Taylor Primary School

Network: Tuggeranong

Impact Report 2019

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 1 and 3 (see reporting for detail):

- Transition to an inclusion model for students accessing learning support program
- Continue to embed universal language through Positive Behaviours for Learning

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):

- Targeted professional learning for school leaders and classroom teachers to improve teaching and learning of writing
- Commenced feedback cycles and PLC model that align with strategic improvement goals

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 1 and 3 (see reporting for detail):

- Personalised learning goals for all students
- Exploration of conceptual framework and team planning for learning assets
- Enrichment opportunities in cross curriculum areas

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

Reporting against our priorities

Priority 1: **Improve growth in student performance in writing achievement standards across all year levels**

Targets or measures

By the end of 2023 we will achieve:

- 25% of students (K-6) are achieving above standard for writing
- % of students in the top two bands is equal to similar schools based on a three year average.
- 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher provides me useful feedback about my school work'
- For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.

In 2019 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- Feedback Culture

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
25% of students (K-6) are achieving above standard for writing	12.31%	Not yet available				
% of students in the top two bands is equal to similar schools based on a three year average.	30.6% - YR 3 3.3% YR 5	40.7% YR 3 10.43% YR 5				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher provides me useful feedback about my school work'	75.58%	85.3%				

Analysis Priorities Strategies Actions Impact (for student)

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.	50%	Not yet available				

What this evidence tells us

- Writing has excellent growth with mean scale scores well above similar schools and all schools.
- There are few students in the bottom bands in all domains. Improvement is required to increase numbers in the top bands.
- Personalised goal setting….

Our achievements for this priority

- Significant investment into professional learning for school leaders and classroom teachers
- Teacher confidence and practice in writing instruction has improved and is evident through:
  - Student work samples - before and after
  - Walkthroughs and formal observations
  - Conversations in PLC's
  - Children engaged in the writing process
- School leader confidence and skill set has continued to grow when providing feedback to teachers.
  - Cycles of feedback have continued and on reflection, the leaders have commenced changing the way this looks, spending a few mornings a week with the one cohort, rather than once every 3-4 weeks.
  - Teacher's give useful feedback (students) increased from 68.6% to 85.3%
- PLC agenda has been focussed on writing
- PL - ALEA, Early Years Literacy Project, writing inquiry
- Improvement in student engagement in writing.
- Children are writing for purpose. Writing for an audience, links to conceptual inquiry learning
- Participation in writing has increased
- Effective teaching practice aligned with the guiding principles are more consistently being implemented with a focus on 'explicit instruction, choice and response'

'Our school's contribution to whole-of-system Strategic Indicators'

- To facilitate high quality teaching we have made professional learning and coaching mentoring a priority to build the capacity of all educators.

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

Challenges we will address in our next Action Plan

- Continue with a focus on improving writing through implementing a writers workshop model
- Consider how to build capacity in teaching spelling, including morphology and how it is consistently taught across the school.
- Utilising the literacy progressions to set student writing goals.
- Systems and processes to track student progress of writing i.e. writing folders or writer's notebook.

Priority 2: **Improve growth in student performance in reading comprehension, across all year levels, maximising the potential of learners.**

Targets or measures

By the end of 2023 we will achieve:

- 50% of students (K-6) are achieving above standard for reading
- NAPLAN achievement places the school in the second quartile of 'like' schools
- 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'I receive useful feedback about my work at this school?'
- For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.
-

In 2019 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- Feedback Culture

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
50% of students (K-6) are achieving above standard for reading	28.5%	Not available yet				
NAPLAN achievement places the school in the second quartile of 'like' schools	Bottom	Not available yet				

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

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'I receive useful feedback about my work at this school?'	71%	64.3%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.	50%					

What this evidence tells us

- Staff would like variations to how and when they receive feedback. This perception has been unpacked with staff and the overall suggestions for improvement:
  - Opportunities to provide and receive feedback to other teachers
  - Increase the time team leaders spend in the classrooms and they are a part of the planning teaching and assessment cycle.
  - Feedback is focussed on high impact instructional strategies that have leverage across all learning areas.
- Using other data from NAPLAN trend data has improved for year 3 and year 5 reading and is above similar schools in 2019.
- Improvement required to increase the % of students achieving at or above expected growth.

Our achievements for this priority

'Our school's contribution to whole-of-system Strategic Indicators']

- Commenced feedback cycles and PLC model that align with strategic improvement goals to build teacher capacity.

Challenges we will address in our next Action Plan

- Continue to implement learning from the Early Years Literacy Project. How will this transfer through to the middle and upper primary

- Strategic resourcing and use of recently purchased quality literature

- Reading at home program reviewed and updated

- Implementation of a 'reader's workshop' model to build stamina to engage in sustained reading practise.

- Feedback and sharing model to facilitate more time for teachers to share quality practice.

- Utilise the Literacy progressions to develop student reading goals.

- Focus on high impact instructional strategies that have leverage across all learning areas.

- Build knowledge, skill and understanding of learning assets.

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

Priority 3: Improve growth in student wellbeing with a focus on personal and social capabilities.

Targets or measures

By the end of 2023 we will achieve:

- 60 % of students in years 3-6 'negotiate and resolve conflict' ALWAYS
- 65% of students in years 3-6 develop respectful relationships ALWAYS
- 3 year average is higher than the 3 year average of P-6 same school type of the questions 'I feel safe at my school?'
- Maintain and continue to increase the number of students who can effectively engage in 'fixing social problems'
- **Source:** Student survey - Years 1,3,5 stratified sample. 5 groups of five - random selection, set questions, questions robust
    - *Have you had a problem with a friend this week?*
    - *What did you do?*
    - *Did you know how to fix the problem?*
    - *If you can't fix the problem, where can you get help to solve a friendship problem?*

In 2019 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- Feedback Culture

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 students in years 3-6 'negotiate and resolve conflict' ALWAYS	45.59%	Not available yet				
65% of students in years 3-6 develop respectful relationships ALWAYS	52.94%	Not available yet				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
'I feel safe at my school?'	72%	72%				

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

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Have you had a problem with a friend this week? *What did you do?* *Did you know how to fix the problem?* *If you can't fix the problem, where can you get help to solve a friendship problem?*	40% 89.3% 70%	Not available yet				

What this evidence tells us

- Utilise SAS data sources more frequently. Consider adding an alternate/additional target to track more frequently.
- Children feel as safe as they did in 2018. This will be followed up with additional surveys in 2020 to continue improving student perception.

Our achievements for this priority

- Implementation of whole school assemblies that include preschool children every term.
- Implementation of the 'Taylor Pride' Citizenship award
- All classes are using SeeSaw to share learning with families
- PBL:
  - Muliyan Tokens to recognise student positive behaviours
  - Rewards continuum developed
  - Principal morning tea
  - Increased visuals and posters around the school
  - Every child can explain the four PBL expectations

'Our school's contribution to whole-of-system Strategic Indicators'

- Transition to an inclusion model for students accessing learning support program
- Continue to embed universal language through Positive Behaviours for Learning

Challenges we will address in our next Action Plan

- Transition to an inclusion model for students accessing learning support program
- Embed new parliament leadership model to continue enhancing student voice

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

- PBL Token tracking system for positive behaviours
- Continue to strengthen community partnerships through the P&C, School Board and Community consultation.

Reporting on preschool improvement

See QIP

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