

## 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 (see reporting for detail):

- Consolidation of SWAY language program
- Continued employment of full-time speech pathologist

#### 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 (see reporting for detail):

- Refined the school's assessment schedule to include Initial Lit program.
- Implementing professional learning plan aligned with the school's priorities.
- Staff professional Learning: Berry Street model.
- Refined PLC model to adapt and respond to current needs.
- Working to ensure student wellbeing was a priority through trauma-based brain learning employing the Berry Street model.

#### 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 through:

- Personalised and targeted approach to teaching reading and closing literacy and numeracy gaps through PLPs and individual learning goals.
- Working with external agencies and paraprofessionals to meet the physical, emotional and academic needs of all students.

In 2021 our school supported this Strategic Indicator through – Priority 2 through:

- Targeted professional learning in Phonics, Initial Lit, and Maths Vocabulary and Problem Solving (PANL).
- Increased staff to student ratios to enable targeted, personalised teaching.



- Developed whole school agreed expectations and practices documents for Literacy and Numeracy. (pedagogical Frameworks).

## Reporting against our priorities

### Priority 1: Improved Academic Outcomes

#### Targets or measures

By the end of 2022 we will achieve:

- All students to be at or above ACT Benchmark levels in PM Reading levels.
- Increase of 5% per year (to 85%) of students achieving Australian Curriculum standard or above in Reading, Writing and Numeracy (Measured by report grades, PM benchmarking, Kindy BASE data, PAT Maths and PAT Reading.)

In 2021 we implemented this priority through the following strategies.

- Revised whole school data plan and assessment schedule – specifically the collection of reading data for PM level 30+
- Implemented guided moderation tools and tasks for writing samples K-6 in accordance with whole school Assessment Schedule
- Develop a coherent, sequenced whole school Pedagogical & Curriculum Delivery Plan that includes scope and sequence and aligns with Australian Curriculum
- Supporting staff to use data from standardized assessments to inform planning in PLTs
- Individual goal setting and intervention models in every classroom.

*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 2 2019	Year 3 2020	Year 4 2021	Year 5 2022	
At least 90% of students to be at national average in NAPLAN reading	14% at or above national average	0% at or above national average	N/A No NAPLAN in 2020. This target has been removed from Strategic Plan due to relevance to school.			
All students to be at or above ACT PM Benchmark levels in reading	N/A	59% at or above. <i>*includes children on special programs</i>	64% at or above <i>*includes children on special programs</i>	39% at or above <i>*includes children on special programs</i>		
At least 90% of students to be at National average in NAPLAN writing	14% at or above national average	16% at or above national average	N/A No NAPLAN in 2020. This target has been removed from Strategic Plan due to relevance to school			

Increase of 5% per year to 85% of students achieving Australian Curriculum standard or above in English (measured through grades in reports, PAT assessments & BASE kindergarten data.	58% (grades only)	48% (Grades only)	55%	Grades = 50% BASE = 14% PAT (vocab & reading combined)= 65%		
At least 90% of students to be at National average in NAPLAN Numeracy	33% at or above national average	14% at or above national average	N/A No NAPLAN in 2020. This target has been removed from Strategic Plan due to relevance to school			
Increase of 5% per year to 85% of students achieving Australian Curriculum standard or above in Numeracy (measured through grades in reports, BASE kindergarten data & PAT Maths.)	60%	60%	80%	Grades= 63% BASE =29 PAT = 58%		

#### Perception Data

Targets or Measures	Base 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5	
Increase in the number of parents/carers who agree that students are making good progress at this school.	92%	93%	78%	No data in 2021		
Increase in the number of students who find it easy to participate in maths, reading activities (from an anxiety/emotional response perspective.	n/a	n/a	43% (R) 43% (M)	No data in 2021		

#### School program and process data

Targets or Measures	Base 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5	
Increase in the percentage of staff analysing standardised testing results to inform planning. (SSS)	38%	43%	67%	100%		
Improvement in achievement rates for speech therapy goals. (many goals are long-term and may take several years to achieve in full.)	n/a	n/a	47% of speech targets were fully achieved. 100% of students	50% speech targets fully achieved. 100% of students made clear improvement		

			made clear improvement against all goals.	against all goals.		
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### What this evidence tells us

- We are making slow, but steady progress towards our targets; however, targets may be too aspirational.
- We need to work on parent perception of academic achievement and progress of students.
- We are becoming more systematic around data collection and use of data to inform practice.
- We still have a lot of work to do with reading levels of students who are not attending regularly.

### Our achievements for this priority

#### **Increase in reading and numeracy outcomes.**

- We have made positive gains in reading and numeracy skills and attitudes towards these subjects.
- more than 2 years growth for individual students in both literacy and numeracy demonstrated in PAT testing data (where attendance levels were consistent and high.)

#### **Increase staff capacity to collect and analyse data.**

- We now have multiple sources of data to enable triangulation and reduce emphasis or reliance on NAPLAN data as evidence.
- Data plan and assessment schedule now reflect needs of school and longitudinal tracking.
- Data discussions are being held regularly with teaching staff to analyse growth and brainstorm issues in whole staff meetings and PLTs.

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

- Link between low achievement (below standard) levels and attendance rates for those students is clearly and undeniably evident. We will need to refocus on attendance and build a plan for supporting families to get students to school every day.
- Response to Intervention program needs to capture students who miss core, essential learning and also Zones of Regulation lessons.
- Engaging particular students off the playground and into maths and literacy lessons.

## Priority 2: Improved Social and Emotional Competencies (Values into action)

### Targets or measures

By the end of 2022 we will achieve:

- All students to achieve usually or always in the level of achievement in SEL reporting template
- 90% or more of students to achieve Social and Emotional outcomes from PBL
- Reduction in the number of incidents requiring executive intervention
- Social and Emotional Learning program embedded throughout the school
- 90% or more of students consistently displaying PBL and SEL values
- Increase of 5% per year of students consistently displaying school PRIDE values

In 2021 we implemented this priority through the following strategies.

- New staff induction packs introduced including Bumps, PBL and Zones.
- Whole school scope and sequence document aligning SEL, Zones, PBL, Berry Street Model and Australian Curriculum developed in consultation with staff
- Negative incidents recorded and tracked in SENTRAL
- SEL data collected through Assessment Schedule adapted from Berry Street Model
- PBL aligned with PRIDE values – rewarded and recognised during morning line-up via tokens and Class Dojo in classrooms

*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 2 2019	Year 3 2020	Year 4 2021	Year 5
Students achieving 'usually' or 'always' in Personal and Social Capability component of reporting and therefore 'recognising and expressing emotions appropriately'.	tbc	tbc	19/30 (63%)	30/33 (91%)	

### Perception Data

Targets or Measures	Base 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5
SSS statement about student behaviour being managed well at this school. (student/staff/parent surveys)	14% (st) 46% (sf) 72%(pc)	25% 43% 62%	20% 78% 67%	Removed from SSS in 2021	
SSS data about students feeling safe at this school (student surveys)	57%	37%	80%	75%	

#### School program and process data

Targets or Measures	Base 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5
Increases in students' perception of their own <i>ability to identify and use self-regulation tools.</i> <i>"know what to do to get themselves into the green zone."</i>	n/a	n/a	10/23 (44%)	14/33 (42%)	
Improvement in self-regulation data for targeted students in case studies.	n/a	n/a	6/7	n/a	
Percentage of educators explicitly teaching PBL expectations, as well as embedding Zones of Regulation theory and strategies within classrooms and on playground.	n/a	n/a	5/6 or 83%	6/7 or 86	

#### What this evidence tells us

- We need to identify a more efficient and effective way to collect SEL data.
- Anecdotal evidence suggests an increase in positive behaviours over the course of the year.
- Implementation of Zones of Regulation is evident across school.

#### Our achievements for this priority

##### Introduced Berry Street Model

##### Consolidated of Zones of Regulation

- Common language used across the school
- Developed school based SEL Scope & Sequence document in consultation with staff
- Linked Zones with PBL, Berry Street & Australian Curriculum Personal & Social Capabilities
- Embedded 'BUMPS' system across whole school and consistent application of whole school student management system

##### Re-established school PRIDE values to drive PBL

- Consistently recognised positive behaviours on the playground and in the classroom
- Record positive behaviours on SAS (Schools Administration System)

Reduction in violent incidents and major 'explosions' in classrooms and on playground reflected in SAS Wellbeing reports.

Students are beginning to demonstrate and articulate the zones of regulation and also their personal regulation strategies.

Staff are increasingly confident in co-regulating with students.

Reduced number of executive interventions required for physical violence or violent outbursts.

## Challenges we will address in our next Action Plan

- SEL to be embedded across the school.
  - > Team Teach
  - > Revisit SEL Scope & Sequence document and embed into teacher planning
  - > Induct new staff into Zones, Berry Street, PBL & Zones
  - > Review SEL questionnaire
  - > Consistency with PRIDE values recognition & recording systems
  - > Educate community about zones.



### Priority 3: Provide preschool education that meets the national standard.

#### Targets or measures

By the end of 2022 we will achieve:

- Service delivery and compliance that meets or exceeds the national standard.

In 2021 we implemented this priority through the following strategies.

- Update QIP
- Ensure national quality standard alignment
- Increased resource allocation and updated preschool resources
- Strengthened preschool programming and reporting.

*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.*

#### School program and process data

Targets or Measures	Base 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5
By 2022 we will achieve service delivery and compliance that exceeds the National Quality Standard	Exceeding rating	Not assessed in 2019	Not assessed in 2020	Not assessed in 2021	

#### What this evidence tells us

- Whilst we are not being quality assessed until 2022, we have updated the QIP and completed the self-assessment of Compliance.

#### Our achievements for this priority

- > Elements of QIP were updated.
- > Compliance self-assessment completed.
- > Policies and procedures all updated.
- > Cultural integrity and embedding of Aboriginal and Torres Strait Islander perspectives and ways of learning were a priority for the year.

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

- Updating mission and vision statement

#### 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.

> Directorate template attached to this report.

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