

Gilmore Primary School

Network: Tuggeranong

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, due to the 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 – Priority 2 (see reporting for detail):

- Develop evidence-based pedagogical practices to meet student need within reading
- Build the capacity of families to engage in language and literacy interactions with their children and promote reading at home.

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- Develop evidence-based pedagogical practices to meet student need in number.

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 (see reporting for detail):

- Further develop the school's plan for curriculum delivery that reflects the school's vision.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Ensure that differentiation, based upon relevant data sets is evident in planning
- Develop Individual learning goals in reading, writing and number for each student.

Reporting against our priorities

Priority 1: Develop individual children's knowledge, skills and dispositions to confidently engage in their learning

Targets or measures

By the end of 2024 we will achieve:

- % of Year 4 students achieving stage expectations within the General Capabilities continua (identified elements) (*target to be generated from 2020 baseline data)
- Year average meets or is above average of P-6 same ACT school type in the 'digital technologies are an integral part of learning and teaching' and 'I am confident using digital technologies in my teaching practice' Satisfaction & Climate Survey questions.

In 2020 we implemented this priority through the following strategy.

- Develop consistent teaching strategies to cater for individual differences by offering multiple means of representation, engagement, and provide multiple opportunities to learn.

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
% of Year 4 students achieving stage expectations within the General Capabilities continua (identified elements in 2020: personal and social capabilities)	47% of children achieving 75% of stage expectations

Perception Data

Targets or Measures	Base	Year 1
Year average meets or is above average of P-6 same ACT school type in the 'Digital technologies are an integral part of learning and teaching' Satisfaction Survey question	-17.6% below	-1.6% below
Year average meets or is above average of P-6 same ACT school type in the 'I am confident using digital technologies in my teaching practice' Satisfaction Survey question	-24.5% below	-0.6% below

What this evidence tells us

- We have collated and analysed baseline data for student learning data within this priority.
- We have made positive gains with parent perception of the integration of digital technologies in learning and teaching.
- We have made positive gains with staff perception of the use of digital technologies in teaching practice.

Our achievements for this priority

Further develop the school's plan for curriculum delivery that reflects the school's vision

- The leadership team utilised research articles as provocations for personal reflection and robust pedagogical discussion within an action inquiry approach to create structures and conditions for all staff to understand their impact on student outcomes
- Whole-school (91% staff engagement) in the *Connected and Authentic Learning in Number Inquiry research* project
- Ongoing professional learning for P-6 teachers on the Australian Curriculum General Capabilities.

Ensure that differentiation, based upon relevant data sets is evident in planning

- Extended and refined Response To Need processes
- Embedded agreed practices for planning, teaching, and gathering formative/summative assessment in English and Mathematics.

Develop individual learning goals in reading, writing and number for each student

- Establishing conferencing norms and consistency in practice
- Developed approaches to student agency and authenticity in reading and writing.

Challenges we will address in our next Action Plan

- Continue to build consistent teacher practice to develop individual learning goals
- Embed structures for Workshop Model and Conferencing
- Develop teacher approaches to use of intentional feedback.

Priority 2: Increase individual student growth in reading across all year levels.

Targets or measures

By the end of 2020 we will achieve:

- The percentage of students showing expected or high growth in PIPS will remain at or above the starting points
- 75% of students make At or Expected Growth between Years 3-5 in Reading
- 60% or greater of Year 2 students achieving PM reading benchmark.

In 2020 we implemented this priority through the following strategies.

- Develop evidence-based pedagogical practices to meet student need within reading
- Build teacher understanding of how to use standardised assessments and quality classroom data to determine starting points for teaching reading.

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
The percentage of students showing expected or high growth in PIPS will remain at or above the starting points	51.5%	N/A
75% of students make At or Expected Growth between Years 3-5 in Reading	60%	N/A

School program and process data

Targets or Measures	Base	Year 1
60% or greater of Year 2 students achieving PM reading benchmark	48.5%	72%

What this evidence tells us

- Education ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic. This means the current Years 3 and 5 did not undertake the assessment this year. Those in Years 3 and 5 in 2021 will sit the NAPLAN assessments.
Source: <https://www.nap.edu.au/naplan/faqs/naplan2020>
- We have made significant gains in children's achievements in reading.

Our achievements for this priority

Develop evidence-based pedagogical practices to meet student need within reading

- Extend the instruction of reading across a range of purposes and child interest
- Collaborations with families in promoting literacy
- Improved P-6 classroom practices to support reading development, including intentional efforts to build vocabulary, word walls, read-alouds of age appropriate books, individual student good fit book boxes, and the teaching of phonics in context using quality children's literature.

Build teacher understanding of how to use standardised assessments and quality classroom data to determine starting points for teaching reading

- Establishing consistent use of formative and summative assessment tools, and guided analysis of achievement for the purpose of teaching programs
- Development of agreed assessment schedule and data tracker to monitor and respond to reading growth.

Challenges we will address in our next Action Plan

- Develop teacher knowledge and skills to differentiate reading instruction across all areas of the curriculum.

Priority 3: Increase individual student growth in numeracy across all year levels

Targets or measures

By the end of 2024 we will achieve:

- The percentage of students showing expected or high growth in PIPS/BASE will remain at or above the starting points
- 75% of students make At or Expected Growth between Years 3-5 in Numeracy
- Year average meets or is above average of P-6 same ACT school type in the 'I am regularly informed about my child's progress' and 'Teachers get quality feedback on their performance' Satisfaction Survey question

In 2020 we implemented this priority through the following strategies.

- Develop consistency in number programs across the school
- Develop teacher capacity in numeracy instruction through professional learning

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
The percentage of students showing expected or high growth in PIPS/BASE will remain at or above the starting points	63.2%	N/A
75% of students make At or Expected Growth between Years 3-5 in Numeracy	60%	N/A

Perception Data

Targets or Measures	Base	Year 1
Year average meets or is above average of P-6 same ACT school type in the 'I am regularly informed about my child's progress' Satisfaction Survey question	-5.2% below	+16% above
Year average meets or is above average of P-6 same ACT school type in the 'Teachers get quality feedback on their performance' Satisfaction Survey question	-11.45% below	+22.1%

What this evidence tells us

- Education ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic. This means the current Years 3 and 5, did not undertake the assessment this year. Those in Years 3 and 5 in 2021 will sit the NAPLAN assessments.
Source: <https://www.nap.edu.au/naplan/faqs/naplan2020>
- We have made positive gains with parent perception of regular communication about student progress.
- We have made positive gains with staff perception of the provision of quality feedback on performance.

Our achievements for this priority

Develop consistency in number programs across the school

- Co-constructed consistent approach to planning and curriculum delivery through the *Connected and Authentic Learning in Number Inquiry* research project
- Leadership Team engaged in *The Evaluating Innovation in a Disrupted Education World Inquiry* research project led by Professor Helen Timperley.

Develop teacher capacity in numeracy instruction through professional learning

- Each teacher received written feedback and targeted mentoring based on observation of practice in Numeracy instruction, plotted against the AITSL standards
- Ongoing weekly Professional Learning Community to build teacher capacity within Numeracy teaching.

Challenges we will address in our next Action Plan

- We will make the links between the different aspects of engagement and their impact on learning explicit
- Collect student perception data about Numeracy instruction from children grades 2-6
- We will become more systematic about our evidence gathering, and impacts on future planning.

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.

2020 Assessment and Rating

- Quality Area 1 – Meeting Standard
- Quality Area 2 – Meeting Standard
- Quality Area 3 – Meeting Standard
- Quality Area 4 – Exceeding Standard
- Quality Area 5 – Exceeding Standard
- Quality Area 6 – Exceeding Standard
- Quality Area 7 – Meeting Standard

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