

O'Connor Cooperative School

Network: North Canberra/ Gungahlin



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:

- 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: **PIPS 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	77%				
A-E Semester 2 reports	79%				

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	Year 1 2019	Year 2 2020	Year 2021	Year 4 2022	Year 5 2023
PAT Maths Band 3 or above	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>	78.6%				

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%				
level of staff confidence in using a whole of school approach for curriculum planning and delivery of mathematics	50%				
adequately resourced classroom to effectively teach numeracy	100%				

What this evidence tells us

- The proportion of kindergarten students achieving expected or above expected growth in PIPS Maths has grown from an average of 59 % (2017/18) to 77%.
- A small class size and additional school funded learning support along with quality teaching was a feature of the class in 2019.
- PAT maths assessment was introduced for the end of year 1 cohort 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 has been refined
- Staff are updating the data as required and are deepening their understanding of next steps for children following SENA 1 and 2 assessment
- Numeracy Ninja groups were implemented combining students from K-2 during term 4
- External assessment (PAT Maths) for year 1

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

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 Yr 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%				
Year 2	85%				
Combined	77%				
Spelling Yr 2	76%				
Crevola Oral Language Preschool and Kinder*	84%				

**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%				

% of parents satisfied with the statement <i>Teachers at this school provide my child with useful feedback at this school</i>	100%				
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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%				

What this evidence tells us

- 2019 was the first year we analysed a grade in writing for Year 1 and 2 children separately from the overall English grade.
- In 2019 Year 1 children achieving at or above standard in writing was 70% and Year 2 achieving at or above standard in writing was 85%
- A focus on Oral Language through play has enhanced student growth and confidence
- 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
- Leadership have attended that Early Years Literacy Project professional learning with Literacy Expert and critical friend Christine Topfer
 - Provide staff with opportunities to analyse and reflect on student data around this priority to inform teaching and learning practice. This includes both formative and summative data.
 - A shared beliefs document for Writing and Spelling has been drafted

Challenges we will address in our next Action Plan

- Over 2020 we will develop a survey to 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.
- Consistent implementation of the teaching of writing and spelling across the school
- Professional Learning for all classroom staff to build knowledge and confidence in the teaching of writing and spelling. (Catherine Nash, ALEA, Thrass)
- Professional Learning Community to be established with Narrabundah and Lyons early Childhood schools
- Further work on our Shared Beliefs document for Writing and Spelling

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 are encouraged to continue reflection in relation to the ways we celebrate diversity.

- A preschool family tree was created early in the year where families shared a photograph and information about their family, and this was on display through the year in the preschool room.
- Educators incorporate Aboriginal and Torres Strait Islander perspectives into the preschool program.
- 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.

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.*