

### 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.

### 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 3 (see reporting for detail)*

- commenced our Everyday@Evatt initiative through the Positive Behaviours for Learning framework
- progressed our physical learning environment upgrades across the school to enhance engagement and break out options for students
- provided the community with a range of options and technology to access learning during remote learning
- prioritised resourcing to a Response to Intervention (RTI) program to support student learning, including students with an EAL/D background.
- prioritised resourcing to ensure students with complex/additional needs had every opportunity to experience success at school
- engaged in professional learning for all staff regarding practices to keep students and staff safe in our workplace
- engaged a local indigenous family to support engagement in learning and strengthen our cultural integrity schoolwide

---

## 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 by:

- Lead Teacher, Professional Practice (maths) led weekly coaching sessions in classrooms across school
- STEM professional learning from the Academy of Future Skills
- streamlined our curriculum and data platforms to reflect vertical and horizontal approach
- targeted professional learning to support remote learning

## EDUCATION DIRECTORATE STRATEGIC INDICATOR 2018-2021

*To centre teaching and learning around students as individuals.*

In 2020 our school supported this Strategic Indicator by:

- increased student voice in learning opportunities.
- teachers using trauma-based practices. Professional learning conducted by the school psychologist.
- ensuring students have access to RTI programs as needed.
- strengthened our parent and community partnerships.
- a range of personalised learning programs and set up provided to ensure highly complex students access school and learning.

## REPORTING AGAINST OUR PRIORITIES

### PRIORITY 1: TO MAXIMISE EVERY STUDENTS' LEARNING IN THE DEVELOPMENT OF LITERACY AND NUMERACY SKILLS

#### TARGETS OR MEASURES

By the end of 2022 we will achieve:

- 90% of Kindergarten students will achieve at or above expected growth in reading and mathematics as measured in BASE
- 90% of Kindergarten students will identify most letters and sounds
- 85% of Kindergarten students will display at or above benchmark in oral language
- 90% of students will achieve stanine 4 or above in Year 1 in Reading
- 85% of students will achieve stanine 4 or above in Year 2 in Reading
- 90% of students will achieve stanine 4 or above in Year 1 in Maths
- 90% of students will achieve stanine 4 or above in Year 2 in Maths
- 65 % of students in year 3 will achieve band 4 and above in reading
- 55 % of students in year 3 will achieve band 4 and above in writing
- 55 % of students in year 3 will achieve band 4 and above in spelling
- 70 % of students in year 3 will achieve band 4 and above in grammar and punctuation
- 70 % of students in year 3 will achieve band 4 and above in numeracy
- 75% of students in year 5 will achieve band 6 and above in reading
- 50 % of students in year 5 will achieve band 6 and above in writing
- 55% of students in year 5 will achieve band 6 and above in spelling
- 70% of students in year 5 will achieve band 6 and above in grammar and punctuation
- 50% of students in year 5 will achieve band 6 and above in numeracy

In 2020 we implemented this priority through the following strategies:

- building a clear and consistent tracker to collate school based
- continuing focus using the Ten Essential Literacy Practices in Literacy and lead teacher sessions in Numeracy
- implementing strategic literacy and numeracy learning experiences in the Preschool
- investing in online programs to assist student learning in literacy and numeracy during remote 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	Year 2	Year 3	Year 4	Year 5
90% of Kindergarten students will achieve at or above expected growth in reading and mathematics	79%	54%	62.1%	Data set unavailable		
90% of Kindergarten students will identify most letters and sounds	75%	75%	72.9%			
70% of Kindergarten students will display at or above benchmark in oral language	80%	73%	86%			
	85%	84%	84%			
90% of students will achieve stanine 4 or above in Year 1 in Reading	86%	76%	60.5%	64.5%		
85% of students will achieve stanine 4 or above in Year 2 in Reading	83%	75%	79%	75.6%		
55 % of a students in year 3 will achieve band 4 and above in reading	44.8%	66.7%	66.7%	data id19		
55 % of students in year 3 will achieve band 4 and above in writing	48.2%	71.5%	59.1%			
65 % of students in year 3 will achieve band 4 and above in spelling	51.6%	48.6%	63.2%			
70 % of students in year 3 will achieve band 4 and above in grammar and punctuation	62%	67.5%	78.4%			
65 % of students in year 3 will achieve band 4 and above in numeracy	57.1%	75.%	50%			
80% of students in year 5 will achieve band 6 and above in reading	63.8%	66.7%	41.7%	No data Covid19		
50 % of students in year 5 will achieve band 6 and above in writing	30.5%	40.3%	34.6%			
50% of students in year 5 will achieve band 6 and above in spelling	41.7%	53%	54.5%			

70% of students in year 5 will achieve band 6 and above in grammar and punctuation	63.9%	58.1 %	45.3%			
50% of students in year 5 will achieve band 6 and above in numeracy	42.9%	47%	54.2%			

## OUR ACHIEVEMENTS FOR THIS PRIORITY

### SCHOOL PROGRAM AND PROCESS DATA

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
M100W Kinder – sight word reading at and above	n/a	61%	82%	67%		
Words Their Way Spelling – Kinder	n/a	36%	78%	87%		
Crevola Oral Language Assessment	n/a	84%	84%	82%		
Letters and Sounds – most	n/a	73%	86%	89%		

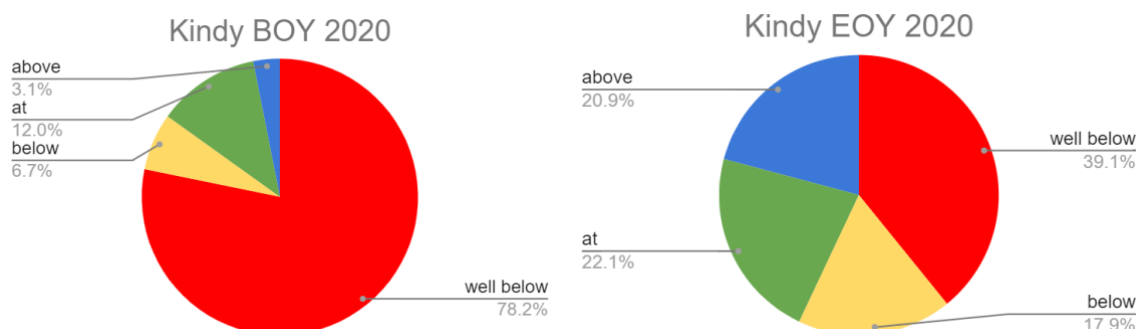
- The percentage of students knowing most of their letters and sounds is 89%, which is similar to last year. This is supported by the percentage of students, 87% , who are at above with their spelling data as most students are able to record consonant-vowel-consonant words, an expected skill by the end of kindergarten.

- There has been a decrease in the percentage of students who know a functional bank of sight words. This may be part of the reason why we have a lower rate of students, 67% , who are at and above the reading benchmark. The COVID interruption in the transition to online learning may have played a part in this result.

## Response to Intervention Results - Kindergarten

Students who required intervention were identified at the beginning of the year through BASE data and DIBELS assessment. 35 Kindergarten students were identified and received literacy and/or EAL/D support during 2020.

## Dibels Assessment - Kindergarten



## Reading Benchmarks 2017 – 2020

### At or above ACT benchmark in Reading 2013 – 2019

	ACT Benchmark Levels	2017 At and above	2018 At and above	2019 At and above	2020 At and above
Kindergarten	5-8	86%	78%	78%	63%
Year 1	14-16	64%	82%	77%	66%
Year 2	20-22	85%	81%	83%	85%
Year 3	24-26	68%	75%	64%	77%
Year 4	25,26	77%	78%	74%	74%
Year 5	27,28	77%	57%	63%	81%
Year 6	29,30	75%	69%	67%	74%
Average		77%	74%	72%	72%

- Across the year levels the percentages of at and above remained fairly consistent, with only a slight deviation of percentages.

- The most notable change was in year 1 this year with a 10% increase from mid to end of the year.

- The percentage rate in Kindergarten of 63% is an area that we will monitor into year 1. The COVID interruption and the transition to online learning may have played a part in this result.

---

## CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN:

- consistency in school wide programs and practices
- focus on engagement in learning
- continue to embed consistent teaching practices using the *10 Essential Literacy Practices* and a balanced literacy program/

## PRIORITY 2: TO MAXIMISE EVERY STUDENTS' LEARNING IN THE DEVELOPMENT OF SCIENCE/STEM KNOWLEDGE AND SKILLS

### TARGETS OR MEASURES

By the end of 2022 we will achieve:

- 70% of students will confidently apply science inquiry skills with focus on questioning and predicting, planning and conducting, processing and analysing data and information and communicating
- 70 % of students will identify their enjoyment for science
- 100% of mainstream students will be mapped and assessed against achievement standards of student progress will be mapped against the Australian Curriculum achievement standards at each year level
- 80% of students will develop strong foundational knowledge in STEM skills including problem solving and critical thinking.

In 2020 we implemented this priority through the following strategies:

- all teaching staff attended STEM professional learning with the Future of Academy Skills
- integrated STEM into classroom learning rather than as a specialist release role
- Evatt Primary School students officially opened the Northside STEM centre with the ACT Minister for Education

*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
100% of students will be mapped and assessed against the achievement standard	n/a	n/a	100%	100%		
PAT Science will demonstrate growths in 3 – 6 students	n/a	n/a	see below	see below		

### PERCEPTION DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
My child enjoys Science at school.	n/a	70%	80%	No data Covid19		



My child feels confident to ask questions to ask questions, make predictions, plan and conduct experiments during science and STEM.	n/a	75%	70%	No data Covid19		
My child is developing knowledge in Science, Technology, Engineering and Mathematics (STEM) skills	n/a	85%	90%	No data Covid19		

#### WHAT THIS EVIDENCE TELLS US:

- STEM subjects were taught and assessed based on the Australian Curriculum Achievement Standards.
- STEM, with the support and coaching from the Academy of Future Skills team was integrated into many learning areas throughout the school.

Have any of your data sources changed over time? If so, why?

- Due to a revised satisfaction survey because of COVID19, our school based questions for this priority were unable to be answered.

Our achievements for this priority

- A full day professional learning from the ACT Education's Academy of Future Skills teams.
- Our year 6 students were invited to showcase their learning and skills by opening the Northside Academy of Future Skills STEM centre and showcased by ED.
- Ongoing shoulder to shoulder teaching and coaching in all our classrooms from the Academy of Future Skills team throughout 2020.

#### CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- Undertake STEM professional learning that focuses on integration into all learning areas in the classroom. This is scheduled for January 2021.

## PRIORITY 3 TO SUPPORT OUR STUDENTS IN BECOMING CONFIDENT AND CREATIVE INDIVIDUALS AND ACTIVE AND INFORMED CITIZENS

### TARGETS OR MEASURES

By the end of 2022 we will achieve:

- a reduction in the percentage of students who report general victimisation and aggressive behaviour towards them by 2% annually.
- a further decrease in the number of 'major' behaviour and 'low level violence' incidents.
- the development of skills at the appropriate levels for the general capabilities of personal and social.
- the establishment of a Response to Intervention (RTI) program for SEL years 3 – 6.
- the extension of the implementation of So Safe across the school.
- a Review of the Scope and Sequence for SEL.

In 2020 we implemented this priority through the following strategies:

- instigating our Everyday @ Evatt wellbeing initiative through the Positive Behaviour for Learning framework
- implementing a strong focus on student wellbeing throughout the year in alignment with Education Direction focus due to COVID19
- developing a strong student support team
- gaining a school wide, consistent understanding of major and minor behaviours
- developing school-wide behaviour expectations
- conducting several community forums to gain feedback regarding Everyday @ Evatt

### PERCEPTION DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
I feel safe at this school	89.9%	73.8%	67.0%	62%		
Behaviour is well managed at this school	65%	57.4%	37.5%	47%		
The school celebrates my achievements	73.4%	86.4%	70.4%	67.1%		
I can talk to my teachers about my concerns	66.7%	61.8%	65.9%	64%		

---

## WHAT THIS EVIDENCE TELLS US

The data is reasonably steady based on previous data. With a new principal, deputy principal and an acting business manager for the majority of the year this could be perceived as satisfactory during the transition period.

---

## OUR ACHIEVEMENTS FOR THIS PRIORITY

At the end of 2020, we have:

- instigated our Everyday @ Evatt wellbeing initiative through the Positive Behaviour for Learning framework.
- implemented a strong focus on student wellbeing throughout the year in alignment with Education Directorate focus due to COVID19.
- developed a strong student support team .
- gained a school wide, consistent understanding of major and minor behaviours.
- developed school wide behaviour expectations.
- conducted several community forums to gain feedback regarding Everyday @ Evatt.

---

## REPORTING ON PRESCHOOL IMPROVEMENT

The Evatt Preschool underwent Assessment and Rating in Term 4 2020. We achieved an 'Exceeding' rating.

Identified goals to continue:

- A continued focus will be to further develop the inside and outside learning environment
- A copy of the QIP is available for viewing at the school