

Fraser Primary School

Network: Belconnen

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

- Priority 3: Improve the wellbeing of students at school.

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1: Improve the percentage of students making expected growth in numeracy and Priority 2: Improve student performance in literacy across all year levels.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 3: Improve the wellbeing of students at school.

Reporting against our priorities

Priority 1: Improve the percentage of students making expected growth in numeracy.

Targets or measures

By the end of 2025 we will achieve:

- 59% (or more) of students will be at or above expected growth in numeracy.
- To increase the percentage of students achieving high growth in mathematics in PIPS/BASE to 41% or more
- 95% or more students agree or strongly agree that 'My teachers provide me with useful feedback about my school-work'
- Increase the 3-year rolling average of improvement between Year 3 Pat Maths Assessment and Year 5 Pat Maths Assessment to 7.5, using the scales score means.

In 2021 we implemented this priority through the following strategies.

- Strategy 1: Development of a consistent approach across K-6 for the planning, teaching and assessment of Mathematics.
- Strategy 2. Systematic approach to collecting, analysing and acting on numeracy data is used across the school.

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
59% (or more) of students will be at or above expected growth in numeracy. 'Similar Schools Measure'	45%	40%				
To increase the percentage of students achieving high growth in mathematics in PIPS/BASE to 41% or more 'Change to Base & change in calculation base'	34%	10.1%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
95% or more students agree or strongly agree that 'My teachers provide me with useful feedback about my school-work'	91%	86%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the 3-year rolling average of improvement between Year 3 Pat Maths Assessment and Year 5 Pat Maths Assessment to 7.5, using the scales score means	n/a	2.76				

What this evidence tells us

- We are seeing an improvement in Year 5 numeracy data from the last school improvement cycle.
- Growth remains a focus area for the school – further professional learning will be required
- Some data sources have changed (Pips to Base – similar schools remains a moving target).
- Coaching in Mathematics will remain a focus area
- 2021 is our first year of consistently implementing PAT Numeracy testing.
- Our next Action Plan will continue to focus on improved numeracy teaching practice.

Our achievements for this priority

Embed coaching to support student learning based on the systematic review student mathematical data.

- The Teacher Register of Expertise was successfully implemented to establish existing teacher expertise.
- Fraser Primary School developed and refined our Mathematics Agreed Practices document and is beginning to be used consistently across the school – this will continue to be a focus for Fraser Primary School in 2022.
- Teachers regularly collaborated in PLCs specifically focusing on student numeracy data and improvement strategies.
- Teacher Learning Walks enabled teachers to share effective strategies and structure for successful mathematics learning environments (targeted at once per semester – Home Learning limited our ability to progress in semester 2).

Use common templated to explicitly plan for differentiation in all learning environments

- The school began the development of a common templated to explicitly plan for differentiation , however work on this will progress into 2022.

Consistent collecting, analysis and action on numeracy data across the school

- Team (Year level) and whole school data trackers were established and used extensively to impact the learning cycle.

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).
- Learning Walks were interrupted in 2020/2021 and will be a focus for 2022.
- Use of teacher experts (Register of Expertise) in specific skills and concepts supporting each other in classrooms has been interrupted due to COVID and cohorting.
- School Improvement Teams were interrupted due to COVID and cohorting. These teams will have a higher function in 2022 (COVID and cohorting permitting).

Priority 2: Improve student performance in literacy across all year levels

Targets or measures

By the end of 2025 we will achieve:

- To increase the percentage of year 5 students in the top two bands (7 & 8) of writing to 20% or more.
- To increase the percentage of year 5 students in the top two bands (7 & 8) of reading to 43% or more.
- To decrease the percentage of year 5 students in the bottom two bands (3 & 4) of writing to 12% or less.
- To decrease the percentage of year 5 students in the bottom two bands (3 & 4) of reading to 9% or less.
- 58% or more of year 5 students will be making above average progress in writing.
- To increase the percentage of students achieving high growth in reading in PIPS/BASE to 51% or more.
- 96% or more of our staff agree or strongly agree that I encourage students to take responsibility for their own learning.
- Increase the percentage of students at or above benchmark to 75%.

In 2021 we implemented this priority through the following strategies.

Strategy 1: Embed 10 Essential Literacy Practices Y3 to 6, with a particular focus on writing.

Strategy 2: Continue to embed a consistent high impact pedagogical approach across the school for the teaching of 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
To increase the percentage of year 5 students in the top two bands (7 & 8) of writing to 20% or more.	17%	22.7%				
To increase the percentage of year 5 students in the top two bands (7 & 8) of reading to 43% or more.	40.2%	36.3%				
To decrease the percentage of year 5 students in the bottom two bands (3 & 4) of writing to 12% or less.	19%	16.7%				
To decrease the percentage of year 5 students in the bottom two bands (3 & 4) of reading to 9% or less.	10.4%	4.5%				
58% or more of year 5 students will be making above average progress in writing. 'Similar Schools Measure'	47%	unavailable				
To increase the percentage of students achieving high growth in reading in PIPS/BASE to 51% or more. 'Change to Base & change in calculation base'	42%	26.1%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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96% or more of our staff agree or strongly agree that I encourage students to take responsibility for their own learning.	94%	94%				
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School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of students at or above benchmark to 75%.	65%	68%				

What this evidence tells us

- We are seeing an improvement in Year 5 literacy data from the last school improvement cycle.
- There has been an improvement in students represented in the top NAPLAN bands.
- There are improvements in literacy skills of our Year 5 students.
- Some data sources have changed (Pips to Base – similar schools remains a moving target).
- 2021 is our first year of consistently implementing PAT Reading and PAT Writing testing.
- There is evidence that our Kindergarten strategy implemented in 2020 is being successful.
- Reading across the school is improving.
- Our next Action Plan will continue to focus on improved reading and writing teaching practice.

Our achievements for this priority

Apply evidence-based pedagogical practices to meet student need within literacy.

- Teachers have a deep understanding of the 10 Essential Literacy Practices.
- Fraser Primary School developed and refined our Reading and Writing Agreed Practices documents and these are beginning to be used consistently across the school – this will continue to be a focus for Fraser Primary School in 2022.
- Consistent use of Writer's Workshop K-6.

Support student learning based on the systematic review student literacy data

- Teacher Learning Walks enabled teachers to share effective strategies and structure for successful literacy learning environments (targeted at once per semester – Home Learning limited our ability to progress in semester 2).
- Professional Learning Plan that reflects individual teacher need.
- Highly effective coaching program targeting teachers at individual point of need in literacy learning (Teacher Register of Expertise).
- 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

- Whole School targeted professional learning to develop understanding of the 10 Essential Literacy Practices.

- English School Improvement 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).

Challenges we will address in our next Action Plan

- Fraser Primary School Pedagogy document
- 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 (Teacher Register of Expertise) in specific skills and concepts supporting each other in classrooms has been interrupted due to COVID and cohorting – will engage in 2022 (COVID and cohorting permitting).
- English School Improvement Team to run targeted professional learning.
- Switching to 'E-readers' in Year 1 and Year 2 to enable students to successfully and safely engage with a home reading program (uninterrupted by COVID19)

Priority 3: Improve the wellbeing of students at school.

Targets or measures

By the end of 2025 we will achieve:

- 35% or more of our students claim to be very happy, a student wellbeing measure determined by the highest result for the school over 2018-2020
- Achieve a 4.5 score (out of 5) in the Staff Student Relations domain
- 80% or more of our students will agree or strongly agree that Student behaviour is well managed at my school
- 95.3% of students K-6 indicating that they feel safe in the classroom (internal Safe and Supportive Schools Survey)
- 83.4% of students K-6 indicating that they feel safe in the playground (internal Safe and Supportive Schools Survey)

In 2021 we implemented this priority through the following strategies.

- Strategy 1: Implement a range of Social Emotional Learning programs across the school
- Strategy 2: Embed a whole school approach to Positive Behaviours for 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

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
35% or more of our students claim to be very happy, a student wellbeing measure determined by the highest result for the school over 2018-2020	30%	30.2%				
Achieve a 4.5 score (out of 5) in the Staff Student Relations domain	n/a	4.4				
80% or more of our students will agree or strongly agree that Student behaviour is well managed at my school		This question is no longer available. Will need to discuss an alternative.				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
95.3% of students K-6 indicating that they feel safe in the classroom (internal Safe and Supportive Schools Survey) (Only completed in 2019 & 2021)	92%	94.4%				

83.4% of students K-6 indicating that they feel safe in the playground (internal Safe and Supportive Schools Survey)	78%	81.5%				
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What this evidence tells us

- The actions and strategies we are implementing are currently being successful.
- Student to staff relations is high at Fraser Primary School.
- Student safety needs to remain a focus.

Our achievements for this priority

Support the social and emotional wellbeing of students.

- Breakfast Club began the year with high attendance and strong links to local business. This program was unable to operate following Home Learning.
- We were able to Provide COVID-19 safe opportunities for Veterans to engage in the school community through ANZAC and Remembrance Assemblies and classroom visits.

Implement the PBL framework to improve behaviour and foster respect, engagement and safety

- Established and utilised a School PBL Team to consistently implement PBL across the school.
- Continued to engage with an outside PBL Coach
- Upskilled staff on the intentional delivery of feedback associated with PBL.
- Professional learning on trauma informed practices and strategies support students with complex needs

Challenges we will address in our next Action Plan

- Community Engagement Plan
- Continuation of PBL as a supportive structure for student engagement and safety.
- Re-engage the P&C and community events, i.e. Trivia night and fete.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*.

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