

# Ngunnawal Primary School

Network: North Canberra/ Gungahlin

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## Impact Report 2020

### 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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

### 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 2020 our school supported this Strategic Indicator through:

- Developed a Wellbeing Framework using a three-tier model to provide a holistic approach to student wellbeing
- Introduced the spiral of inquiry for staff to examine practice and improve student achievement
- Introduced the Reader's Workshop model K-6 and collaboratively developed quality criteria for the consistent implementation of the model across the school

#### Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through:

- Participated in the Early Years Literacy Project to deepen practice and strengthen student achievement with a focus on reading
- Developed a feedback on practice model to ensure all staff received feedback in 2020
- Embedded 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 2020 our school supported this Strategic Indicator through:

- Embedding 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.

### Key Targets:

**Strategy 1:** Expand the whole school approach to high expectations for learning through Positive Behaviours for Learning (PBL) in outdoor and classroom settings.

**Strategy 2:** Develop a plan for the delivery of curriculum which reflects high expectations based on relevant, contemporary skills.

**Strategy 3:** Develop capacity of staff to deepen Aboriginal and Torres Strait Islander perspectives across the curriculum.

### Supporting Evidence Sets:

1. 2020 Positive Behaviours for Learning (PBL) Phase Two Assessment
2. Satisfaction Survey
3. Cultural Integrity Continuum

### What this evidence tells us

#### **1. 2020 Positive Behaviours for Learning (PBL) Phase Two Assessment conducted by External Coach – Simone Dawson**

The school scored 100% consistently across all domains except for Management. It is acknowledged that in most schools the principal is not present in fortnightly PBL meetings and often the leadership is delegated to a deputy principal.

In comparison to 2019, the school has maintained a high level of efficacy in embedding PBL in the outdoor environments and implementation in classroom settings. In comparison to 2018 evidence, there is significant improvement in clarifying expectations, violation systems, decision making and management of positive behaviours to create a safe and supporting culture.

#### **2. Satisfaction Survey**

The 2020 satisfaction survey indicated positive trends for all stakeholders for almost all questions.

Due to an increase in average schools for Ngunnawal Primary School, there was a significant reduction in the variance between Ngunnawal Primary School and other like schools across most questions.

#### **3. Cultural Integrity Continuum**

In 2020, the school prioritised the *Teaching with Integrity* domain. This domain will continue to be a priority in 2021. There has been a shift from enquiring to developing. The school has an explicit plan in place to improve teaching with integrity. Much of the cultural integrity continuum is dependent on connections with community, this has been a challenge in 2020.

## Our achievements for this priority

### **Strategy 1: Expand the whole school approach to high expectations for learning through Positive Behaviours for Learning (PBL) in outdoor and classroom settings.**

*An outstanding result again. The only non 100% score was from Bec not being able to attend meetings which is standard for a lot of schools as you can imagine. Well done again! Ngunnawal are a lighthouse PBL school! Simone Dawson – PBL External Coach*

- Ngunnawal PS 2020 SET report found that 14/15 students cited all expectations. 50% of staff cited all Ngunnawal expectations. Posters are displayed prominently.
- Staff agree on executive managed behaviours, crisis plans are posted. Lockdown procedure is embedded.
- Teachers are logging positive and negative incidents in Sentral, data is shared with staff and the PBL team is using data to make decisions such as adjustments to systems and processes and focus areas of the school.
- All teaching staff report teaching PBL lessons, lessons are documented and the PBL team have revised essential features with whole staff regularly.
- 93% of students have received positive acknowledgement using a token system known as yunggi bengals and all staff had given yunggi bengals. There is an excellent and well-defined tiered Acknowledgement System set up through Sentral and documented.
- A Wellbeing Framework has been developed to set out a wholistic approach to student wellbeing from P-6
- Reduction in suspensions and major incidents which resulted in the discontinuation of alternate learning program.
- The school created a second Learning Support Unit and uses this resourcing flexibly to meet the needs of a range of students who wouldn't otherwise have access to a small group program. This has been highly successful in reducing major incidents, reengaging students with learning and creating a safe learning environment for all.

### **Strategy 2: Develop a plan for the delivery of curriculum which reflects high expectations based on relevant, contemporary skills.**

- Tier 1 universal practices scoped P-6 for implementation in 2021 (Wellbeing Framework)
- Unit planner checklist developed to enhance consistency across the school
- An example unit planner has been developed to guide planning
- All teams provided with feedback on the use of the planner
- Investment in technology to support student learning
- Professional Learning Teams strengthened in the following areas:
  - Teachers consider student data, context, engagement and prior learning and deliver the Australian Curriculum.
  - Curriculum plans and assessment tasks are in place and teachers are supported and expected to follow these. (use of common planner across K-6)
  - Time is allocated to enable teachers to moderate student work to ensure that learning has occurred and that judgements are consistent.
  - Data is used in PLC meetings to support curriculum planning.
  - Instructional leaders communicate high expectations and lead teams in a range of reflective activities focused on securing continual improvements.

### **Strategy 3: Develop capacity of staff to deepen Aboriginal and Torres Strait Islander perspectives across the curriculum**

- Whole staff professional learning with Grant Sarra in January
- Whole staff professional learning to support staff to embed Aboriginal and Torres Strait Islander perspectives in Term 2/3 learning units (interrupted during remote learning)
- Staff Performance Development Plans include goals linked to teaching with integrity
- Feedback to teams on learning units with a focus on embedding perspectives
- Partnership with Gungahlin Child and Family Centre for Aboriginal and Torres Strait Islander Children's Day
- Partnership with Marathon Health to provide wholistic support for families

## Challenges we will address in our next Action Plan

### Implementing Positive behaviours for Learning (PBL)

- In 2021, priority will be given to the implementation of the universal practices for all students across the school. This includes Bounce Back, Protective Behaviours, Zones of Regulation and PBL
- Specific feedback to improve PBL implementation:
  - Continue to embed- encourage staff to use "Responsible Learner"
  - Trial "Betty"- data book to design precise statements leading to problem solving
  - Staff encouragement/incentives- for fun?
- The school will be expanding our small group programs to accommodate a third group in 2021.
- Develop and implement expectations for the small group program.
- Increase targeted leadership for supporting staff to make adjustments for students with additional needs.

### Cultural Integrity

- A deliberate approach to building the capacity of all staff to live and learn with integrity through professional learning and key deliverables throughout the year.
- Professional Learning with Sally Lawson with a focus on:
  - Building Cultural Capability
  - 8 Ways of Learning
  - Uncle Ernie's Framework
- A shift from celebrations and events to consistent, quality practice by all staff, all the time.
- Reconnect with community after COVID19
- Koori Preschool Program – new educator and teacher in 2021.

### Curriculum

- Consistent, quality use of the learning unit planner for all learning units
- Introduce peer feedback for the unit planner
- Consistent approach implementation of year overviews
- Digital strategy to be developed in response to satisfaction survey to enhance the use of technology to support learning
- Commence the redesign of the library to create a multi-use space reflecting modern approaches to learning
- Professional Learning Teams focus on:
  - Eliminating curriculum
  - Pre assessment to inform planning

- Common formative checks throughout the learning unit
- Responsiveness to formative checks
- Self/peer assessment

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.

### Key Targets:

**Strategy 1:** Embed the 10 Essential Literacy Practices and Reader’s Workshop as the whole school approach to teaching reading

**Strategy 2:** Establish a feedback on practice coaching model aligned to the school’s priorities: Essential Literacy Practices and the Classroom Practice Continuum (CPC).

**Strategy 3:** Further evolve and embed the philosophies and practices of Professional Learning Communities

### Supporting Evidence Sets:

1. School Reading Benchmark Data
2. BASE Assessment
3. School Wide Essential Literacy Practices Screening Tool
4. NAPLAN N/A 2020

### What this evidence tells us

#### 1. School Reading Benchmark Data

We have greater confidence in the accuracy of the data in 2020 after significant investment in developing consistent assessment practices.

The prioritising of a high-quality Kindergarten program is reflected in a higher proportion of student’s achieving to expected levels in semester 1 2021.

2020 benchmark data currently only reflects the first 6 months of the year in which the school implemented a new approach to reading instruction. Further data is needed to reflect embedding Reader’s Workshop and the impact of this. No cohort has regressed in achievement as a result of the change implementation process in which a dip may be expected.

#### 2. Kindergarten BASE Assessment

The letter recognition, word recognition and reading components all reflect improvement within the Kindergarten cohort.

At the beginning of the year 63% of kindergarten students were assessed as at standard or above in BASE **letter recognition**. At the end of the year this had increased to 95% of students at standard or above.

At the beginning of the year 39% of kindergarten students were assessed as at standard or above in BASE **word recognition**. At the end of the year this had increased to 95% of students at standard or above.

At the beginning of the year 3% of kindergarten students were assessed as at standard or above in BASE **reading**. At the end of the year this had increased to 66% of students at standard or above.

### **3. School Wide Essential Literacy Practices Screening Tool**

#### **Areas of strength noted are:**

- Practice 3: Learning Environment
- Practice 4: Professional Learning
- Practice 5: Literacy Support
- Practice 2: Organisational Climate

#### **Areas for development:**

- Practice 9: Summer Reading
- Practice 10: Connections in the Community
- Practice 8: Family Engagement

The school is currently engaged in a parent engagement research project. There will be specific strategies and actions recommended as a result of the project for implementation in 2021 which will directly impact these areas for development. Parent engagement will be a priority in the annual action plan for 2021.

## **Our achievements for this priority**

### **Strategy 1: Embed the 10 Essential Literacy Practices and Reader's Workshop as the whole school approach to teaching reading**

- Reader's Workshop implementation K-6 supported by continuous and targeted professional learning
- Essential Literacy Practices 1,2,3, 8 and 9 prioritised throughout the year for P-6. Each team has collated evidence of implementation.
- Developed a Reader's Workshop expectations and coaching tool
- Introduced a Reader's Workshop planner
- Participated in the intensive Early Years Literacy Project which included professional learning, walk throughs and formal feedback processes by external coaches
- Take home reading reinvigorated to encourage good reading habits at home
- Developed a detailed literacy assessment guide for each year level

### **Strategy 2: Establish a feedback on practice coaching model aligned to the school's priorities: Essential Literacy Practices and the Classroom Practice Continuum (CPC).**

- All staff have engaged in performance development planning with goals aligning to the strategic direction of the school and individual needs. All staff have reflected on practice using the Classroom Practice Continuum. All staff have received feedback on practice through walkthroughs, coaching and mentoring. We aim to streamline this across the school in 2021.

- As we deepened our understanding of Reader's Workshop a quality criteria was developed and used to provide feedback on practice in addition to the CPC
- All school leaders have engaged in giving constructive feedback to their supervision teams.
- Targeted professional learning for mentors has occurred through the early career educator team

### **Strategy 3: Further evolve and embed the philosophies and practices of Professional Learning Communities**

- Continued to use the disciplined dialogue process and introduced the spiral of inquiry in semester 2 to examine practice
- Increased the use of common assessments to identify next steps.
- Developed videos of practice within the school to share examples of quality practice relevant to our setting

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

#### **Deepening Pedagogical Content Knowledge**

- Make connections between good readers and good writers with a focus on essential literacy practices 4,5,6 and 7.
- Work with external coaches including Misty Adoniou to deepen:
  - exploring how inference works in texts
  - unpacking vocabulary in context
  - diving into high challenge mentor texts
- Continue professional learning throughout the year with a focus on:
  - Building every teacher's capability to teach reading from emergent to independent readers
  - Building every teacher's understanding of vocabulary, academic language and content knowledge.

#### **Consistency across Professional Learning Teams (PLTs)**

- Evidence informed planning
- Ensure the workshop planner is consistently used across the school
- Embed the use of the spiral of inquiry, deepen process as a collective capacity building opportunity
- Schedule celebrating professional achievements to acknowledge the impact of quality teaching on learning

#### **Feedback on Practice**

- Introduce peer to peer feedback on practice
- Prioritise Reader's Workshop and the 10 Essential Literacy Practices as the criteria for feedback
- Introduce a tracker to ensure consistent engagement across the school.

The school is currently engaged in a parent engagement research project. There will be specific strategies and actions recommended as a result of the project for implementation in 2021 which

will directly impact these areas for development. Parent engagement will be a priority in the annual action plan for 2021.