

# Neville Bonner Primary School

Network: North Canberra/ Gungahlin

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## Impact Report 2020

### The purpose of this document

This document flows directly from our Action Plan for 2020 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.

Please note: COVID-19 has had a significant impact on teaching and learning outcomes, the availability of some data sets and some of the deliverables we aimed to achieve in the Annual Action Plan. However, the challenges of COVID-19 also provided opportunities that enabled positive long-term outcomes for the students and the school.

### 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 – Priority 1 and 2 (see reporting for detail):

- Continuation and refinement of whole-school scope and sequence documents across all learning areas including emphasis on understanding 'above' and 'below' expected year level
- Establishment of play-based pedagogies in the early years

#### 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 – Priority 1 and 2 (see reporting for detail):

- A suite of high quality Professional Learning in the areas of Mathematics and English, including mental computation, systematic synthetic phonics, spelling, handwriting and deep comprehension
- Collaboration with another school to provide a Professional Learning Community in the teaching of Mathematics

## Reporting against our priorities

### Priority 1: Improve Learning Outcomes in Mathematics

#### Targets or measures

By the end of 2023 we will achieve:

- An increase the proportion of students at or above expected growth in NAPLAN Numeracy
- An increase the proportion of students in the top two NAPLAN bands of Numeracy in Year 5

In 2020 we implemented this priority through the following strategies:

- Training and implementation of Count Me In Too (Kindergarten to Year 2)
- Training and implementation of Middle Years Mental Computation (Year 3 to Year 6)
- Integrate experiential, investigative and play-based pedagogies in teaching and learning of Mathematics
- Systematic planning and implementation of online maths learning – Mathletics (K to Year 6)

*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
Increase the proportion of students at or above expected growth in NAPLAN Numeracy	58.5%	45%	Unavailable due to COVID-19			
Increase the proportion of students in the top two NAPLAN bands of Numeracy in Year 5	18.6%	23.9%	Unavailable due to COVID-19			
Increase in the proportion of children making expected growth or better in PIPS Numeracy	67%	74.4%	Unavailable due to COVID-19			

#### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase in the proportion of parents/carers that they are satisfied (score of 4 or 5) their child is making progress in Mathematics	See 2019	52.6	*			
Increase in the proportion of students who are satisfied that they have made progress in Mathematics	To be collected in 2020		*			
*Alternate focus to support and maintain the wellbeing and engagement of students and families during COVID-19						

#### School program and process data

- All team leaders and teachers provided with training in relation to the National Numeracy Progressions
- Teachers of the early years beginning to adopt a play based approach to support conceptual development in Mathematics
- All teachers use the Neville Bonner Primary School Mathematics Scope & Sequence, in alignment with the Australian Curriculum and modified to suit the needs of each Learning Group
- Increased systematic use of online Mathematics learning including, but not limited to, Mathletics(K to Year 6)

- School wide systematic implementation of an explicit teaching model for the delivery of online Mathematics teaching and learning during Virtual School

### What this evidence tells us

- PIPs (BASE) and NAPLAN data for 2020 was not available due to COVID-19

### Our achievements for this priority

#### **Implement Middle Years Mental Computation (MYMC) and Count Me In Too (CMIT) pedagogy across the school**

- The Mathematics Team facilitated school wide professional learning
- MYMC and CMIT assessment tools are available for staff to use with teachers engaging in the use of MYMC and CMIT assessment strategies
- Schedule for Early Number Assessment (SENA) used to determine next-step teaching and learning
- Additional concrete materials purchased to assist with hands on learning of Mathematical concepts
- Whole of school approach to the teaching of Mathematics including the systematic use of online learning tools and programs
- Embedded NBPS Scope and Sequence documents.

#### **Embraced the online learning opportunities to strengthen approach to teaching and learning of Mathematics**

- Streamlined the administrative processes for managing student online subscriptions including Mathletics
- Developed a suite of online resources
- An innovative approach to online learning in the form of an 'Virtual School' was developed to provide structure, predictability and a high quality and respectful learning environment for students. The Virtual School provided an explicit teaching model including teacher developed lessons with links to relevant educational resources and activities, with support materials for parents/carers.

#### **Implemented the initial phase of play-based pedagogies in Mathematics**

- Resource library expanded throughout the year to match content of the Australian Curriculum with student interests
- Ongoing professional learning in relation to play based pedagogies
- Timetabling for play based learning opportunities in each learning area in early years

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

#### **Implement Count Me In Too (Kindergarten to Year 2)**

- Adding SENA into the Assessment Schedule & up skilling new staff

#### **Implement Middle Years Mental Computation (Year 3 to Year 6)**

- Adding MYMC into the Assessment Schedule & up skilling new staff
- Integrate experiential, investigative and play-based pedagogies in teaching and learning of Mathematics**
- Continuing to resource the school with concrete materials to support hands on learning
  - Continuing the provision of professional learning and upskilling of new staff

**Priority 2:** Students will improve reading skills with a particular focus on deep comprehension

### Targets or measures

By the end of 2023 we will achieve:

- An increase the proportion of students at or above expected growth in NAPLAN Reading
- An increase in the proportion of students in the top two NAPLAN bands of Reading
- An increase in the proportion of children making expected growth or better in PIPS Reading

In 2020 we implemented this priority through the following strategies.

- Whole of school professional learning model – cycle of shared learning/implementation modules
- School Leaders delivered consistent and evidence informed teaching of comprehension Kindergarten to Year 6
- Play pedagogies as a vehicle for language and vocabulary development to support comprehension

*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
An increase the proportion of students at or above expected growth in NAPLAN Reading	63.5%	70%	Unavailable due to COVID-19			
An increase in the proportion of students in the top two NAPLAN bands of Reading	Yr3 46.9% Yr5 32.3%	Yr3 50.6% Yr5 39.4%	Unavailable due to COVID-19			
An increase in the proportion of children making expected growth or better in PIPS Reading	72%	86.4%	Unavailable due to COVID-19			

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of parents/carers who are satisfied (score of 4 or 5) that their child is progressing in reading.	See 2019	69.4	*			
Increase the proportion of students who are satisfied that they are progressing in reading	To be collected start 2020		*			
*Alternate focus to support and maintain the wellbeing and engagement of students and families during COVID-19						

### School program and process data

- All team leaders and teachers provided with training in relation to the National Literacy Progressions
- Teachers of the early years beginning to adopt a play based approach to support development in language, vocabulary and comprehension
- Use of Neville Bonner Primary School English Scope & Sequence, in alignment with the Australian Curriculum and modified to suit the needs of each Learning Group
- Increased systematic use of online English learning including, but not limited to, Reading Eggs(P to Year 6) Soundwaves (K to Year 6)
- School wide systematic implementation of an explicit teaching model for the delivery of online English teaching and learning during Virtual School

### What this evidence tells us

- PIPs (BASE) and NAPLAN data for 2020 was not available due to COVID-19

### Our achievements for this priority

#### **School Leader modelling of the teaching of comprehension using quality literature**

- A consistent ePACT agenda and considered timetabling to facilitate peer feedback, maximise student learning time and create more opportunities for teacher modelling
- Employment of a full-time library assistant to accession new inventory and enhance the Library learning environment
- Updated and continued implementation of the Neville Bonner Primary Circle of Practice in English
- Professional development for all teaching staff in using the National Literacy and Numeracy Progressions to track student growth and plan future learning
- Whole of school professional learning model – cycle of shared learning/implementation modules
- School Leaders delivered consistent and evidence informed teaching of comprehension, intentionally timetabled for Kindergarten to Year 6

#### **Embraced the online learning opportunities to strengthen approach to teaching and learning of comprehension**

- Streamlined the administrative processes for managing student online subscriptions including Reading Eggs and Soundwaves
- Developed a suite of online resources
- An innovative approach to online learning in the form of an 'Virtual School' was developed to provide structure, predictability and a high quality and respectful learning environment for students. The Virtual School provided an explicit teaching model including teacher developed lessons with links to relevant educational resources and activities, with support materials for parents/carers.

### **Using play pedagogies as a vehicle for language and vocabulary development to support comprehension**

- Opening of Birimbigang and scheduled lessons in the new contemporary building designed for 21<sup>st</sup> Century learning
- Play and investigation opportunities that are embedded in Preschool are becoming a regular part of K-1 learning programmes
- Increased resourcing of play and investigation support materials

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

- Further development of professional learning, including creating professional learning communities with other schools to share and reflect on practice
- Continuing to embed 'play' and 'investigations' in daily and weekly timetables and programmes
- Continuing to resource the school with appropriate literature materials and play provocations
- Upskilling of new staff

## 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.

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