Majura Primary School

Network: North Canberra/ Gungahlin

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

In 2021 our school supported this Strategic Indicator through – Priority 2 and 3:

- Develop guidelines which articulate shared beliefs and consistent practices in the teaching of reading, writing and mathematics

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 3:

- Incorporate the General Capabilities to create authentic maths planning

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 1 and 2:

- Build staff capacity to implement wellbeing programs and experiences aimed at supporting student positive wellbeing
- Build student self-efficacy and resilience
- Develop staff expertise and understanding of different cultures
- Implement our Professional Learning Community model to include use of student data to inform planning in English

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

Reporting against our priorities

Priority 1:   Improve student resilience and self-efficacy

Targets or measures

Perception data

Target or measure: Increase *'Students show understanding to each other'* to 75% 'agree/strongly agree' by 2024.
Source: Student satisfaction survey, system survey undertaken each year.
Starting point: Baseline data established in 2018 is 51% 'agree/strongly agree' responses. Note: 33% of students responded, 'neither agree nor disagree'.

School program and process data

Target or measure: Decrease the proportion of students in the *Emerging* and *Low* bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6.
Source: ACER Social-Emotional Wellbeing Survey: Primary
Starting point: The proportion of students in the *Emerging* and *Low* bands reported in 2018 ranged from 12% to 19%.

School program and process data

Target or measure: Increase the proportion of students responding *always* or *mostly* to 85% to the question *Are you ready and organised for your learning* by 2024.
Source: Majura Primary Student Voice survey
Starting point: The percentage of students responding *always* or *mostly* was 74% in 2019.

In 2021 we implemented this priority through the following strategies.

- Develop a culture that promotes learning for both students and staff

- Develop staff expertise and teamwork

- Differentiate teaching and learning to meet the needs of all

    1. Develop whole school beliefs and understandings of the importance of community, and how each of us can have a positive impact on community

    2. Develop whole school beliefs and understandings about teaching the capabilities which support students becoming successful learners, confident and creative individuals and active and informed citizens

    3. Develop teacher capacity to teach the General Capabilities (literacy, numeracy, ICT, creative and critical thinking, personal and social relationships, ethical understanding and intercultural understanding)

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.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students show understanding to each other' to 75% 'agree/strongly agree by the end of 2024	51%	55%				

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

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Decrease the proportion of students in the *Emerging* and *Low* bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6	12-19%	15.3%	15.2%			
Increase the proportion of students responding always or mostly to 85% to the question "Are you ready and organised for your learning?" by 2024 (year 5 and 6)	74%	85%	75.5%			
Increase the proportion of students with a strong score (3.5 and above) when all questions about student relationships are averaged	-	64%	64%			

What this evidence tells us

- Overall, we are fairly happy with our student wellbeing data, considering we have had two years of living in a pandemic.
- The students have had to be ready for diverse learning environments with little to no support for them to prepare for their learning. The learning environment has changed over the last two years for students and the difference between learning in a classroom and learning at home.
- With some new members of staff and existing staff, there is a disparity between views of 'readiness to learning' and what this means for our students. For future planning, we will engage staff in a discussion about what 'readiness for learning' means.

Our achievements for this priority

Imbed meaningful school values and vision statement within our whole community:
- Staff workshops and surveys in Terms 1 and 2 aimed at gaining input on our school's values and vision statement.
- Newsletter requests for family input on our school's values and vision statement.
- Staff and parent input on a revised values and vision statement was collated by the Wellbeing Project Team.

Build student capacity to promote kindness within our community:
- Implementation of a 'Caught You Being Kind' initiative whereby students were acknowledged for their kindness.
- 12 Days of Kindness involving students performing acts of kindness within their community.
- Friendly Schools Plus program with a focus on kindness.
- 'Harmony Day' with a focus on kindness at school.
- 'R U OK Day' during remote learning with an emphasis on kindness.

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

Build staff capacity to implement wellbeing programs and experiences aimed at supporting student positive wellbeing:
- Staff PL about FSP programming led by the Wellbeing Team in Term 1.
- The project team leaders initiated a connection with Be You and established a liaison officer to support the school.
- Encourage staff members to use the Be You mental health continuum to track and support student resilience and self-efficacy.
- Implemented Be You staff survey in Term 4 to gain data on staff capacity in order to to support student positive wellbeing.

Build student self-efficacy and resilience:
- A buddy system was established between Year 5 and Preschool, and Year 6 and Kindergarten, with the older students taking on leadership roles and sharing their knowledge to support the resilience of the younger students.
- Friendly Schools Plus program with an emphasis on building self-efficacy and resilience.
- Regular newsletter items for the school community with wellbeing resources and strategies aimed at promoting positive wellbeing.
- Implementing Be You Year 4-6 student survey in Term 4 to gain data on student capacity for resilience and self-efficacy.

Building staff awareness and confidence when using First Nations practices.
- 8 ways of learning
- Yarning circles
- Uncle Ernie's framework

Challenges we will address in our next Action Plan

Challenges:
- Implementing staff PL due to lockdown.
- FSP resources purchase order not submitted a few times due to office staff changes.
- Investigating the formal Peer Support Program due to lack of time.
- Some aspects of the Kindness Festival were unable to be implemented as planned due to lockdown and Covid restrictions.
- Staff participating in cultural capacity building PL limited due to COVID.
- Building whole school culture and understandings when we are separated in cohorts.
- Learning about the Cultural Integrity cycle and how to use it.

For the next Annual Action Plan:
- Continue to revise our school's values and vision statement to ensure it is meaningful for all school community members.
- Staff PL regarding FSP and building student resilience and self-efficacy.
- Implement Be You parent survey in Term 1 2022.
- Analyse Be You survey data to inform future directions for the school in relation to wellbeing.
- Investigate the formal Peer Support Program for Term 2 2022.
- Continue encouraging kindness in the community with the purpose of promoting self-efficacy.
- Raise awareness of the importance of the Acknowledgement of Country across the school.
- Purchasing more multicultural resource.

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

> • Beginning to establish annual events that are acknowledged and celebrated.

Priority 2:   Improve student growth in reading and writing

Targets or measures

By the end of 2024 we will achieve:

Student learning data
Target or measure: 70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of a sample of ACARA *"similar schools"*.
Source: NAPLAN
Starting point: Our baseline data point is 66%, determined as the average of the last three years of year 3 to 5 growth in reading.

Student learning data
Target or measure: 66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. This target was set by considering the gain performance of a sample of ACARA *"similar schools"*.
Source: NAPLAN
Starting point: Our baseline data point is 61%, determined as the average of the last two years of year 3 to 5 growth in writing.

In 2021 we implemented this priority through the following strategies.

- Analyse and discuss data to inform teaching and school-wide actions

- Develop staff expertise and teamwork

- Embed effective evidence-based pedagogical practices

    1. Develop whole school beliefs and understandings about teaching reading, writing and spelling

    1. Develop a consistent approach to teaching reading, writing (and spelling)

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
70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading (similar schools) source NAPLAN	66%	-	66%			
66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing (similar schools) source NAPLAN	61%	-	56%			
Increase the growth points of students in the top 25% in the PAT Reading test to 15 points by 2024	0.4 pts	9.7 pts	1.4 pts			

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

What this evidence tells us

- 2021 was the first year that the whole staff were asked to analyse the NAPLAN data. We focused data sets on student growth. We are clearly not adding value to the students that are already performing well, as evidenced from both NAPLAN and PAT.
- Our PAT results are above ACT and similar schools' data, whereas, our NAPLAN data in year 3 writing, has dipped below the ACT average in a long time.
- Our female students dipped below ACT average in year 5 spelling and year 3 writing and year 3 spelling.
- Our male students dipped below ACT average in year 3 writing.

Our achievements for this priority

Develop guidelines which articulate shared beliefs and consistent practices in the teaching of reading
- Staff workshops for feedback and input about how and why we teach reading and what this looks like in the classroom
- As a team, we collated commonalities amongst the data to help formulate the Majura shared belief statement

Develop guidelines which articulate shared beliefs and consistent practices in the teaching of writing
- Staff workshops for feedback and input about how and why we teach writing and what this looks like in the classroom
- As a team, we collated commonalities amongst the data to help formulate the Majura shared belief statement

Implement our PLC model to include use of student data to inform planning in English
- Implementing PL for staff in O-week which is linked to the Majura shared beliefs of reading and writing
- Implementing more research-based practices

Challenges we will address in our next Action Plan

Challenges:
- Consistent learning across student cohorts
- Adjust assessment practices linked to research-based evidence
- Consistent implementation of shared practices
- Integration of student voice data into PLC inquiry cycles
- Upskill PLC coordinators about approaches to English pedagogy
- School website reading resources to support parents

For the next Annual Action Plan:

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

- Focussing our PLC discussions on analysing the current data and planning for all students with an emphasis on top tier students through cycles of inquiry
- Upskilling our teachers so they understand how they can target learning needs for our students with an emphasis on top tier students
- Sharing the data with our PLC leaders so they can work with their teams.
- Providing time on our timetable for our PLC leaders to participate in meetings with SLCs and Project Team leaders for upskilling on data analysis and bringing it in line with the AAP goals.

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

Priority 3:   Improve student growth in mathematics

Targets or measures

By the end of 2024 we will achieve:

Student learning data
Target or measure: 64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of a sample of ACARA *"similar schools"*.
Source: NAPLAN
Starting point: Our baseline data point is 58%, determined as the average of the last three years of year 3 to 5 growth in numeracy.

School program and process data
Target or measure: Increase the proportion of students responding *always* or *mostly* to 75% to the question *Do you feel your learning has relevance to the real world*, by 2024*.
Source: Majura Primary Student Voice survey
Starting point: The percentage of students responding *always* or *mostly* was 56% in 2018.

In 2021 we implemented this priority through the following strategies.

- Analyse and discuss data to inform teaching and school-wide actions

- Develop staff expertise and teamwork

- Differentiate teaching and learning to meet the needs of all

- Embed effective evidence-based pedagogical practices

  1. Develop whole school beliefs and understandings about teaching mathematics

  2. Develop a consistent approach to teaching mathematics

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
64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy (similar schools) source NAPLAN	58%	-	53%			
Increase the growth points of students in the top 25% in the PAT Maths test to 8 points in 2024	6.2 pts	4.2 pts	-1.6 pts			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of students responding *always* or *mostly* to 75% to the question. *"Do you feel your learning has relevance to the real world,*?" by 2024	56%	70.4%	59.9%			

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

What this evidence tells us

- The year 1 data was gathered with teacher support in classrooms. The second year of data was gathered during remote learning via Google forms. We believe this had an impact on both student understanding of the questions.
- Data shows us that we are not doing enough for our top 25% of our students as is evidence in both NAPLAN and PAT.

Our achievements for this priority

Develop guidelines which articulate shared beliefs and consistent practice in the teaching of mathematics
- The team interviewed staff and collated results to produce a belief statement the whole staff shared
- The team ran maths PL demonstrating teaching methods and ideas staff could use to develop each of the beliefs
- Our next steps link to action 3 and relate to developing common assessments across and between year groups in order to develop consistent learning across student cohorts.

Incorporate the General capabilities to create authentic maths planning
- A lot of this action will be moved to 2022/23 as the team decided we need to focus on action 3 (data) before we can really get started into planning (we know why we're teaching maths and now want to look at what we're teaching next)

Develop clear protocols for the collection and storage of school-wide maths data
- The team started discussions about what data collection should look like, what it should be used for and what data should be collected.
- In term 4 we started developing a proforma for common collaborative maths assessments across the school
- In Week 0 Term 1 2022 we will create the common collaborative assessments for number from P-6 that will be used to track progress in maths next year.

Challenges we will address in our next Action Plan

Challenges:
- Ensure there is time for the maths team to check that Common Collaborative Assessments are consistent across the school AND to seek feedback/action improvements
- There may be staff resistance to the transition to this new structure
- PLC team leader and exec support to ensure systemic uptake

For the next Annual Action Plan:
- Ensure maths team are all on the same page and can present the benefits to any staff member who is worried.

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

> - Complete number assessment and data tracking from k-6. Start or complete strand assessments if necessary.
> - Training to staff – TBD by maths team where we need this and how we budget for it with other expenses.

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.

> This year the preschool staff identified 3 areas to improve out educational program and practise. These were:
> 1. New staff familiarising themself with the current practices at preschool
> 2. Recording all observations and reflections regarding student learning
> 3. Introducing StoryPark to record observations, share reflections and connect with families.
> 4. Ensuring that policies and procedures were regularly updated and recorded in a central location
>
> - Ensuring that all staff stayed up to date with NQF requirements and governing rules set by ACEQA was a priority for all preschool staff. The Educational leader sent all necessary correspondence to all staff at preschool, and it was a regular item on the preschool meeting agenda.
> - To continue the work that was started in 2020, the preschool team continued to work hard in 2021 to promote that Majura is a P-6 school and for our staff, students and families to have a greater understanding of this. Our preschool students attended more events at the K-6 site and there was more collaboration between the preschool staff and K-6 teachers and students.
> - This year, we introduced StoryPark to our preschool community. There was a large uptake of families connecting with this online platform with 86 of 88 of our parents taking up the opportunity to connect to StoryPark This year was especially important to the preschool team to develop and maintain positive relationships with our parents and school community. StoryPark Google meets, newsletters and emails.
> - Policies and procedures were regularly update and located at the preschool in a central location. All staff were made aware of the policies. Staff were responsible for different policies and procedures and ensured they were updated.
> - The physical environment was enhanced and maintained by improving and increasing the outdoor storage shed space, allowing students to have choice in the equipment that they wanted to access during outside experiences. The preschool library was also updated and sorted into categories and labelled, allowing educators to access literature, and also allowing students to have choice.

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

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