

# Giralang Primary School

Network: Belconnen

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## Impact Report 2021

### The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 our school supported this Strategic Indicator through – Priority 1, 2 and 3 (see reporting for detail):

- Continue to embed the ten essential instructional literacy practices P-6.
- Focus on the development of reading and differentiated instruction
- Working with students to become active problem solvers
- Implementing a social and emotional learning framework
- Explore the Positive Behaviours for Learning (PBL) framework.
- Developing programs and supports to focus on student engagement.

#### Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Developing high impact pedagogies in reading
- Understanding how to develop student mathematical thinking
- Building staff capacity in mathematics and reading through research and inquiry
- Embedding a social/emotional learning framework to develop student social capabilities

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through – Priority 1 and 3 (see reporting for detail):

- Explore the Positive Behaviours for Learning (PBL) framework.
- Embedding a social/emotional learning framework to develop student social capabilities
- Focus on the development of reading and differentiated instruction
- Developing programs and supports to focus on student engagement

## Reporting against our priorities

### Priority 1: Improve student outcomes in writing

#### Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in writing.
- Ensure an average of 15% of students are in the top two bands for writing.
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Writing.
- At least 90% of staff and parents believe that students' learning needs are being met at this school.
- All teachers in the early years will be using the Ten Essential Instructional Practices in Literacy P-6.

In 2021 we implemented this priority through the following strategies.

- Whole school targeted professional learning on reading
- Embedding the Essential Literacy Practices
- Revision of whole school literacy beliefs and practices
- Working with collaborative teams to inquire into student learning data

*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	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
Ensure an average of 60% of students achieve at or above expected growth in writing.	55.3%	55.3%	75%	n/a	82.4%	
Ensure an average of 15% of students are in the top two bands for writing.	16.8%	Yr 3 – 29.4% Yr 5 – 6.3%	Yr 3 – 27.3% Yr 5 – 10%	n/a	Yr 3 – 48.6% Yr 5 – 23.1%	

Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in writing.	Slightly less gain than students with same starting score and less gain than similar schools.	<ul style="list-style-type: none"> <li>Year 3 trend is below all ACT and NSW schools and similar schools over 2014-2018</li> <li>Year 5 trend has been below similar and all ACT and NSW schools since 2014</li> </ul>	<ul style="list-style-type: none"> <li>Year 3 trend sees a slight decrease in results from 2018 to 2019.</li> <li>Year 5 shows an improvement in results from 2018-2019.</li> </ul>	n/a	Year 3 results are consistently still below similar schools although the results have continued to improve since 2019. Year 5 results have improved since 2018 and are just below similar schools in 2021.	
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#### Perception Data

Targets or Measures	Base	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
At least 90% of staff and parents believe that students' learning needs are being met at this school.	Parents 84%,	Parents 84.2%,	Parents 84.4%,	Parent 74.4%	Parent 96.1%	
In 2021 this national question was omitted from the survey and the closest statement would be: <i>I am satisfied that students are getting a good education.</i> (staff question) <i>I am satisfied with my child's education at this school</i> (parent question)	Staff 92.9%	Staff 80.6%	Staff 96.4%	Staff 94.1%	Staff 100%	

#### School program and process data

Targets or Measures	Base	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
All teachers in the early years will be using the Ten Essential Instructional Practices in Literacy P-6.	100%	100%	100%	100%	Upskill new staff	

#### What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? This evidence indicates that the school is continuing to grow and cement the Ten Essential Instructional Literacy Practices. Over time our focus on improving writing pedagogies is having an impact as data reflects growth over the time of the strategic plan. It is important to note that the 2021 period of teaching and learning was interrupted by COVID -19. There was a big focus on improving reading strategies and the explicit teaching of these. The timing of the School Satisfaction Survey coincided with the implementation of remote learning due to COVID-19.

- Have any of your data sources changed over time? If so, why?  
Our data sources have change due to the Year 3 & Year 5 cohorts unable to sit NAPLAN in 2019 and some of our key questions in the School Satisfaction Survey were omitted.
- What implications does this evidence have for your next Action Plan?  
The implication of this evidence for our next Action Plan will be to revisit the Ten Essential Instructional Literacy Practices to ensure there is a consistency of practice and also to continue the focus on improving our pedagogy in reading and writing.

### Our achievements for this priority

#### **Continue to embed the ten essential instructional literacy practices P-6.**

- Workshops were run with staff on revisiting key practices
- Revision and development of school literacy beliefs and practices
- Whole school PL using current research and professional readings
- Ghost walks through learning environments
- Development of English committee action plan to align with school plan

#### **Focus on the development of reading pedagogy through the spiral of inquiry**

- Staff inquiry into student reading data to identify areas of focus
- Analysis of student reading data
- Looking at timetabled literacy blocks and efficient use of teaching time
- Setting of mini team goals to focus on improvement in reading/writing connections
- Experimenting with different strategies to evaluate practice such as learning walks and lesson study

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

#### **Challenges undermining achievement of this priority:**

- Loss of traction when entering lock down/remote learning
- Continue reading/writing connection focus in 2022 plan  
Continue to ensure that new staff to the school are upskilled in the Essential Literacy Practices  
Continue to embed feedback methods such as learning walks/lesson study and observations

## Priority 2: Improve student outcomes in mathematics

### Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in numeracy.
- Ensure an average of 25% of students are in the top two bands for Numeracy.
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in mathematics.
- At least 90% of parents and staff are satisfied that this school has high expectations in all that it does.
- The school has established and maintained a whole school approach to mental computation and basic facts.

In 2021 we implemented this priority through the following strategies.

- Participating in the directorate numeracy pilot
- In school professional learning
- Revision of beliefs and practices
- Through implementing a maths committee action plan
- Auditing and purchasing resources to support teaching and learning
- Learning walks with a focus on a balanced maths lesson

*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	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
Ensure an average of 60% of students achieve at or above expected growth in numeracy.	55%	55%	46.4%	n/a	50%	
Ensure an average of 25% of students are in the top two bands for Numeracy.	18.8%	10.4%	13.3%	n/a	Year 3 30.3% Year 5 32.4%	
Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Numeracy.	2014-2016, less gain than students with the same starting score and 2015-2017, less gain than students with same starting score and less gain than similar schools.	<ul style="list-style-type: none"><li>▪ Year 3 trend is below similar schools and all ACT and NSW schools 2014-2018</li><li>▪ Year 5 trend is below similar schools and all ACT and NSW schools since 2013</li></ul>	<ul style="list-style-type: none"><li>▪ Year 3 has had a slight fall in performance 2018-2019.</li><li>▪ Year 5 has had a slight improvement in results from 2018-2019.</li></ul>	n/a	Year 3 results have improved slightly since 2019 although they are still below similar schools. Year 5 results have improved since 2018 and are just below similar schools in 2021	

### Perception Data

Targets or Measures	Base	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
At least 90% of parents and staff are satisfied that this school has high expectations in all that it does.	Parents 88.1%,	Parents 88.4%,	Parents 86.1%,	Parent 82.1%	Parents 80.5%	
	Staff 100%	Staff 87.1%	Staff 96.3%	Staff 94.1%	Staff 100%	

### School program and process data

Targets or Measures	Base	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
The school has established and maintained a whole school approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.  Various approaches were trialled & we participated in ETD Finding the Balance pilot program	Staff in the junior school are informed by CMIT (SENA). Senior staff are using Paul Swan's Milestones to plot student progress & inform targeted teaching	

### What this evidence tells us

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

There is still variation across the school in the approach to mental computation. The perception data sets demonstrate there is still faith from staff that the school has high expectations in all that it does. The student learning data is an essential part of our data and due to COVID-19 do not have this to make any trend or progress statements.

There has been a slight improvement in students in the top two bands however we are still lower than statistically similar schools.

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

Our data sources have change due to the Year 3 & Year 5 cohorts unable to sit NAPLAN in 2020 and changes to some of the questions in the School Satisfaction Survey. Due to COVID-19 there has been disruption to learning programs and professional learning in schools and this has resulted in a loss of momentum in achieving some of our goals.

- What implications does this evidence have for your next AP?

Continuing to focus on numeracy and how we can get greater consistency.

### Our achievements for this priority

**Participating in the directorate numeracy pilot**

- Ran in-school professional learning based on the pilot
- Ran PL in week 0 with Questacon
- Revision of numeracy beliefs and practices
- Implementation of a maths committee action plan aligned with school plan
- Auditing and purchasing resources to support teaching and learning

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

**Challenges undermining achievement of this priority:**

Loss of traction when entering lock down/remote learning

Going deeper with numeracy project and our directions for 2022

Continue aligning the committee actions with the school plan

Continue to embed feedback methods such as learning walks/lesson study and observations

### Priority 3: Enhance a positive school culture and promote community connectedness

#### Targets or measures

By the end of 2022 we will achieve:

- At least 80% of students are satisfied that they feel safe at this school.
- At least 90% of staff are satisfied that students feel safe at this school.
- At least 90% of parents are satisfied that community partnerships are maintained.

In 2021 we implemented this priority through the following strategies.

- Developing and implementing social and emotional learning framework (Friendly Schools Plus)
- Using BeYou and PAT surveys to gain wellbeing data
- Working with the e-safety commission to develop student awareness and understandings
- Exploring the Positive Behaviours for Learning (PBL) framework
- Developing programs and projects through the Giralang Garden Collective and Youth Worker with a focus on student engagement

*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	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5
At least 80% of students are satisfied that they feel safe at this school	76.7%	72.5%	68.6%	74.5%	72%	
At least 90% of staff are satisfied that students feel safe at this school  This statement was removed from the staff 2021 Satisfaction Survey however we have included the statement & data from parents	85.7%	83.5%	100%	97.1%	n/a *this question was not included in 2021	
My child feels safe at this school	n/a	94.7%	90.8%	88.5%	91%	
At least 90% of parents are satisfied that community partnerships are maintained	92.1%	89.5%	83.3%	82.1%	80.5%	

#### What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?  
Data has varied slightly across all parameters. There have been increases and decreases in the data but any variation from one year to the next has been marginal.
- Have any of your data sources changed over time? If so, why?



The data sources have remained unchanged however the questions within the satisfaction survey have varied. COVID has also greatly impacted this priority as families and community have been unable to engage in the school and its programs to the same extent.

- What implications does this evidence have for your next AP?

Looking at ways to strengthen community resources such as the garden will be a priority for our school in 2022.

### Our achievements for this priority

#### **Implementing social and emotional learning programs (Friendly Schools Plus)**

- Workshops run for staff
- Purchasing and sharing of resources and the FS+ materials
- Develop understanding of scope and sequence documentation and teams to trial it for their planning
- Unpack Positive Behaviours for Learning and established a committee who was trained through ETD
- Ran introductory workshops for staff

#### **Developing programs and projects to develop student engagement**

- Introduced students and staff to the garden
- Employed a Youth Worker to develop programs and build relationships with individual students
- Established interested staff for overseeing the garden
- Ran a recruitment process to look at specialist staff for 2022
- Made an action plan to develop and commit funds to developing spaces to support alternative programs

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

#### **Implementation of the PBL framework**

- Looking more deeply at data associated with student incidents and behaviour to identify PBL priorities
- Make part of our committee structure with identified staff leading
- Align key actions in our AAP as part of a broader social/emotional learning program

## 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 report progress and achievements either within their QIP or in the section below.

In 2021, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP).

Our QIP identifies areas of strength, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2021 include:

- Links between the primary school and preschool continued to be strengthened, with the preschool children attending explicit Kindergarten orientation and transition programs implemented for all children including online information sessions for families.
- Developing strong links with the families in our communities through information sessions, SeeSaw, parent online workshops and open communication.
- Significant investment in the updating of outdoor learning environment to further facilitate best practice, particularly sustainability practices.
- The success of teaching remotely during the COVID period.

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