

Majura Primary School

Network: North Canberra/ Gungahlin

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and Future of Education Strategies

Foundation: Every child has a story, Strong communities for learning

In 2022 our school supported this foundation through – Priority 1 and 2

- Further develop student resilience
- Increase the acceptance and valuing of diversity
- Use student data within PLCs to inform further planning

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 2 and 3

- Develop consistent pedagogy and protocols
- Support teachers to use a range of culturally responsive teaching strategies

Reporting against our priorities

Priority 1: Improve student resilience and self-efficacy

Targets or measures

By the end of 2022 we will achieve:

Perception data

Target or measure: Increase 'Students show understanding to each other' to 75% 'agree/strongly agree' by 2024.

Source: Student satisfaction survey, system survey undertaken each year.

Starting point: Baseline data established in 2018 is 51% 'agree/strongly agree' responses. Note: 33% of students responded, 'neither agree nor disagree'.

School program and process data

Target or measure: Decrease the proportion of students in the *Emerging* and *Low* bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6.

Source: ACER Social-Emotional Wellbeing Survey: Primary

Starting point: The proportion of students in the *Emerging* and *Low* bands reported in 2018 ranged from 12% to 19%.

School program and process data

Target or measure: Increase the proportion of students responding *always* or *mostly* to 85% to the question *Are you ready and organised for your learning* by 2024.

Source: Majura Primary Student Voice survey

Starting point: The percentage of students responding *always* or *mostly* was 74% in 2019.

In 2022 we implemented this priority through the following strategies.

1. Develop a culture that promotes learning for both students and staff
2. Develop staff expertise and teamwork
3. Differentiate teaching and learning to meet the needs of all
 - ❖ Develop whole school beliefs and understandings of the importance of community, and how each of us can have a positive impact on community
 - ❖ Develop whole school beliefs and understandings about teaching the capabilities which support students becoming successful learners, confident and creative individuals and active and informed citizens
 - ❖ Develop teacher capacity to teach the General Capabilities (literacy, numeracy, ICT, creative and critical thinking, personal and social relationships, ethical understanding and intercultural understanding)

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	Year 1	Year 2	Year 3	Year 4	Year 5
Students show understanding to each other' to 75% 'agree/strongly agree by the end of 2024	56.9%	62.3%	59.5%	51.2%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Decrease the proportion of students in the <i>Emerging</i> and <i>Low</i> bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6	12-19%	15.3%	15.2%	17.2%		
Increase the proportion of students responding <i>always</i> or <i>mostly</i> to 85% to the question "Are	74%	85%	75.5%	71.5%		

<i>you ready and organised for your learning?" by 2024 (year 5 and 6)</i>						
<i>Increase the proportion of students with a strong score (3.5 and above) when all questions about student relationships are averaged</i>	65.3%	64.4%	55.8%	45.9%		

What this evidence tells us

The data collected for this priority is quite worrying as it indicates that our students' overall sense of welfare has decreased over time. Although our priority clearly articulates both resilience *and* self-efficacy, the COVID-19 pandemic has forced our attention very much towards student wellbeing and we have implemented a number of strategies to build teacher attention, confidence and capacity in this area. Interestingly we administered the BeYOU Children's survey in term 1 this year, and although the survey items do not exactly correlate, the results gave us a much more positive picture of overall student wellbeing. From this survey we found that student perception of having a voice and agency is high, but that we need to work on communicating with families about what students are good at. It was also interesting to note that students surveyed felt confident to 'give things a go' but reported a lower sense of self-efficacy. Although we have the BeYOU data we have not selected any single items to track at this stage.

With an anticipation that the disruptions to learning and the community generally as a result of COVID-19 have subsided, from 2023, our attention will move towards building student self-efficacy.

Our achievements for this priority

Build the school's capacity to further develop student resilience

- Professional learning through Smiling Mind Regional Schools for two school Champions which was shared with the whole school staff.
- Implemented Smiling Mind Resources and received staff feedback
- Whole staff engagement in BeYOU Professional Learning around building resilience
- Conducted the staff, parent and student BeYOU surveys to gather data regarding resilience
- Contributed wellbeing items regularly to school newsletters
- Provided a staff Wellbeing Expo Professional Learning session to share ideas and resources
- Implemented the updated Friendly Schools Plus program across year levels
- Introduced Wellbeing Wednesdays to promote regular mindfulness for students and staff
- Accessioned the schools SEL resources at the library and ordered additional resources to support students and teachers
- Continued to promote wellbeing days to our school community, such as '12 Days of Kindness'
- Contributed to the initial planning and redesign of the garden to include wellbeing areas

Increase teacher capacity to further develop student self-efficacy

- Implemented buddies across Preschool/Yr5 and Kindy/Yr6
- Revamped whole school Student Recognition system through updated Awards, Values tickets (MMM) and through the Corridor Cockatoo initiative
- Contributed regularly to school newsletters through student recognition articles and photos
- Conducted the staff, parent and student BeYOU surveys to gather data regarding resilience
- Continued to build the wellbeing project team's knowledge around increasing self-efficacy

Challenges we will address in our next Action Plan

Challenges we will address in our next Action Plan

- Peer Support Training for two Year 6 teachers in early 2023 (funding already approved for this in 2022)
- Implement a strong buddy program across the whole school
- Promoting high self-efficacy to remain a focus for educators through pedagogy development
- To continue to implement and reflect upon the new student recognition system
- Continue to supplement FSP programming with Smiling Mind resources across the school and track the impact every 6 months
- Continue to promote wellbeing to the school community via newsletters
- Continue Wellbeing Wednesdays to promote the importance of mindfulness

Priority 2: Improve student growth in reading and writing

Targets or measures

By the end of 2024 we will achieve:

Student learning data

Target or measure: 70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of a sample of ACARA "similar schools".

Source: NAPLAN

Starting point: Our baseline data point is 66%, determined as the average of the last three years of year 3 to 5 growth in reading.

Student learning data

Target or measure: 66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. This target was set by considering the gain performance of a sample of ACARA "similar schools".

Source: NAPLAN

Starting point: Our baseline data point is 61%, determined as the average of the last two years of year 3 to 5 growth in writing.

In 2022 we implemented this priority through the following strategies.

1. Analyse and discuss data to inform teaching and school-wide actions
2. Embed effective evidence-based pedagogical practices
3. Develop staff expertise and teamwork
 - ❖ Develop whole school beliefs and understandings about teaching reading, writing and spelling
 - ❖ Develop a consistent approach to teaching reading, writing (and spelling)

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
70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading (similar schools) source NAPLAN	66%	-	66%	-		
66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing (similar schools) source NAPLAN	61%	-	56%	-		
Increase the growth points of students in the top 25% in the PAT Reading test to 15 points by 2024	0.4 points	9.7 points	1.4 points	9.1 points		

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

What this evidence tells us

- We have been unable to measure our student growth in NAPLAN reading and writing because of the disruptions to the national testing program brought about by the COVID-19 pandemic.
- Although not originally referenced in the Strategic Plan 2020-2024, we added the PAT Reading growth points in 2020, and our results are very unstable. We suspect this indicates inconsistent practice across the school, which is consistent with our observations and other anecdotal data.
- Our PAT results showed that we have moved up the tail end and the average scores for reading but have not valued added to the top 25% of our students. This is consistent with our past results.
- This year we administered the PAT tests at the start of the year and again at the end, so that we could assess the impact of individual teachers. Before this our tests were conducted only once at the beginning of each year; the break of summer holiday may have had deleterious effect.
- In 2022 year level PLCs received de-identified growth data for PAT Reading for teacher analysis and discussion. Many teams asked for the data sets to be matched to teachers so they could assess their own impact.
- We need to increase teacher knowledge in terms of their student assessment data at the start of the year, and their accountability in terms of catering appropriately for the full range of students in their care. In the first three weeks of term 1 next year individual teachers will meet with their executive team leader to analyse their student data and to begin to make plans for meeting their needs to ensure growth for all students. This will be reviewed each term.

Our achievements for this priority

Develop guidelines which articulate shared beliefs and consistent practices in the teaching of reading

- Updating the school website with relevant resources to inform our community about our current practice
- Begun planning a workshop for families in 2023 about how and why reading at home is essential to student progress
- Purchased phonics and levelled readers for use in classrooms and home reading
- Created Story bags to develop and support pre-literacy skills at Preschool
- Development of P-6 reading rubric
- A template was developed and used by all teachers to plan their term overview for each learning area. These planning documents are saved in a shared folder on the G: drive accessible to all staff. Consistent implementation of shared practices
- A whole school year overview document was developed to show an individual year level's overview of how English is spread over the year. This also shows how it can link it to other areas of the curriculum
- A whole school learning area overview document was developed to show the progression of students in English from K – 6. This means that from year-to-year knowledge and skills in reading that have been taught can be built upon for the following year maintaining consistency

Develop guidelines which articulate shared beliefs and consistent practices in the teaching of writing

- Updating the school website with relevant resources to inform our community about our current practice
- Implementation of Soundwaves spelling across years 2-6
- Development of P-6 spelling and phonics rubric
- A template was developed and used by all teachers to plan their term overview for each learning area. These planning documents are saved in a shared folder on the G: drive accessible to all staff. Consistent implementation of shared practices
- A whole school year overview document was developed to show an individual year level's overview of how English is spread over the year. This also shows how it can link it to other areas of the curriculum
- A whole school learning area overview document was developed to show the progression of students in English from K – 6. This means that from year-to-year knowledge and skills in writing that have been taught can be built upon for the following year maintaining consistency

Implement our PLC model to include use of student data to inform planning in English

- Some teams across the school are focussing their PLC spiral of inquiry on elements of writing and reading (Soundwaves assessment as a focus for data collection among some teams)
- The data tracker is used to record and track data from collective English assessment – PM Benchmarks, Fountas & Pinnell, BEE Spelling. This data is used by teachers for planning.

Challenges we will address in our next Action Plan

Challenges

- Adjust assessment practices linked to research-based evidence
- Consistent implementation of shared practices
- Beginning of a new spelling program mid-year
- Consistent learning across student cohorts
- Integration of student voice data into PLC inquiry cycles

For the next Annual Action Plan

- Begin Soundwaves spelling program for minimum term of 2 years for all teachers in years P-6 in term 1 with PL run in O-week
- Upskilling our teachers so they understand how they can target learning needs for our students with an emphasis on top tier students
- Strengthen home reading program across early years
- Focus on consistent pedagogical practices in English teaching and learning across the school
- Continued refinement of the whole school overview documents

Priority 3: Improve student growth in mathematics

Targets or measures

By the end of 2024 we will achieve:

Student learning data

Target or measure: 64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of a sample of ACARA “similar schools”.

Source: NAPLAN

Starting point: Our baseline data point is 58%, determined as the average of the last three years of year 3 to 5 growth in numeracy.

School program and process data

Target or measure: Increase the proportion of students responding *always* or *mostly* to 75% to the question *Do you feel your learning has relevance to the real world*, by 2024.

Source: Majura Primary Student Voice survey

Starting point: The percentage of students responding *always* or *mostly* was 56% in 2018.

In 2022 we implemented this priority through the following strategies.

1. Analyse and discuss data to inform teaching and school-wide actions
2. Develop staff expertise and teamwork
3. Differentiate teaching and learning to meet the needs of all
4. Embed effective evidence-based pedagogical practices
 - ❖ Develop whole school beliefs and understandings about teaching mathematics
 - ❖ Develop a consistent approach to teaching mathematics

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
64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy (similar schools) source NAPLAN	58%	-	53%	-		
Increase the growth points of students in the top 25% in the PAT Maths test to 8 points in 2024	6.2 points	4.2 points	- 1.6points	14.35points		

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students responding <i>always</i> or <i>mostly</i> to 75% to the question. “ Do you feel your learning has relevance to the real world?” by 2024	56%	70.4%	59.9%	-		

What this evidence tells us

- The evidence for this priority is hard to interpret, and we are yet to be confident that we are consistently heading in the right direction. The interruptions in NAPLAN due to COVID-19 have left us with a significant gap in growth data. Our PAT Maths results in terms of growth points were very pleasing but because they've been up and down in the last 3 years, we need to see a steady upward trend to be sure 2022 wasn't an abnormality. When we analysed the PAT data, there were two teachers whose results were outstanding, and the year 4 cohort had a higher average than any other year level cohort. Together these pulled up our overall school results.
- This year we administered the PAT tests at the start of the year and again at the end, so that we could assess the impact of individual teachers. Before this our tests were conducted only once at the beginning of each year; the break of summer holiday may have had deleterious effect.
- The perception question around relevance of learning to the real world was inadvertently missed by us when schools were asked whether school-based questions need to be included. This item does not appear in other school's surveys. It will be included in 2023 and 2024.
- Now that we have introduced PAT Maths testing for years 2-6 at the school, it's reassuring to know we have a data set that is completely within our control. At the time of writing the Strategic Plan 2020-2024, no-one would have predicted the impact of COVID, and the subsequent disruption of the national testing program, but in normal circumstances NAPLAN would be a suitable data source.
- In 2022 year level PLCs received de-identified growth data for PAT Maths for teacher analysis and discussion. Many teams asked for the data sets to be matched to teachers so they could assess their own impact.
- We need to increase teacher knowledge in terms of their student assessment data at the start of the year, and their accountability in terms of catering appropriately for the full range of students in their care. In the first three weeks of term 1 next year individual teachers will meet with their executive team leader to analyse their student data and to begin to make plans for meeting their needs to ensure growth for all students. This will be reviewed each term.

Our achievements for this priority

- **Whole school scope and sequence for essential number skills**
At the start of the year the Maths AAP team, with collaboration of the staff, created a list of essential number skills (these do not always link to an Australian Curriculum Achievement Standard for a range of reasons) we expected children to start each year with, and any essential skills we taught each year. The team analysed these skills to ensure there was progression throughout P – Y6.
- **Whole School Common collaborative assessments for number**
Working from the list of essential skills the team created a common collaborative assessment template that will be used to assess and track children's progress with number (counting, place value and calculation) both between classes and across year groups. The template was revised throughout the year to a final agreed state in Term 4 2022.
- **Whole School PL delivered**
Throughout 2022, the maths team delivered whole school PL to seek staff feedback about the CCA template, the direction we wanted to take assessment and to inform staff of our progress and expectations. Staff created the CCA we will use to assess calculation in 2023.

Challenges we will address in our next Action Plan

- One challenge the maths team faced in 2022 was inconsistent leadership and a lack of direction in meetings, due in part to the leadership team being absent for a large proportion of the meetings (one part time staff member missed every other meeting, and there was a higher than average number of days sickness/carers leave/long service), and due in part to a high turnover of team members (retirement, maternity and career changes). It made it difficult to maintain direction throughout the term when each meeting was organised by a different person.
- The team is still not certain of the purpose of our common collaborative assessments (CCAs). There was disagreement within the team which data we should be tracking that is still unresolved. The team pushed ahead developing a template and asking staff to start creating CCAs that they could use for reporting as we felt it was better to make a start and edit/change purpose and direction using feedback from the staff. While the staff were satisfied with the template, the maths team will finalise the data we want to collect and track next year.

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.

The preschool staff identified 4 main areas to improve education program and practice. These were:

1. Staff to develop procedures and consistency with current policies at preschool, procedures and practices are consistently updated and recorded in a central location
2. Introducing a new communication tool to preschool staff and families- Seesaw
3. New staff familiarising themselves with current practices at preschool, including developing relationships with each other, students and community members
4. Ensuring all observations and reflections regarding student learning and progress are shared and stored in a central location.

This year, we had a new preschool team, including teachers and co-educators. We ensured that current procedures and policies were shared with all staff and that they were accessible to all staff in a central location. The team revisited some of the current policies and identified policies that needed to be developed.

The team leader and educational leader ensured all NQF requirements and new NQS policies were shared with the team.

This year, Majura introduced Seesaw to the school community for all students and families from preschool to year 6. We had a large uptake of families to this online platform. Teaching teams developed their own beliefs and the expectations around the use of Seesaw for students and these were shared with the community. All staff participated in professional learning

opportunities and students were upskilled to share their learning with their families. Posts by preschool teachers are used as part of the critical reflections.

This year, much of the team were new to preschool and Majura. At the beginning of the year we discussed current practices and policies and cross-checked policies that needed updating. The current belief statement was analysed and personal philosophy developed. The next step for 2023 is for educators to develop a classroom program with a statement of intent outlining the intended learning each fortnight including links to the EYLF outcomes, opportunities for exploration, intentional teaching, children's interests and the learning environment. A preschool belief statement needs to be developed in consultation with parents/community members.

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