

Garran Primary School

Network: South Canberra/ Weston

Impact Report 2021

The purpose of this document

This document flows directly from our Annual Action Plan for 2020 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges and changes to delivery of improvement for student learning.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted.

In 2022 Garran Primary School will prepare a new school improvement plan 2022 – 2026.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicators 2018-2021

- ✓ *To promote greater equity in equity in learning outcomes in and across ACT Public Schools.*
- ✓ *To facilitate high quality teaching in ACT Public Schools and strengthen educational outcomes.*
- ✓ *To centre teaching and learning around students as individuals.*

Priority 1: Curriculum and Pedagogy

Our goal: Strong academic growth and achievement for every child

Outcomes to be achieved include:

- Teaching practices and expectations are defined and consistency is evident across the school
- Embedding the agreed set of Pedagogical Practices for Teaching and Learning
- To strengthen a shared responsibility to build strong written skills to ensure that students are represented in greater numbers in middle and top bands in NAPLAN

Targets- By the end of 2022 we will achieve:

- Student growth as measured by NAPLAN between year 3 and year 5 will be consistent or better than 'like' similar schools in reading, writing and numeracy
- In NAPLAN to be achieving in the top 50% of like schools in reading, writing and numeracy
- High continued success in percentage of students K - 2 meeting and exceeding PM reading benchmarks

Below is the progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Priority 1: Curriculum and Pedagogy					
School Targets 2018-2022	2018	2019	2020	2021	2022
<i>Student growth as measured by NAPLAN between year 3 and year 5 will be consistent or better than 'like' similar schools in reading</i> (Average scaled growth score + / - SSG)	-18	-15	No data	+3	TBA
<i>Student growth as measured by NAPLAN between year 3 and year 5 will be consistent or better than 'like' similar schools in writing</i> (Average scaled growth score + / - SSG)	-9	-5	No data	+6	TBA
<i>Student growth as measured by NAPLAN between year 3 and year 5 will be consistent or better than 'like' similar schools in numeracy</i> (Average scaled growth score + / - SSG)	-20	-6	No data	-15	TBA
<i>In NAPLAN to be achieving in the top 50% of like schools in reading, writing and numeracy.</i>	Unable to determine from Australian Curriculum, Assessment and Reporting Authority (ACARA) NAPLAN data. This target has been removed from reporting with approval of the School Board.				
<i>High continued success in percentage of students K - 2 meeting and exceeding PM reading benchmarks (2017 percentage of students meeting or exceeding benchmarks K- 97%, Y1- 96%, Y2- 95%)</i> (Percentage of students achieving benchmark by year level)	K: 78% 1: 96% 2: 93%	K: 94% 1: 95% 2: 97%	K: 96% 1: 98% 2: 97%	K: 63% 1: 85% 2: 94%	TBA
<i>A preschool ACECQA (Australian Children's Education & Care Quality Authority) rating of 'excellent' in QA1 (Educational program and practice) and QA4 (staffing)</i>	This target was removed by the School Board in 2019 following conversations with the Directorate's School Improvement section. Whilst the aspiration of the goal remains, it is ineffective as a data target for reporting purposes.				

Table 1: Progress against School Strategic Plan 2018 – 2022 Priority 1: Curriculum and Pedagogy Big Data Targets. Green = achieved, Orange = partially achieved, Red = not achieved.

Table 2 shows PM Benchmarks 2021 - % of cohort above the expected ACT Reading Benchmark range by year level. Home learning throughout Covid impacted particularly on reading progress for EALD and students of vulnerable families. Additional supports are in place for students who didn't achieve benchmarks to ensure the school's high standards for reading continue in the future, regardless of the impact of COVID.

Year level	Total number of students	Total number achieving benchmark or above	% achieving benchmark or above
Kindergarten	76	50	65%
Year 1	81	68	83%
Year 2	85	75	94%

Table 2: Percentage of students attaining reading benchmarks 2021

Tables 3 and 4 below show whether NAPLAN mean scores were at (orange), above (green) or below (red) the ACT average in 2021. As evident, Garran PS NAPLAN mean scores were above the ACT average mean scores in all domains.

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2021	46+	40+	55+	41+	44+

Table 3: Year 3 average mean Scores NAPLAN +/- ACT Year 3 average mean scores NAPLAN 2021

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2021	26+	55+	39+	26+	37+

Table 4: Year 5 average mean scores NAPLAN +/- ACT Year 5 average mean scores NAPLAN 2021

Table 5 shows the value added or student growth between Year 3 and Year 5 in NAPLAN – NAPLAN Year 3 cohort to Year 5 (same cohort, with mobility of approximately 15%) Garran PS and SSSP.

		GPS Year 3 2019 %	GPS Year 5 2021 %	SSSP Year 3 2019 %	SSSP Year 5 2021 %
Numeracy	Mid Bands	36	48	30	37
Numeracy	Top Bands	64	50	66	60
Reading	Mid Bands	28	35	20	30
Reading	Top Bands	67	60	78	68
Writing	Mid Bands	36	48	23	51
Writing	Top Bands	62	46	76	45

Table 5: Percentage of students in bands Year 3 and 5 2019 vs 2021

Figure 1 below, compares NAPLAN growth scores between 2018, at the start of the School Strategic Plan 2018-2022, and 2021.

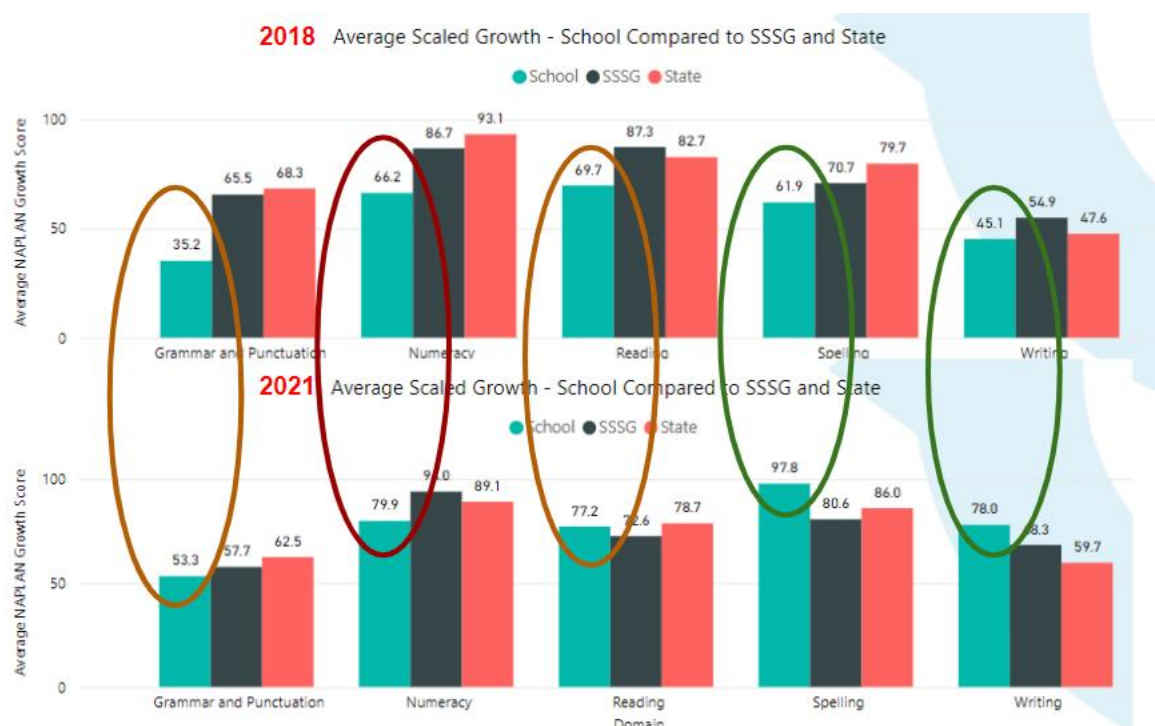


Figure 1: Comparison of NAPLAN Average Growth Scores 2018 and 2021

As shown in Figure 1, student growth in 2021 was significantly higher than both Statistically Similar School Groups (SSSG) and the ACT average in the domains of Writing and Spelling. Garran's sustained school improvement focus on literacy, and in particular writing, has contributed significantly to this result. This is particular evident when comparing 2021 results with those from 2018, when the school began its current strategic plan.

Student growth in the domain of reading was higher than the SSSG average and comparable to the ACT average. Whilst comparably stronger than in 2018, student growth in the domains of grammar and punctuation and numeracy was lower than both SSSG and ACT averages, highlighting these as areas of consideration in future improvement plans.

Table 6 provides an analysis of whether student achievements are in the top 50% of like schools in reading, writing and numeracy. In this data set in reading, writing and numeracy, the years 2019 and 2021 are significant because they show the value the school has added from year3 to year 5. That is they are the same cohort.

Reading (Garran PS % in mid and top bands, and SSSG % in mid and top bands)

	2018	2019	2021
Year 3 Mid Bands (3 and 4) Reading			
Garran PS	24%	28%	23%
SSSG	18%	20%	18%
Year 5 Mid Bands (3 and 4) Reading			
Garran PS	21%	37%	35%
SSSG	26%	34%	30%
Year 3 Top Bands (5-10) Reading			
Garran PS	71%/ 70	67%	75%
SSSG	80%/ 76	78%	80%
Year 5 Top Bands (5-10) Reading			
Garran PS	75%	60%	60%
SSSG	71%	63%	68%

Writing (Garran PS % in mid and top bands, and SSSG % in mid and top bands)

	2018	2019	2021
Year 3 Mid Bands (3 and 4) Writing			
Garran PS	29%	36%	18%
SSSG	26%	23%	15%
Year 5 Mid Bands (3 and 4) Writing			
Garran PS	64%	65%	48%
SSSG	60%	62%	51%
Year 3 Top Bands (5-10) Writing			
Garran PS	69%	62%	82%
SSSG	73%	76%	83%
Year 5 Top Bands (5-10) Writing			
Garran PS	30%	27%	46%
SSSG	35%	33%	45%

Numeracy (Garran PS % in mid and top bands, and SSSG % in mid and top bands)

	2018	2019	2021
Year 3 Mid Bands (3 and 4) Numeracy			
Garran PS	34%	36%	35%
SSSG	26%	30%	30%
Year 5 Mid Bands (5 and 6) Numeracy			
Garran PS	38%	50%	48%
SSSG	33%	38%	37%
Year 3 Top Bands (5to 10) Numeracy			
Garran PS	63%	64%	64%
SSSG	72%	66%	66%
Year 5 Top Bands (7 to 10) Numeracy			
Garran PS	59%	47%	50%
SSSG	64%	58%	60%

Table 6: Percentage of students in bands Year 3 and 5 Reading, Writing and Numeracy 2018, 2019 & 2021

Parent perceptions about the quality of teaching and learning

	Garran PS 2019	Garran PS 2021	SSSG 2019	SSSG 2021
• Teachers at this school believe every student can be a success	89	87	80	80
• Teachers give useful feedback	91	92	83	78
• My child is making good progress at this school	91	94	86	81
• I am satisfied that my child is getting a good education at this school	94	97	88	84
• I am satisfied that this school has high expectations in all that it does	92	93	81	77

Staff perceptions about the quality of teaching and learning

	Garran PS 2019	Garran PS 2021	SSSG 2019	SSSG 2021
• Teachers give useful feedback	91	97	89	91
• I am satisfied the students are getting a good education at this school	96	100	94	93
• I am satisfied that this school has high expectations in all that it does	100	100	91	89

Student perceptions about the quality of teaching and learning

	Garran PS 2019	Garran PS 2021	SSSG 2019	SSSG 2021
• I am satisfied the students are getting a good education at this school	88	89	82	78
• I am satisfied that this school has high expectations in all that it does	85	82	74	71
• Teachers want every student to do their best	92	95	92	92
• Teachers give us useful feedback	82	90	77	72
• Teachers encourage students to try out new ideas	91	91	84	83
• I am interested in what I learn at school	82	92	71	63

What this evidence tells us

An examination of the data presented indicates the Garran Primary School has continued to perform at a high level compared with like schools and exceeds in every domain the performance of 'all schools' in the ACT. The school has also been a consistent and reliable high performer compared with students in the statistically similar school groups. Writing & Spelling have shown growth from continued focus and investment with higher growth than SSSG in Writing and Reading. Garran Primary is closing the gap in punctuation and grammar between statistically similar high performing schools however this is still an area for improvement. Numeracy, Punctuation & Grammar are areas identified for improvement. School analysis reflects that EALD, gender & mobility continue to influence school NAPLAN results. Student reading results in the early years were significantly impacted by the disruption of Covid19 and home learning. The school has examined in detail areas where Garran's performance in middle and top bands can be improved.

Our Achievements for this priority

- **Data Literacy** and tools for understanding assessment and tracking of students were a focus of instructional coaching with staff increasingly building an understanding during their fortnightly curriculum chats in being able to personalise learning for students and meet school goals.
- **Differentiated learning for new educators** with 10 Essential Instructional Practices in Literacy implemented to strengthen delivery of quality teaching practices.
- The school 'new staff' **induction program** was enacted at the beginning of the year to ensure that new staff had access to resources and the 'Garran' approach to teaching and learning.
- **Instructional leadership conferencing model** continued to expand with teachers tracking and monitoring students through school conferencing approaches to individualise learning for students.
- School **pedagogical practices** were embedded with instructional coaching from team leaders and curriculum chats challenging thinking and practice.
- **Curriculum coaches** supported teams by working shoulder to shoulder to continuously improve pedagogical practices in line with school procedures and processes. Coaches met fortnightly with the instructional leader to align focus and practice.
- Several staff engaged in **postgraduate studies** in areas related to curriculum and leadership- two staff received scholarships to participate in the University of Canberra Affiliated Schools Master of Educational Leadership. One teacher completed the English as a Second Language (TESOL) graduate diploma, and all staff completed extensive professional learning in Microsoft Teams, Google Meet and Online conferencing which were required for home learning during COVID-19.
- Teachers continued to seek and respond to constructive **feedback from peers** about teaching practices by enacting the school peer feedback procedures. Teachers continue to reach out and respond to feedback from school leaders and their peers.
- **Differentiated Workshops, Register of Expertise and Classroom Walkthroughs** continued to be highly valued by teachers to support their learning. Teacher feedback indicated that they value learning from each other and that showcasing best practice and teacher strengths within the Garran professional learning model is appreciated and supports further their professional growth.
- Staff were key presenters in week 0 professional learning activities. An overview of the **school data and implications for work in classrooms** was presented by active leader teachers. The integrated curriculum was updated by teams with a focus on deep understandings and cross curriculum skills and principles and big ideas. Training was provided for teachers in the use of the Criterion Reference Tool and the writing book was used as a resource within the Daily 5 cycle. Additionally, active leadership was observed by teachers who engaged in communicating school and student data, supporting staff in utilising systems and pedagogical approaches during PLCs. A website for parents was initiated to support families wanting more information about the curriculum, and ideas to help children at home.

- **Active leadership** was demonstrated by teachers who engaged in refining school writing and spelling documents to support the design of rigorous school curriculum. Teachers met through the year to discuss student and school needs, the school philosophy and approach to these subject areas, and evidence based pedagogical approaches for effective delivery of these subject areas.

Priority 2: Student Engagement

Our goal: Consistency of approach for student support and engagement

Outcomes to be achieved include:

- Increased knowledge by families of school procedures and programs
- Clear articulation for staff and students of how their behaviours connect to the school ethos and expectations
- A culture of consistency in student support that clearly engenders positivity in classrooms and the school environment

Targets- By the end of 2022 we will have:

- Increased student response by a minimum of 5% 'Teachers treat students fairly at this school' in the School Satisfaction Survey
(2017 results 67% of Garran students and 71% of P-6 Like schools agree or strongly agree)
- Increased student response by a minimum of 5% 'Student behaviour is well managed at this school' in the School Satisfaction Survey
(2017 results 63% of Garran students and 89 % of P -6 Like school students strongly agree or agree)
- Maintained the high level of parent satisfaction response to 'Student behaviour is well managed at this school' in the School Satisfaction Survey
(2017 results 89% of Garran Parents, and 80% of P-6 Like school parents agree or strongly agree)
- 100% of staff utilising school selected data from behaviour and assessment tools related to student emotional and social growth to enhance 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.

Priority 2: Student Engagement					
Big Data Target	2018	2019	2020	2021	2022
<i>Increased student response by a minimum of 5% 'Teachers treat students fairly at this school' in the School Satisfaction Survey (2017 results 67% of Garran students and 71% of P-6 Like schools agree or strongly agree). This is now written as Staff treat students with respect</i>	74% Garran PS 80% Like schools	89% Garran PS 82% Like schools	90% Garran PS 82% Like schools	87% Garran PS 81% Like schools	TBA
<i>Increased student response by a minimum of 5% 'Student behaviour is well managed at this school' in the School Satisfaction Survey (2017 results 63% of Garran students and 89% of P-6 Like school students strongly agree or agree). Item removed in 2021.</i>	65% Garran PS 51% Like schools	74% Garran PS 51% Like schools	72% Garran PS 52% Like schools	Item removed	Item removed
<i>Maintained the high level of parent satisfaction response to 'Student behaviour is well managed at this school' in the School Satisfaction Survey (2017 results 89% of Garran Parents, and 80% of P-6 Like school parents agree or strongly agree)</i>	88% Garran PS 77% Like schools	89% Garran PS 75% Like schools	93% Garran PS 73% Like schools	89% Garran PS 74% Like schools	TBA
<i>100% of staff utilising school selected data from behaviour and assessment tools related to student emotional and social growth to enhance student engagement (Percentage of staff achieving goal)</i>	70	90	100	100	100

Table 7: Progress against School Strategic Plan 2018 – 2022 Priority 2: Student Engagement Big Data Targets. Green = achieved, Orange = partially achieved, Red = not achieved.

Parent perceptions about the ways the school attends to their needs and involves them

	Garran PS 2019	Garran PS 2021	SSSG 2019	SSSG 2021
• Staff at this school treat students with respect	95	96	91	90
• My child feels safe at this school	97	93	91	90
• Student behaviour is well managed at this school	89	95	76	74
• This school is actively seeking parents' opinions and ideas for making important decisions	85	90	67	61
• This school works with me to support my child's learning	89	96	83	77
• Community partnerships are valued and maintained	90	79	79	70
• Diversity is celebrated at this school	96	95	88	83

Staff perceptions about the ways the school attends to their needs and involves them

	Garran PS 2019	Garran PS 2021	SSSG 2019	SSSG 2021
• Staff at this school treat students with respect	100	100	98	97
• Parents at this school can talk to their child's teachers about their concerns	100	97	96	95
• Staff get quality feedback about their performance	68	96	70	63
• Staff have a consensual approach to managing issues within the school	82	95	78	76
• Staff get recognised for good work	86	94	76	69
• Community partnerships are valued and maintained	100	89	89	86

Student perceptions about the perceptions about the ways the school attends to their needs and involves them

	Garran PS 2019	Garran PS 2021	SSSG 2019	SSSG 2021
• Staff at this school treat students with respect	89	87	82	81
• I feel safe at this school	86	84	72	71
• I feel I can talk to teachers about my problems at school	63	65	65	57
• I am happy to be part of this school	88	90	80	80
• Staff and students who uphold the values of the school are recognised and valued	78	77	70	66

What this evidence tells us

The targets set for the duration of this improvement cycle were exceeded. The staff wellbeing team continue to monitor and analyse data pertaining to student behaviours and wellbeing and then enact actions as a result with specific areas of focus. There were many positive overarching themes from student responses from the 2021 school wellbeing survey. These themes came through strongly from a high percentage of the students and directly correlate with some of the themes being focused on in our 'Bounce back' and 'Growth Mindset' programs.

Specific results from the survey were presented to staff with focus areas for each year group and strategies to support children to further strengthen skills enacted. Some general strengths for 2021 included;

- Garran children feel safe.
- The children at Garran get along well with their teachers.
- 'Getting in trouble' is significantly lower at Garran than the national average.
- Being at school is a positive experience for our children.
- Abiding by the rules is important to all cohorts.
- Not hurting others' feelings is important to Garran children.
- Garran girls are getting better at describing their feelings.
- Boys are learning skills to control their anger with a continual improvement shown over five years.
- Children are prepared to do difficult work, they do not give up easily and they love to learn.
- Children like helping others and are respectful towards others.
- Children feel that they are trustworthy.

The results of the School Satisfaction Survey reflect that staff, students and families are strongly satisfied and confident in the school procedures and feel that their child is receiving a quality education at the school in a safe and supported environment. The school culture is extremely positive. Student behaviour overall is outstanding, with school data showing a continual reduction in misdemeanors.

Our achievements

The entire school community should be proud of the improvement and results of student wellbeing and care during the life of this school plan. The school culture demonstrates that all stakeholders are supportive and aligned to the school goals with continuous improvement indicated in the data for minimising inappropriate behaviour in the playgrounds and increased student engagement in all activities. Parents appreciate the care and support shown to students and are actively engaged in their child's education. The staff are proud of the results that reflect overall excellent student engagement in learning and minimal disruptions from negative behaviours. The entire school community is committed to ensuring that school is safe, happy and a great place for students, staff and families to work and learn. Professional learning continues to support teachers in further developing their skills in implementing both the Growth Mindset strategies, Bounce Back as well as and supporting student wellbeing and nurturing social skills and positive behaviours. This has resulted in a higher consistency in teacher practice to staff approaches to resolving student issues in the playground. Specifically targeting areas identified in the student wellbeing survey has ensured a tailored and appropriate approach to teaching social skills and behaviours that are relevant to student and school needs.