

Taylor Primary School

Network: Tuggeranong

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 2019 our school supported this Strategic Indicator through – Priority 1 and 3 (see reporting for detail):

- Transition to an inclusion model for students accessing learning support program
- Continue to embed universal language through Positive Behaviours for Learning

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Targeted professional learning for school leaders and classroom teachers to improve teaching and learning of writing
- Commenced feedback cycles and PLC model that align with strategic improvement goals

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 and 3 (see reporting for detail):

- Personalised learning goals for all students
- Exploration of conceptual framework and team planning for learning assets
- Enrichment opportunities in cross curriculum areas

Reporting against our priorities

Priority 1: **Improve growth in student performance in writing achievement standards across all year levels**

Targets or measures

By the end of 2023 we will achieve:

- 25% of students (K-6) are achieving above standard for writing
- % of students in the top two bands are equal to similar schools based on a three year average.
- 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher provides me useful feedback about my school work'
- For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.

In 2021 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- PLC

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 2019	Year 2020	Year 3 2021	Year 4 2022	Year 5 2023
25% of students (K-6) are achieving above standard for writing	12.31 %	22.81%	25.37			
% of students in the top two bands is equal to similar schools based on a three year average.	30.6% - YR 3 3.3% YR 5	40.7% YR 3 10.43% YR 5	N/A			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher provides me useful feedback about my school work'	75.58 %	85.3%	82%			

School program and process data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 2023
For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.	50%	50%	91.7			

What this evidence tells us

- There has been a 3% point increase in students achieving above the standard for writing.
- Most teachers have evidence of individual writing goals for all students in their class.

Our achievements for this priority

- Shared statement of pedagogical approach to teaching and learning.
- Aligned beliefs with teaching and learning practices.
- Effective teaching of writing with evidence of the guiding principles are consistently being implemented with a focus on purpose, authenticity and 'response'
- Teacher confidence and practice in writing instruction has improved and is evident through:
 - Student writing folders
 - Walkthroughs and formal observations
 - PLC focus
 - Children are confident and excited about writing, seeing themselves as authors
- Maintained student perception, that they are receiving useful feedback from their teachers.
- Professional Learning is now being delivered as workshops by classroom teachers. Sharing high impact strategies with each other
- Improvement in student engagement in writing.
- All classrooms have co-constructed anchor charts to support student's understanding of writing
- Students have some managed choice in their writing
- Children are writing for purpose. Writing for an audience, links to conceptual inquiry learning
- Participation in writing has increased, many students have published their own books and class books for others to read.

'Our school's contribution to whole-of-system Strategic Indicators'

- To facilitate high quality teaching we have made professional learning and coaching mentoring a priority to build the capacity of all educators.

Challenges we will address in our next Action Plan

- Enhancing the writing to reading connection.
- Utilising the literacy progressions to set student writing goals and continuing to build teacher knowledge and language when talking about student writing and next steps.
- Systems and processes to track student progress of writing i.e. writing folders or writer's notebook.

Priority 2: Improve growth in student performance in reading comprehension, across all year levels, maximising the potential of learners.

Targets or measures

By the end of 2023 we will achieve:

- 50% of students (K-6) are achieving above standard for reading
- NAPLAN achievement places the school in the second quartile of 'like' schools
- 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'I receive useful feedback about my work at this school?'
- For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.
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In 2020 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- PLC

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
50% of students (K-6) are achieving above standard for reading	28.5%	26.32%	50%			
NAPLAN achievement places the school in the second quartile of 'like' schools	Bottom	N/A	N/A			

- 2017-2019, 45% of students achieved at or above expected growth.
- Year 3 trend has been below similar schools in 2014 -2016 but improved results in 2017-2019 take trendline to above similar and all schools
- Year 5 trend has been below similar and all schools but improved results in 2019 have taken school above similar schools and all schools

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'I receive useful feedback about my work at this school?'	71%	89.3 %	81.3%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
For all students, you would see evidence of goal setting that is appropriate to their individual ability in reading.	50%	N/A	41.7			

What this evidence tells us

- Reading has improved with 50% students achieving above the standard. This is a significant improvement, from 26.32% in 2019. We hypothesise that this is due to the improvement and focus in writing.
- Students report that they have continued to receive useful feedback about their school work.

Our achievements for this priority

- 'Our school's contribution to whole-of-system Strategic Indicators'**
- PLC model that aligns with strategic improvement goals to build teacher capacity.

Challenges we will address in our next Action Plan

- Review the implementation of the essential instructional practices for literacy.
- Implementation of a 'reader's workshop' model to build stamina to engage in sustained reading practise.
- Feedback and sharing model to facilitate more time for teachers to share quality practice.

- Utilise the Literacy progressions to develop student reading goals.
- Continue building knowledge, skill and understanding of learning assets and connection to the general capabilities.

Priority 3: Improve growth in student wellbeing with a focus on personal and social capabilities.

Targets or measures

By the end of 2023 we will achieve:

- 60 % of students in years 3-6 ‘negotiate and resolve conflict’ ALWAYS
- 65% of students in years 3-6 develop respectful relationships ALWAYS
- 3 year average is higher than the 3 year average of P-6 in the same school type of questions ‘I feel safe at my school?’
- Maintain and continue to increase the number of students who can effectively engage in ‘fixing social problems’
- **Source:** Student survey - Years 1,3,5 stratified sample. 5 groups of five - random selection, set questions, questions robust

Have you had a problem with a friend this week?

What did you do?

Did you know how to fix the problem?

If you can't fix the problem, where can you get help to solve a friendship problem?

In 2020 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- PLC

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 2019	Year 2020	Year 3 2021	Year 4 2022	Year 5 2023
60 % of students in years 3-6 ‘negotiate and resolve conflict’ ALWAYS Consistently (updated 21.9.20)	45.59 %	58.82	59.21 %			
65% of students in years 3-6 develop respectful relationships ALWAYS Consistently (updated 21.9.20)	52.94 %	64.71%	57.89 %			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
'I feel safe at my school?'	72%	89.3	89.9			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<p><i>Have you had a problem with a friend this week?</i></p> <p><i>What did you do?</i></p> <p><i>Did you know how to fix the problem?</i></p> <p><i>If you can't fix the problem, where can you get help to solve a friendship problem?</i></p>	<p>40%</p> <p>89.3%</p> <p>70%</p>	N/A	N/A Reviewing purpose of target			

What this evidence tells us

- Children feel safe at this school.
- Analysis of semester 2 2020 reports indicates a steady increase of % of children in years 3-6 consistently negotiating and resolving conflict and developing respectful relationships.

Our achievements for this priority

- Implementation of assemblies through Google Meets
- All classes have continued using SeeSaw to share learning with families
- Team planning session involved use of the personal and social capabilities continuum
- Transition to an inclusion model for students accessing learning support program
- Embed new parliament leadership model to continue enhancing student voice
- PBL:
 - > 100% on the most recent PBL survey.
 - > Muliyan Tokens and awards to recognise student positive behaviours
 - > Increased visuals and posters around the school

> Every child can explain the four PBL expectations

'Our school's contribution to whole-of-system Strategic Indicators'

- Transition to an inclusion model for students accessing learning support program
- Continue to embed universal language through Positive Behaviours for Learning

Challenges we will address in our next Action Plan

- PBL classrooms to now transfer culture and expectations
- Continue to strengthen community partnerships through the P&C, School Board and Community consultation.

Reporting on preschool improvement

See QIP

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