomes in wellbeing at the school.

Have any of your data sources changed over time? If so, why?

- Given this was the first year of Ngunnawal Primary School five-year plan, no data sources were changed.

What implications does this evidence have for your next AP?

- The school will need to include PBL more broadly within the school to increased student survey data.

Our achievements for this priority

This year at Ngunnawal Primary School student wellbeing has been a focus. There has been more opportunity for student voice with regular, vigorous student council meetings and school captain meetings were held with the principal at various times throughout the year. Our results show that a higher percentage of students felt that they can talk with their teachers about their concerns and they like being at the school. A considerable percentage of students able have a strong connection with the school and feel like it is a place that they belong.

The school staff begun the journey of lifting the profile of the school S.H.A.R.E values. A part of this has centred around TAG teams and meetings, one of which has had wellbeing as its focus. The team began by examining the school's share values AND 'unpacking' their meaning. In the middle of the year a decision was made to become a Positive Behaviour for Learning (PBL) school. This process is considerable, and the wellbeing team then morphed into a PBL team. Mapping the Australian Curriculum against the school's S.H.A.R.E values and PBL frameworks is a work in progress and will be the work of this team into 2019.

While the results have increased for student behaviour is well managed at this school for the staff population, many of the other result here have remained about the same. Work will continue with this priority in subsequent years.

Challenges we will address in our next Action Plan

- Moving from the implementation stage to embeddedness of PBL
- Continuous upskilling of new staff to the school

- Developing a clear school-based induction process

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.

The Preschool worked as a Targeted Action Groups (TAG) led by the Deputy Principal to work on and deliver outcomes for this priority. The TAG team met several times a term and reported back at staff and executive meetings. The main focus was working on the National Quality Framework and ensuring policies, procedures were up to date and law and regulations were maintained. The preschool spent time working with Gina and Michelle from Early Childhood Education on reviewing and creating a philosophy that reflects the community and educators' beliefs. This was shared with the community and feedback was sought. The School Board approved the philosophy.

As aligned with the whole school, All P-6 teams worked collaboratively to develop an intentional focus on improving reading and spelling. Team leaders presented to their cohort an introduction on Learning Walks and format they would take at Ngunnawal Primary. Learning walks were conducted during Term 3 and Term 4. The purpose of the learning walk was to determine how teachers can support the improvement of reading and writing outcomes by continuing to implement the essential practices in literacy across the school. Feedback was gathered based on the reflections made by each team on what they observed during their learning walks.

The Preschool team aligned with the school in the journey of lifting the profile of the school S.H.A.R.E values. The team began by examining the school's share values AND 'unpacking' their meaning. In the middle of the year a decision was made to become a Positive Behaviour for Learning (PBL) school. This process is considerable, and the wellbeing team then morphed into a PBL team. This continues to be the work of this team into 2019.

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