# Mount Rogers Primary School

Network: Belconnen

# Impact Report 2020

## The purpose of this document

This document flows directly from our Action Plan for 2019 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 2020 our school supported this Strategic Indicator through – **Priority 1 Academic growth for all students**

- Develop and expert teaching team

- Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.

- Develop staff capabilities to analyse, display and communicate data on individual and class performance and progress.

### 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 Academic growth for all students**

- Develop and expert teaching team

- Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.

- Develop staff capabilities to analyse, display and communicate data on individual and class performance and progress.

## 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 Academic growth for all students**

- Develop and expert teaching team
- Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.
- Develop staff capabilities to analyse, display and communicate data on individual and class performance and progress.

## Changes affecting our school's annual planning

A challenge for the school has been the national impact of Covid19.

## Reporting against our priorities

### Priority 1: **Academic growth for all students**

### Targets or measures

By the end of 2021 the school will:

- achieve NAPLAN targets as set by ED within the confidence range
- increase the percentage of students in years 3 and 5 achieving at the proficient range in NAPLAN by 6% points from the 2016 figures
- decrease the percentage of students in years 3 and 5 achieving at or below the national Minimum Standard in NAPLAN tests by 2% points from the 2016 figures
- decrease the percentage of students making less than expected progress in PIPS reading and Maths by 15% points from the 2016 results
- achieve a 2% point improvement (each year, over the life of the 10 % in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 results.

**National Quality Standard Area covered by this priority:** QA1 Education Program and Practice

In 2020 we implemented this priority through the following strategies.

- Reallocating resourcing to allow cohort PLTs and vertical PLTs to research, plan and implement best practice pedagogy plan for learning based on school data
- Incorporating remediation and extension of guaranteed skills through RTI/RTN teaching cycles
- Implementing data cycles of PLC inquiry

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

*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 | Measure | | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Increase the percentage of students in Years 3 and 5 achieving at the proficient range in NAPLAN by 6% points from the 2016 figures | % of students at or above minimum standard | Year 3 Number | 99% | 92% | 94% | 97% | N/A C-19 |
| | | Year 3 Reading | 95% | 93% | 89% | 96% | N/A C-19 |
| | | Year 5 Number | 80% | 76% | 74% | 90% | N/A C-19 |
| | | Year 5 Reading | 93% | 91% | 87% | 87% | N/A C-19 |
| Decrease the percentage of students in Years 3 and 5 achieving at or below the national minimum standard in NAPLAN tests by 2% points from the 2016 figures | % of students at or below minimum standard | Year 3 Number | 19% | 20% | 20% | 13% | N/A C-19 |
| | | Year 3 Reading | 10% | 16% | 16% | 20% | N/A C-19 |
| | | Year 5 Number | 21% | 25% | 25% | 29% | N/A C-19 |
| | | Year 5 Reading | 24% | 25% | 20% | 17% | N/A C-19 |
| Decrease the percentage of students making less than expected progress in PIPS Reading and Maths by 15% points from the 2016 results | Students who achieved expected growth in PIPS | Reading | 64% | 53% | 53% | 51% | N/A C-19 |
| | | Numeracy | 60% | 78% | 79% | 62% | N/A C-19 |
| Achieve a 2% point improvement (each year, over the life of the 10 % in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 results. | % of students achieving expected growth | Reading | 45.8% | 58.3% | 54.7% | 57% | N/A C-19 |
| | | Numeracy | 44% | 56.5% | 44.6% | 39% | N/A C-19 |
| 90% of students achieving at level or above for writing based on the Australian Curriculum Achievement Standards | | Writing | | | 69% | 68% | 76% |

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

*Perception Data*

| Targets or Measures | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|
| Parent satisfaction against 'Overall, I am satisfied with my child's education at this school.' | 88.7% | 75.2% | 88.4% | 80.8% | 79.4% |

*School program and process data*

| Targets or Measures | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|
| Implementation of Origo Education Stepping Stones | | Term 4 | Term 1 Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | N/A C-19 |
| Play Matters – Walker Learning (Kindergarten to Year 2) | Term 1 Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | N/A C-19 |
| Engagement Matters – Walker Learning (Years 3 to 6) | | Term 1 Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | N/A C-19 |
| The Power of Inquiry | | | Term 2 Term 3 Term 4 | Term 1 Term 2 Term 3 Term 4 | N/A C-19 |

## What this evidence tells us

- As our school's data collection was impacted by COVID-19, there are significant implications for subsequent plans to include a systematic school wide collection of data over time as most of our data used in this plan was from NAPLAN and PIPS/BASE which were impacted by not running at a national level. Due to the interruption of COVID19, only the priority will be reported on.
- Our priorities have shifted in the late part of the life of the plan. The focus for all of 2020 was on implementing the PLC approach throughout the school and considerable gains have been made against this priority. The targets in the next plan will likely build on PLC structures in the school

## Our achievements for this priority

**ACTION: Continue to develop and implement PLC practices at Mount Rogers Primary School**
- Staff meetings were re-imagined focussing on PLC PL (process and real data) for teachers

- Teachers participated in Guaranteed Curriculum PL and have guaranteed English & Maths (and some other subjects) in all cohorts (except preschool)
- All PLT's participated in one or 2 cycles of PLC inquiry on topics relevant to their own cohorts
- All PLTs have used cohort data to plan and implement an RTI/RTN cycle
- Whole school reading data has been collected for use in term 1 2020
- School Leader A & B have enrolled in formal PLC professional learning over summer
- School Leader A has identified an external coach and scheduled visits with members of the
- School Leader A and members of the Advocate Group (AGs!) will be able to visit and complete guided observation of PLC processes in another setting)
- The advocate group has formed and met 4 times – there has been in action in and in between in each meeting

- Advocate meetings record operational and strategic focus

- Incorporating remediation and extension of guaranteed skills through RTI/RTN teaching cycles

- Reallocating resourcing to allow cohort PLTs and vertical PLTs to research, plan and implement best practice pedagogy plan for learning based on school data

**ACTION: Conduct a 'spiral of inquiry' into maths teaching and learning**
- Implementing data cycles of PLC inquiry

## Challenges we will address in our next Action Plan

Challenges in working as a PLC will be met through using the PLC Maturity Matrix from Emerging level to Evolving by end of 2021. Initially, this will include the following actions:

- Semester Check in surveys from each teacher
- Guaranteed Curriculum review by executive
- Reorganisation of the role of the Leadership Team
- Vertical alignment of guaranteed curriculum – all teachers to participate
- Admin and support educators attend PLC PL
- Admin and support educators participate in whole school reading inquiry & at least one team inquiry
- Connection of mission and vision to our daily work
- One whole school PLC Agenda template being used

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

## Priority 2: **Students grow as independent inquirers**

### Targets or measures

- Priority not reported against in 2020

## Priority 3: **Strengthen practices to build and maintain positive caring relationships between staff, students and parents**

### Targets or measures

- Priority not reported against in 2020

## 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.

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- Reporting through QIP in 2020

**Professional Learning**

During 2020, the preschool team attended a series of professional learning opportunities as part of the 'Spreading Our Wings Learning Series' presented by Catharine Hydon. As part of team meetings following this learning, the team engaged in critical reflection regarding their ways of documenting curriculum decision making processes, with a specific focus on analysis of observations and student learning. The result of this ongoing critical reflection has been an increased awareness and robust way of documenting student learning and individual development.

**Remote Learning**

The move to remote learning in response to the COVID-19 pandemic required the preschool team to engage in deep thinking and reflecting around best practise approaches to support children's ongoing learning and development. This involved the following processes:
- professional learning and collaboration with Mount Rogers Kindergarten and Year 1/2 teams to develop skills in using Seesaw as our platform for two-way communication with preschool families
- engagement with online professional learning provided by the ACT Education Directorate
- surveying every preschool family to ascertain their access to technology
- keeping in touch regularly with vulnerable families to provide support with coping with changes to regular preschool education and routines
- team discussion focused on family ability/motivation to engage in remote learning for preschool children
- team discussion focused on quality of content and play based experiences we were suggesting for families to implement

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Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- focusing on supporting families to engage with educators about the rich everyday play that was happening in their homes
- acknowledging that we would need to look at planning in a different way

**Oral Language**

Information collected through observations and oral language checklists and then analysed by the preschool team highlighted that language and communication development was an area of need for children across the preschool sites. As a team we began discussing how we support and extend children's oral language skills. We then attended Catherine Hydon's professional learning on threshold concepts. After this learning the preschool team decided to focus on developing sustained shared thinking and conversations in our preschools. This would support the development of oral language and the cognitive skills needed to engage in these conversations. The preschool team also attended a two-day professional learning event that titled 'Learning Language and Loving It' which focused on language experiences that support children's talk in early childhood education settings. The preschool team then planned and implemented the strategies learnt to support the use of sustained shared thinking and conversations in the preschool setting.

**Transitions**

A topic of critical reflection for the preschool and kindergarten teams was the value of the transition program and experiences being offered to children and families. Critical reflection and feedback from families showed that we needed to examine our processes and assess the value of the experiences being planned. The preschool and kindergarten teams began an Action Research project with Bob Perry and Sue Dockett in collaboration with the University of Western Sydney in 2019. The research team interviewed children, families, educators and the school's leadership team to gather data relating to the current transition program. They determined what aspects were valued and what was working well and what needed to be adjusted. As a result of the findings and feedback provided through the research project, the preschool and kindergarten teams looked carefully at how to improve our transition processes. Preschool educators met regularly with kindergarten teachers to discuss current processes and how to meet the needs of current students and their families. From the research findings changes that were implemented in 2020 include:
- increasing the number and duration of transition visits
- using the kindergarten students as 'buddy' classes
- timetabling specialists teachers to visit and teach at preschool sites
- providing time for the Kindergarten teaching team to visit the preschools sites

Analysis → Priorities → Strategies → Actions → **Impact** (for student)