

# Ngunnawal Primary School

Network: North Canberra/ Gungahlin

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## Impact Report 2019

### The purpose of this document

**Due to a change in principal, the five-year improvement cycle has been redesigned. The two priorities in this impact report reflect the priorities in the School Improvement Plan for 2020-2022. The actions for 2019 were responsive to identified challenges, changes or risks to delivery of improvement for student learning. Links between the action plan and new improvement plan have been made, however most data does not reflect the school's new strategic direction and therefore impact is difficult to demonstrate at this time.**

### 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:

- Consulting with stakeholders and developing a new strategic plan for 2020-2022
- Implementing Positive behaviours for Learning (PBL)
- Developing a School Cultural Integrity Plan with a focus on teaching with cultural integrity

#### 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:

- Redesign meeting structure to focus on school priorities and the development of teachers
- Commencing the development of a pedagogical framework to articulate common practices and high expectations for the teaching of reading
- Reviewing existing feedback on practice models for teachers and redesigning systems with a focus on the Classroom Practice Continuum to commence for all staff in 2020
- A deliberate approach to building a culture of collaboration and a focus on learning through the philosophies and practices of a Professional Learning Community

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through

- Defining the philosophies and practices of a Professional Learning Community with students at the heart of decision making and evidence being used to drive collaborative improvement
- Strategic use of human and physical resources to provide alternative ways for all students to access quality education
- Personalised learning opportunities in partnership with families to provide alternative ways for all students to access quality education

## Reporting against our priorities

Priority 1: All students learn at a high level within a safe and supportive learning culture. The school equips students with the capabilities and dispositions to live and learn in the future world.

### Targets or measures

By the end of 2019 we will achieve:

1. A focus on high expectations through whole school implementation of Positive Behaviours for Learning (PBL)
2. Reflect on current cultural integrity practices and develop a 3-year improvement plan
3. Clarified existing approaches to planning curriculum within the school and researched quality approaches to curriculum design

In 2019 we implemented this priority through the following strategies.

#### PBL Action Plan

- Mission statement developed
- Positive acknowledgement system developed
- Expected Behaviours Matrix finalised
- Visible posters across the school
- Explicit teaching plans: class lessons
- The reflection room is new initiative that commenced in Term 2 of 2019. It is designed to support students to reflect on minor incidents and repair relationships with peers.

#### Cultural Integrity Action Plan

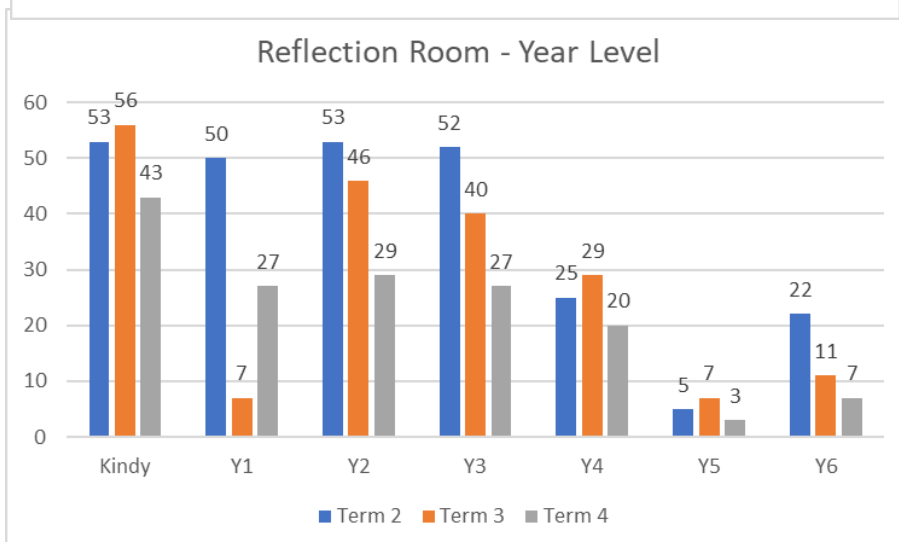
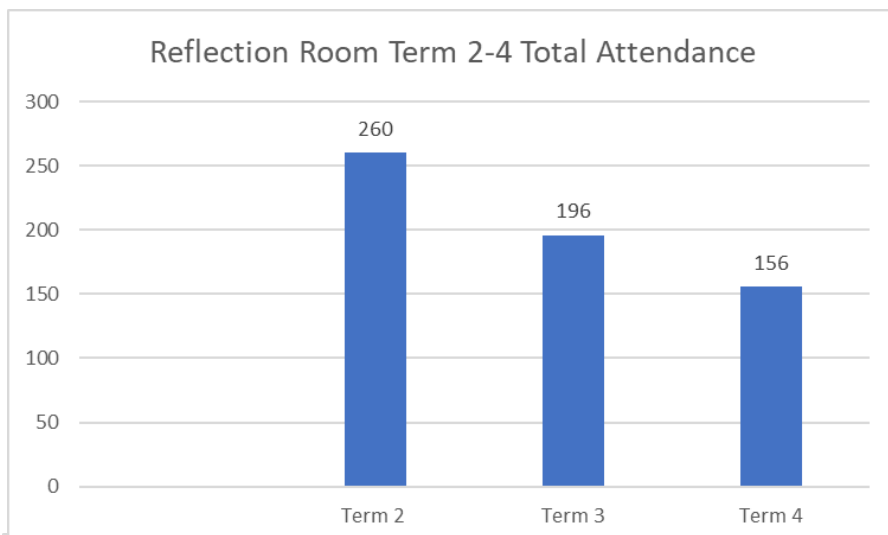
- Source professional learning to build staff capacity to prioritise Aboriginal and Torres Strait Islander perspectives in all areas of learning ( CI leadership team)
- Design common template for year overviews and unit planning (leadership team)
- Cultural Integrity Plan (CI team)
- Consultation with community leaders to develop 18 hour of specialist learning program for the three stages of schooling with a focus on authenticity versus superficial. (Larry)
- Targeted learning programs for indigenous students. (CI team)
- Visible culture in the school environment. (Belinda)

### 2019 Positive and Negative Incident Data

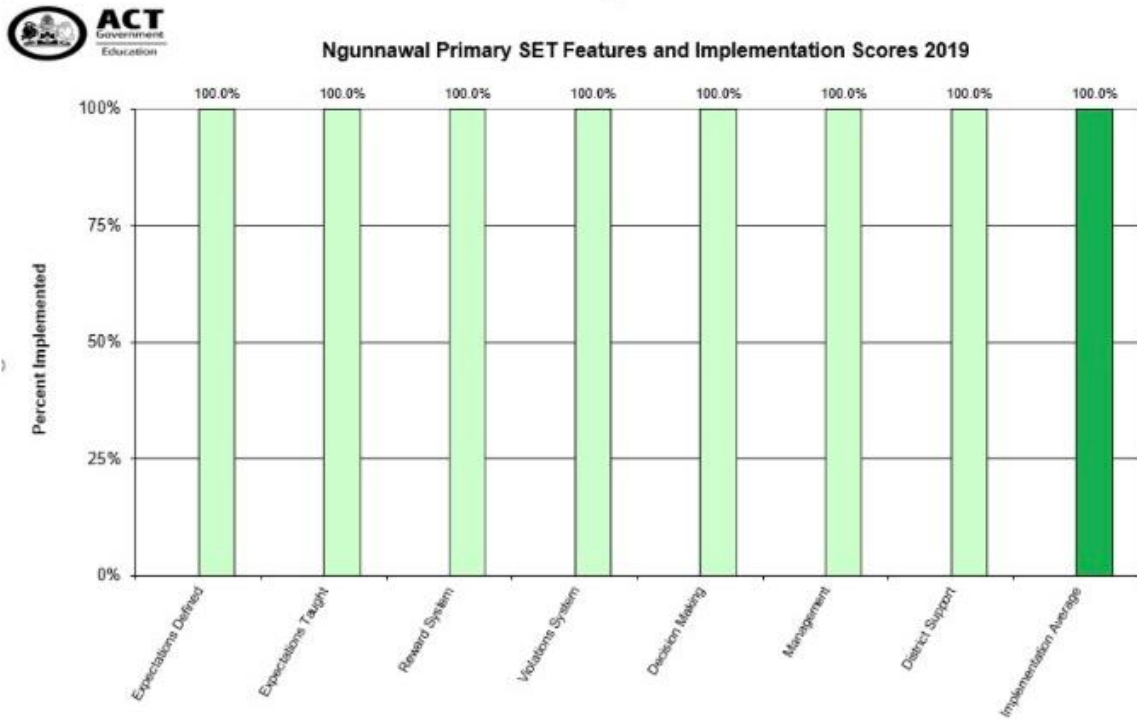
NB this is the first year of tracking incident data. Positive incident data tracking commenced in semester 2.

	2019				2020				2021				2022			
<b>Suspensions (per term)</b>	20	7	6	4												
<b>Major</b>	569															
<b>Minor</b>	881															
<b>Positive (sem 2)</b>	1175															

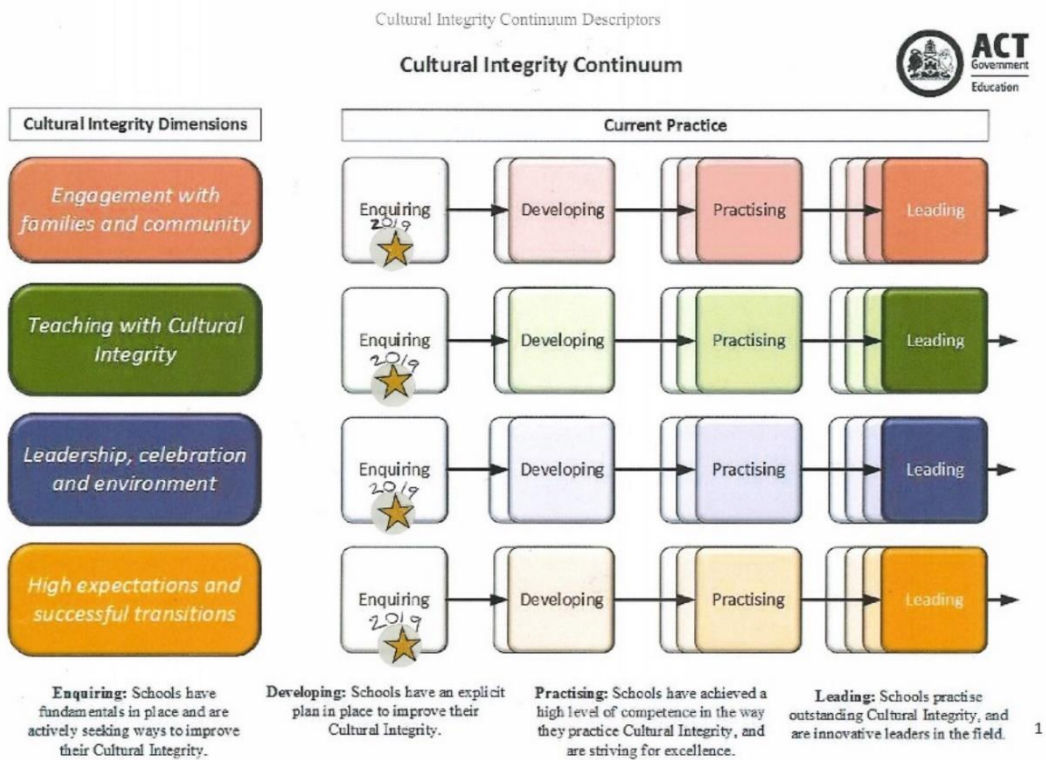
### Reflection Room Data



2019 Positive Behaviours for Learning Phase One Assessment



Cultural Integrity Continuum (Term 2 2019)



## 2019 Self-Assessment of the National School Improvement Tool (NSIT)

2019 Self Reflection	Low	Medium	High	Outstanding
1 An explicit improvement agenda				
2 Analysis and discussion of data				
3 A culture that promotes learning				
4 Targeted use of school resources				
5 An expert teaching team				
6 Systematic curriculum delivery				
7 Differentiated teaching and learning				
8 Effective pedagogical practices				
9 School-community partnerships				

Some elements at this level	All elements at this level
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### What this evidence tells us

#### Implementing Positive behaviours for Learning (PBL)

- The Phase 1 implementation assessment suggests the school has been highly successful in implementing PBL. The external coach has approved the school to continue to Phase 2, classroom expectations. The external coach has endorsed the school's approach to fast tracking the roll out of PBL in 2019.
- In addition to leadership adjustments, school structures and alternative learning approaches, the school has noted a decrease in student suspensions over the course of the year. Major incidents have also decreased over the year.

The school plans to make comparisons from one year to the next when there are multiple data sets to compare.

**The school is also looking for impact through the satisfaction survey with all stakeholders. The 2019 data does not reflect any recent shifts in practice to date.**

#### Reflection Room Data

The reflection room is new initiative that commenced in Term 2 of 2019. It is designed to support students to reflect on minor incidents and repair relationships with peers. This data shows a steady decrease in minor negative incidents on the playground.

#### Cultural Integrity

- The school self-assessed using the cultural integrity continuum in term 2, 2019. The school as rated as enquiring across the four domains. Whilst it was acknowledged there had been significant work in this space, a focus on working with community and teaching with integrity were identified as growth areas. During the year, the school lost its Indigenous Education Officer. A redesign of roles and priorities ensued.

#### Curriculum

- The National School Improvement Tool (NSIT) self-reflection reinforced the need for a focus on a culture that promotes learning, systematic curriculum delivery and effective pedagogies to shift the school to be consistently operating at a high level.

## Our achievements for this priority

### Implementing Positive behaviours for Learning (PBL)

- Redesign of school timetable to reduce unstructured play time and increase learning time
- The team development a matrix (expectations) for our outside spaces
- Whole school affirmation program developed where students receiving a token (Yunggi Bengals)
- Engaged the community by providing information about PBL in our newsletters and asking for feedback from parents and students through a survey. 134 parents responded.
- Presented the finished PBL matrix to the School Board for approval
- Created lessons around PBL to teach expectations
- Engage with community around design for mascots
- Engaged with community for names of our mascots and in doing this we worked with our local Aboriginal and Torres Strait Islander families
- Designed and installed PBL sign across the school
- Whole community approach through after school care adopting the PBL language
- Created an outside spaces behaviour follow chart to clarify processes for staff
- Individual award system to get all student engaged in PBL
- Achieved 100% on our PBL assessment 3<sup>rd</sup> school in the ACT to gain this result
- The school is monitoring minor incidents on the playground in multiple ways. Referrals to the reflection room and particular areas with higher frequencies on SAS. This enables us to target instruction and adjust resourcing to address issues.

### Cultural Integrity

- Facilitating community consultation for PBL, space names and Koori Preschool scheduling for 2020
- Developed a three-year plan
- Built an understanding of the Cultural Integrity Continuum and used the tool to self-reflect and set goals
- Environment improvement works completed in preschool
- QANTAS partnership for artwork displayed in QANTAS Lounge by Aboriginal and Torres Strait Islander students
- Aboriginal and Torres Strait Islander Education team co-funding of alternate learning programs
- Commission of local artists to complete Story Poles (front of school)
- Commission of local artist to paint Koori Preschool windows
- Consultation with local elder Richie Allen and consultant Adam Shipp to redesign environmental science specialist program to improve cultural connections
- Draft design of whole school landscaping based on the 6 indigenous seasons
- Approved Ngunnawal language used in positive recognition systems, school events and school environment
- Partnership with Marathon Health to provided wholistic support for some families

### Curriculum

- Audit of current practice
- Research and design of a common year overview
- Research and design of a common year planner
- Lead teachers provided with time to set up documents for 2020

- Whole school data tracking audit
- Whole school reporting using Sentral (SAS)

## Challenges we will address in our next Action Plan

### **Professional Learning Communities (PLC)**

- Build school leader capacity to lead effective PLTs
- Improve accountability for student growth
- Improve responsiveness to data, what are we doing when students have not learnt the essential learning?
- Preschool focus on early years red flags to improve early identification of students needs and improving communication with Kindergarten teachers

### **Implementing Positive behaviours for Learning (PBL)**

- Expand to classroom settings to improve consistent understanding of expectations for engagement in and on tasks

### **Cultural Integrity**

- A deliberate approach to building the capacity of all teachers to teach with integrity through professional learning and key deliverables throughout the year
- A shift from celebrations and events to consistent, quality practice at all times

### **Curriculum and Pedagogy**

- Consistent documentation of planning across the school based on the Australian Curriculum
- Building staff capacity to improve Aboriginal and Torres Strait Islander perspectives in history and narrative big learning areas

### **Performance Development Planning**

- Introduce a sustainable, multi layered feedback on practice model
- Improve processes for conducting reflection on practice, PDP, APD and goal setting to ensure all staff members grow

### **Human Resourcing**

- Flexible use of resourcing to ensure all students grow
- Increase administration support and remove staffing role from school leadership
- Recruitment of leadership expertise within priority areas

Priority 2: To improve reading outcomes for students through a whole school, evidence-based approach to reading. This is reflected in high levels of ongoing reading growth and achievement across the school.

### Targets or measures

By the end of 2019 we will achieve:

1. Review whole school data plan to identify what data is purposeful and why we need it.
2. The school has a clear instructional model that is based on research related to high impact teaching strategies. All teachers follow the model.
3. Develop response to needs strategies

In 2019 we implemented this priority through the following strategies:

- PLT planner consistently used across the school
- PLTs track and monitor individual students, subgroups and whole school progress with a focus on reading
- The school community have reached consensus as to the common, evidence-based approach to the teaching of reading
- A system for consistent storage of data has been developed to commence 2020
- Peer feedback design model to launch with the whole school 2020

*Below is our baseline data driving the development of the new strategic plan for 2020-2022.*

### PM BENCHMARKING DATA

	2018		2019		2020		2021		2022	
	Mid year range	End of year range	Mid year range	End of year range	Mid year range	End of year range	Mid year range	End of year range	Mid year range	End of year range
Kindy			44%							
Year 1	56%	75%	70%							
Year 2	77%	82%	91%							
Year 3	75%	74%	85%							
Year 4	88%	88%	74%							
Year 5	70%	74%	84%							
Year 6	65%	40%	89%							

### SATISFACTION SURVEY

	2016	2017	2018	2019
Staff: Staff get quality feedback on their performance	63.3	57.4	56.3	66.7



Parent: My child is making good progress at this school	81.4	69.7	77.6	82.0
Parent: My child's learning needs are being met at this school	80.7	69.7	74.6	78.0
Parent: This school works with me to support my child's learning	79.3	71.1	77.6	80.3
Staff: Teachers at this school use results from system testing and system processes to inform planning	83.3	71.1	78.1	67.3

### NAPLAN GROWTH DATA

	2018	2019	2020	2021	2022
Reading	52%	76%			
Writing	36%	60%			
Spelling	49%	75%			
Grammar and Punctuation	58%	50%			

### What this evidence tells us

School based data (PM Benchmarks) reflects inconsistent growth and achievement. This data has also been impacted by significant staff change and inconsistent practice when conducting assessment.

The satisfaction survey and NAPLAN growth data will be used to assess progress towards priorities in future years. There has not been enough time to measure impact of the current action plan which was developed in Term 2 against these data sets.

### Our achievements for this priority

#### **Review whole school data plan to identify what data is purposeful and why we need it.**

- Simplified the whole school data management plan
- Used Markbook in Sentral to map student achievement against curriculum standards to inform end of year reports
- Leadership team improved analysis of whole school reading achievement and strategic use of resourcing to respond to need including coaching and small group support
- Redesign of school timetable to ensure all teams could meet with a focus on learning (growth and achievement) informed by accurate data during the school day
- Clarified reading assessment expectations and rubrics to improve consistency and accuracy
- Redesign of reading data walls in meeting hub to improve tracking of students
- Consistent application of disciplined dialogue in team discussion of reading growth and achievement

#### **The school has a clear instructional model that is based on research related to high impact teaching strategies. All teachers follow the model.**

- Staff examined research-based practices and selected a whole school approach to ensure consistent quality practice

- Staff reflected on their understanding of the 10 Essential Literacy Practices and began to unpack these. Approximately 50% of staff had access to professional learning.
- The school had 7 non-negotiables but had not identified quality criteria for these. Criteria have been developed and staff ran workshops to move practice forward

#### **Develop response to needs strategies**

- Leadership team improved analysis of whole school reading achievement and strategic use of resourcing to respond to need including coaching and small group support
- RTN program reflection

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

#### **Professional Learning Communities (PLC)**

- Consistent application of reading assessment expectations and rubrics to improve data accuracy
- Induction of new staff to use reading assessment tools and rubrics to improve data accuracy
- Improve the communication of strategies for families to support their child in their learning
- Increase opportunities for families to be a part of their child's learning
- Further develop pedagogical framework in relation to literacy

#### **Early Years Literacy Project**

- Teachers as inquirers into their own practice
- Investment in resources to improve access and show the school values reading
- Introduce Reading Log (K-3 and Reading Journal (4-6) to promote positive reading behaviours

#### **Teacher development**

- Targeted coaching in relation to reading pedagogy
- Training of literacy coaches (teachers and school leaders) to provide specific feedback
- Whole school coaching and goal setting using Classroom Practice Continuum (CPC)
- Whole school Reader's Workshop PL to develop consistent understanding

#### **Response to Need/Students with Diverse Needs**

- Response To Needs (RTN) targeting Kindergarten student in Term 4: 33 students received small group support, 24 (72%) students progressed 1 or more reading levels and 14 students (42%) progressed 2 or more reading levels. The 9 students who did not make progress have gone through the inclusion referral process to unpack their learning needs. There was also reflection on the instructional approaches for these students.
- Literacy Progressions (Australian Curriculum) used to identify next steps

## 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.

**ACTION:** A focus on high expectations working towards lifting the rating in quality area 3 to increase the rating of the service overall to 'meeting' National Quality Standards.

The preschool was assessed in April of 2019. In the report the following quality areas were assessed as NOT MET.

- 3.1.1 *Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child;*
- 3.2.1 *Outdoor and indoor spaces are organised and adapted to support every child's participation, and to engage every child in quality experiences in both built and natural environments;*
- 3.2.2 *resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.*

The following recommendations have been actioned in 2019:

- Review the impact of other programs on Koori preschool needs.
- Upgrade Koori Pre resourcing
- Upgrade resourcing of the spaces to ensure equity
- An audit of resources was recommended
- Repair and maintain garden beds to ensure children have access to gardening experiences.
- Build the supply of natural resources available to children.
- Reflect on and extend the sustainability program including clearly labelling bins is a part of this.
- Continue to work on garden beds.

Additional actions:

- Restructure of preschool leadership team
- QIP regularly reviewed and added to
- Teachers identify a goal and are responsible for actioning goal and reporting back to the team
- Preschool PLT Term Calendar
- Outside environment agreed understanding between childcare setting and preschool
- Outdoor environment program re-design including childcare in planning
- Sharing of outside resources between childcare and preschool
- Partnership with the Green Shed for resource donations, introduction of loose parts play

The preschool has undergone reassessment on 18/11/19.

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