

O'Connor Cooperative School

Network: North Canberra/ Gungahlin



Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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:

- Implementation of Positive Behaviours for Learning (PBL)
- Strengthening personalised learning for all through Investigations, Bush School, Community Singing and whole school cross curriculum experiences

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 2: Improve learning outcomes for students in writing and spelling

- Developing staff efficacy and capability through system and school based Professional Learning with a focus on writing

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through:

- Strengthening personalised learning for all students through Investigations, Bush School, Community Singing and whole school cross curriculum experiences

Reporting against our priorities

Priority 1: Improve learning outcomes in numeracy

Targets or measures

By the end of 2023 we will achieve:

Target: **BASE data:** Increase to 80% *the proportion* of students in kindergarten achieving at or above expected growth in mathematics in PIPS (number)

Target: **A-E grades in number** (Based on Australian Curriculum Achievement Standards)

Increase the number of students **at or above standard in the number strand** as evidenced in Years 1 & 2 Semester 2 student reports.

Targets or Measures	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
PIPS / BASE	77%	Not Available			
A-E Semester 2 reports	79%	79.5%			

Perception Data

Measure: **Parents** By 2023 90% of parent stakeholders are satisfied with the quality of education in mathematics

School program and process data

Measure: **Staff** Increase the level of staff confidence to “know the content and teaching strategies (pedagogy) of the teaching of numeracy”.

Measure: **Staff** Increase the level of staff confidence in using a whole of school approach for curriculum planning and delivery of mathematics including adequately resourced classrooms

In 2019 we implemented this priority through the following strategies.

- i. Collect baseline data using a systematic data tools for P-2 students
- ii. Professional Learning for staff
- iii. Provide engaging learning opportunities for real world learning for all students P-2

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	End 2019	End 2020	End 2021	End 2022	End 2023
PAT Maths Band 3 or above	73%	100%			
PAT Maths Yr 2 % correct Number strand	48.7%	55.73%			

Data Plan has been developed and enacted by all staff from 2019

Perception Data

Targets or Measures	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
% of parent stakeholders are satisfied with statement <i>my child is making good progress at this school.</i> <i>Overall, I am satisfied with my child's education at this school</i>	78.6%	89%			

School program and process data

Targets or Measures	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
level of staff confidence to "know the content and teaching strategies (pedagogies) of the teaching of numeracy".	67%	70%			
level of staff confidence in using a whole of school approach for curriculum planning and delivery of mathematics	50%	60%			
adequately resourced classroom to effectively teach numeracy	100%	100%			

What this evidence tells us

- The proportion of kindergarten students achieving expected or above expected growth in BASE (formerly PIPS) Maths - data not available at time of report publication
- Small class sizes and additional school funded learning support along with quality teaching was a feature of classes in 2020.
- PAT maths assessment was used to provide an external assessment.
- Having adequate maths resources available for each classroom enhances teaching and learning

Our achievements for this priority

Centralisation of data and improved teacher efficacy in using data for programming and planning

- Whole School Data Plan
- Staff are updating the data as required and are deepening their understanding of next steps for children following SENA 1 and 2 assessment
- External assessment (PAT Maths) for end of Year 1 and Year 2
- Learning from Home due to COVID 19 was well received though not preferred way of learning.

Challenges we will address in our next Action Plan

Increasing the efficacy of teachers when differentiating for numeracy

Continue to develop our suite of documents to assist teachers with understanding data and identifying next steps to support children's learning.

Continue to monitor consistency of practice in the teaching of numeracy across the school

Deepen our understanding of quality early childhood numeracy practices with a focus on mathematical language and problem solving.

50% new classroom teaching staff for 2021

Explicit PL in numeracy planned for Term 1 2021 – working with LYONS ECS

Develop a numeracy statement of beliefs and practices

Priority 2: Improve learning outcomes for students in writing and spelling

Targets or measures

By the end of 2023 we will achieve:

Target: A-E: Writing and Spelling based on the Australian Curriculum Achievement standards – at least 70% of students achieve **at or above C grade** in writing as evidenced in Year 1 & 2 Semester 2 student reports.

Perception Data

Measure: 100% of students receiving descriptive and informative feedback about their writing and spelling

Measure: By 2023 maintain or better than a 90% average of parent stakeholders are satisfied with the question *Teachers at this school provide my child with useful feedback at this school*

School program and process data

Measure: Increase the level of staff confidence to effectively know and use the 10 essential literacy strategies to improve student outcomes in writing and spelling

In 2019 we implemented this priority through the following strategies.

- i. Collect baseline data for K-2 students (Including Oral Language)
- ii. Professional Learning for staff
- iii. Provide engaging learning opportunities for real world learning for all students P-2

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	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
Writing A-E at or above C grade					
Year 1	70%	66%			
Year 2	85%	90%			
Combined	77%	78%			
Spelling Yr 2 A-E at or above C grade	76%	90%			
Crevola Oral Language Preschool and Kinder*	84%	80%			

**Students have moved 1 or more stages in the assessment*

Perception Data

Targets or Measures	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
% of students receiving descriptive feedback in writing	65%	70%			

% of parents satisfied with the statement <i>Teachers at this school provide my child with useful feedback at this school</i>	100%				
<i>This school has High Expectations in all that it does</i>		100%			
<i>Students are being equipped with capabilities to live and learn successfully</i>		100%			

School program and process data

Targets or Measures	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
Staff confidence to effectively know and use the 10 essential literacy strategies	60%	75%			

What this evidence tells us

- During 2020 90% of year 2 students accurately spells words with regular spelling patterns and spells words with less common long vowel patterns.
- Year 1 children achieving at or above standard in writing was 66% and Year 2 achieving at or above standard in writing was 90%
- A focus on Oral Language through play and singing has enhanced student growth and confidence in general.
- Several children had limited attendance in preschool due to anxiety reducing PS data %.
- A small group of parents participated in the School Satisfaction Survey

Our achievements for this priority

- Working towards consistent implementation of the teaching of writing across the school
- New leadership team established Term 3 2020 with appointment of substantive SLC.
 - Staff had opportunities to analyse and reflect on student data around this priority to inform teaching and learning practice. This includes both formative and summative data.
 - Shared beliefs for Writing and Spelling are in place across the school.
 - Learning from Home due to COVID 19 was well received though not preferred way of learning

Challenges we will address in our next Action Plan

- Ongoing Professional Learning for all classroom staff to build knowledge and confidence in the teaching of writing and spelling.
- Continue to ensure teachers provide descriptive feedback in writing
- Professional Learning Community to be re - established with Early Childhood schools following a lack of classroom walkthroughs in other schools this year due to COVID 19
- Enhancing our Shared Beliefs for Writing and Spelling with new staff in 2021.
- Consistent implementation of the teaching of writing and spelling across the school
- Measure the perception of students in understanding what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve.

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 team continue reflection in relation to the ways we celebrate diversity.

- Educators incorporate Aboriginal and Torres Strait Islander perspectives into the preschool program along with celebrations of other cultures and languages relevant to the current family groups in our school.
- Preschool families shared a photograph and information about their family, and this was on display as a preschool family tree through the year in the preschool room.
- PBL values are shared through preschool. We are Safe Respectful Responsible Learners. Educators are celebrating and sharing diversity with the children through the SEL (Social Emotional Learning) program, intentional teaching, literature, parent involvement and hands-on experiences.

Learning from Home due to COVID 19 was well received though not preferred way of learning. Families commented that they felt very well supported and appreciated the variety of communication shared during this challenging time. Families were very grateful to staff. Staff and students happy to have students back on site for the remainder of the year.

The leadership team ensure that relief staff are aware of the needs of the preschool children.

- A relief folder for each preschool class has been developed and includes medical information, risk minimisation and communication plans, evacuation points, court orders if relevant and ways to support children with additional needs.
- Each relief staff member is shown the relief folder and key information is shared with them.

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