

Duffy Primary School

Network: South Canberra/ Weston

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*
- > *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
- > *To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- > *Increase individual student growth in writing across all year levels*

Education Directorate Strategic Indicator 2018-2021

- > *To promote greater 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*

In 2021 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- > *Improve the percentage of students making expected growth in number*

Reporting against our priorities

Priority 1:

Improve student performance in writing across all year levels

By the end of 2025 we will achieve:

- 60% or more year 3 students in the top two NAPLAN % bands of writing
- 22% or more year 5 students in the top two NAPLAN % bands of writing
- 83% or more of our students agree or strongly agree that My teachers motivate me to learn
- 75% students demonstrate year on year growth in PAT grammar and punctuation

In 2021 we implemented this priority through the following strategies:

- Embed phonological awareness across K- 3
- Embed 10 Essential literacy practices within writing

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
60% or more year 3 students in the top two NAPLAN % bands of writing	33%	22.6%				
22% or more year 5 students in the top two NAPLAN % bands of writing	16%	16.2%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
83% or more of our students agree or strongly agree that My teachers motivate me to learn	70%	No data for 2021 due to COVID/remote learning.				
**This question was removed from the 2021 Satisfaction Survey due to COVID/remote learning. This target/measure will need to be amended in our School Improvement Plan, for future Action Plans.						

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
75% students demonstrate year on year growth in PAT grammar and punctuation	No base set yet	No data				
**PAT implemented in 2021 so no year on year data in the 1st year of the plan.						

What this evidence tells us

- We are starting to see an improvement in Year 5 data from the last school improvement cycle. The key now is to maintain the momentum.
- Some data sources have changed and are currently being implemented; 2021 being our first year of implementing PAT testing.
- Our PLC model has had a data focus and our staff can talk about our data story and linkages to our school priorities and strategies.

Our achievements for this priority

Embed phonological awareness across K- 3

- Workshops for consistent practice in the implementation of the Letters and Sounds program and assessment
- Developed Letters and Sounds Resource Kits and assessments for the whole staff
- Consistency in the explicit teaching of the Early Years Literacy practices
- Vertical alignment of our Agreed Practices and Pedagogy
- Collaborative teaching teams working as PLCs in engaging in data discussions in order to move all students forward with our Spirals of Inquiry and reflective practice

Embed 10 Essential literacy practices within writing

- English CoPs Team developed Year level writing example posters, which are now part of our environmental print in all learning areas and are used for explicit learning opportunities
- English CoPs Team ran targeted professional learning to develop understanding of the 10 Essential Literacy Practices
- English CoPs Team reflected and refined our Writing agreed practices ensuring vertical alignment
- Collaborative teaching teams working as PLC to reflect on practices and identify next steps for the 10 Essential Literacy Practices, each year level developing writing goals, review and reflect impact (spiral of Inquiry)
- PAT Grammar and Punctuation Assessments started for implementation (year 1-6)

Challenges we will address in our next Action Plan

- Allocating time for PLCs to meet face to face with executives across the school (COVID and cohorting challenges)
- Classroom visits focusing on coaching and mentoring was interrupted in 2020/2021 and will be a focus for 2022
- Use of teacher experts in specific skills and concepts supporting each other in classrooms has been interrupted due to COVID and cohorting
- Continued use of Letters and Sounds programs and assessments for RTI in years 3-6
- English CoPs Team to run targeted professional learning for PAT grammar and punctuation assessments data analysis

Priority 2:

Improve the percentage of students making expected growth in number.

By the end of 2025 we will achieve:

- 58% or more of students will be at expected growth in numeracy
- 41% or more of students achieving high growth in mathematics in BASE
- 94% or more of our staff agree or strongly agree that this school looks for ways to improve
- 75% of students understand fundamental concepts of number
- 75% of students demonstrate year on year growth in PAT Mathematics

In 2021 we implemented this priority through the following strategies:

- Embed Inquiry teaching and learning within mathematics
- Purposeful collection and analysis of data that tracks individual students, targets teaching and learning and monitors growth

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
58% or more of students will be at expected growth in numeracy (NAPLAN)	45%	43%				
41% or more of students achieving high growth in mathematics in BASE	34%	13.3%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
94% or more of our staff agree or strongly agree that This school looks for ways to improve	91%	No data for 2021 due to COVID/remote learning.				
**This question was removed from the 2021 Satisfaction Survey due to COVID/remote learning. This target/measure will need to be amended in our School Improvement Plan, for future Action Plans.						

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
75% of students understand fundamental concepts of number (Trusting the Count assessments)	100%	59.2% (P-2 data only)				
75% of students demonstrate year on year growth in PAT Mathematics	No base set yet	No data				
<p>****PAT implemented in 2021 so no year on year data in the 1st year of the plan.</p> <p>** Trusting the Count data is P-2 data only (2021), will be fully implemented across P-6 by end of 2022.</p>						

What this evidence tells us

- Starting to see an improvement in Year 5 data from the last school improvement cycle. The key now is to maintain the momentum to reach our next targets.
- Some data sources have changed and are currently being implemented, 2021 being our first year of implementing PAT testing and Trusting the Count.
- Our PLC model has had a data focus and our staff can talk about our data story and linkages to our school priorities and strategies.

Our achievements for this priority

Embed Inquiry teaching and learning within mathematics

- Collaborative teaching teams working as PLC to reflect on practices and identify next steps for mathematical language and/or number, each year level developing number goals, review and reflect impact (spiral of Inquiry)
- Engaged in Professional Learning through Finding the Balance (Directorate Initiative) and ReSolve Maths by Inquiry PL
- Mathematics CoPs Team reflected and refined our Mathematics agreed practices ensuring vertical alignment

- Mathematics CoPs Team reflected and refined our Mathematics scope and sequence ensuring vertical alignment

Purposeful collection and analysis of data that tracks individual students, targets teaching and learning and monitors growth

- *Finding the Balance*: the ACT Education Directorate's mathematics and numeracy strategy PL for staff
- Pedagogies Professional Learning workshops: Inquiry based learning, formative assessment and differentiation
- Mathematics CoPs Team ran targeted professional learning for PAT Maths Assessments started for implementation

Challenges we will address in our next Action Plan

- Allocated time for PLC to meet with executives across the school
- Classroom visits focusing on coaching and mentoring was interrupted in 2020/21 and will be a focus for 2022
- Use of teacher experts in specific skills and concepts supporting each other in classrooms due to cohorting
- Mathematics CoPs Team to run targeted professional learning for PAT Maths Assessments data analysis, this year focusing more on the implementation of the tests
- Ensuring our curriculum alignment, pedagogy and practice is consistent, particular focus on mathematical language (EnvisionMaths and Paul Swann resources)