Ngunnawal Primary School

Network: North Canberra/ Gungahlin

Impact Report 2021

# The purpose of this document

Due to a change in principal, the five-year improvement cycle has been redesigned. The two priorities in this impact report reflect the priorities in the School Improvement Plan for 2020-2022.

Note: Due to the signficant disruptive events of 2021 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

# 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:

* Embedding a Wellbeing Framework using a three-tier model to provide a holistic approach to student wellbeing
* Embedding the spiral of inquiry for staff to examine practice and improve student achievement
* Embedding the Reader’s Workshop model K-6 and collaboratively developed quality criteria for the consistent implementation of the model across the 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:

* Expanded a feedback on practice model to ensure all staff give and receive feedback to improve
* Embedded a deliberate approach to building a culture of collaboration and a focus on learning through the philosophies and practices of a Professional Learning Community

## Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through:

* Embedding the philosophies and practices of a Professional Learning Community with students at the heart of decision making and evidence being used to drive collaborative improvement
* Strategic use of human and physical resources to provide alternative ways for all students to access quality education
* Personalised learning opportunities in partnership with families to provide alternative ways for all students to access quality education

# Reporting against our priorities

Priority 1: All students learn at a high level within a safe and supportive learning culture. The school equips students with the capabilities and dispositions to live and learn in the future world.

### Key Targets:

**Strategy 1**: Embed a multimodal, universal approach to student wellbeing as outlined in the Wellbeing Framework.

**Strategy 2**: Implement whole school approach to curriculum planning and delivery which reflects high expectations based on relevant, contemporary skills.

**Strategy 3**: Deepen capacity of staff to incorporate Aboriginal and Torres Strait Islander perspectives across the curriculum using the 8 Ways of Learning Framework.

### Supporting Evidence Sets:

* PBL
* Satisfaction Survey
* Major Incident/Suspension Data

## What this evidence tells us

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|  | Total Negative Incidents | Suspensions | PBL Tokens |
| 2020 | 1336 | 15 | 52 095 |
| 2021 | 1206 | 6 | 71 903 |

1. **2021 Positive Behaviours for Learning (PBL)**

71,903 positive acknowledgements were given to students in 2021. An increase from 52, 095 in 2020. This is a 38% increase in acknowledging positive behaviours for students.1. **Student Satisfaction Survey Years 4-6**

89% of students agree teachers want every student to do their best. 75% of students believe that every student can be a success. 72% of students believe they are getting a good education at this school. 1. **Suspension Data**

The school has continued to decrease the frequency of major incidents and suspensions. In 2019 there were 37 suspensions, decreasing to 15 in 2020 and 6 in 2021. This reflects observation of the school environment in which more students are actively engaged in learning and Tier 2 and 3 supports are effective for students with additional needs.  |

### Our achievements for this priority

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| **Strategy 1: Embed a multimodal, universal approach to student wellbeing as outlined in the Wellbeing Framework.*** The data reflects an increased take up of positive acknowledge systems. A 38% increase in recognising students has seen more students reach the highest level of the PBL acknowledgment tiers.
* The school created a third Learning Support Unit and uses this resourcing flexibly to meet the needs of a range of students who wouldn’t otherwise have access to a small group program. This has been highly successful in reducing major incidents, reengaging students with learning and creating a safe learning environment for all.
* Collective efficacy of the team delivering the Disability Education program has been prioritised reflecting improved processes and individualised planning

**Strategy 2: Implement whole school approach to curriculum planning and delivery which reflects high expectations based on relevant, contemporary skills*** A Curriculum Framework was developed reflecting current levels of practice
* The school has developed consistent curriculum planners for learning units.
* A process for prioritising curriculum has been implemented with this information reflected in a whole school curriculum tracker.
* Most unit planners P-6 incorporate the 8 Ways of Learning model.
* Unit planner checklist utilised to enhance consistency across the school.

**Strategy 3: Deepen capacity of staff to deepen Aboriginal and Torres Strait Islander perspectives across the curriculum*** Whole staff professional learning with Sally Lawrence in January focused on 8 Ways
* Staff Performance Development Plans include goals linked to teaching with integrity
* Feedback to teams on learning units with a focus on embedding perspectives
* Personalised NPS 8 ways symbols to include in curriculum documentation and communication with families
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### Challenges we will address in our next Action Plan

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| **Wellbeing Framework: Universal Programs*** In 2021, the sequence of delivery for the 4 universal programs was disrupted. This includes Bounce Back, Protective Behaviours, Zones of Regulation and PBL. Some modules will be prioritised in 2022.

**Cultural Integrity*** Reconnect with community after COVID19
* Koori Preschool Program – ACT network and implement framework recommendations
* How can I amplify First Nations voices in my sphere of influence? (PDP goals)

**Curriculum*** Prioritising curriculum in banded subjects
* Professional Learning Teams focus on:
* Pre assessment to inform planning
* Common formative checks throughout the learning unit
* Responsiveness to formative checks
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Priority 2: To improve reading outcomes for students through a whole school, evidence-based approach to reading. This is reflected in high levels of ongoing reading growth and achievement across the school.

## Key Targets:

**Strategy 1**: Embed the 10 Essential Literacy Practices and Reader’s Workshop as the whole school approach to teaching reading

**Strategy 2:** Establish a feedback on practice coaching model aligned to the school’s priorities: Essential Literacy Practices and the Classroom Practice Continuum (CPC).

**Strategy 3:** Further evolve and embed the philosophies and practices of Professional Learning Communities

## Supporting Evidence Sets:

1. School Reading Benchmark Data
2. BASE Assessment
3. NAPLAN 2021

## What this evidence tells us

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| 1. **School Reading Benchmark Data**

In 2021 our cohorts reading at expected levels ranged from 74% to 84% for the end of year. In 2020 the range was 81% to 87%. In 2019 the range was 58% to 85%. A disrupted 2021 with lockdown may have influenced growth over the course of the year. 1. **Kindergarten BASE Assessment**

Not available at this time1. **NAPLAN Growth**

Year 3 to 5 growth tracking in NAPLAN 2021 demonstrates 78% of students achieving at expected levels. This is consistent with 81% of students in Year 5 2021 reading at expected benchmark levels. Student growth trends are indicating a reduced number of students not achieving expected growth and increased number of students achieving expected growth.

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|  | Negative Growth | Below Expected Growth | At or Above Expected Growth |
| 2021 | 1% | 21% | 78% |
| 2020 | COVID | COVID | COVID |
| 2019 | 10% | 28% | 62% |
| 2018 | 10% | 31% | 58% |
| 2017 | 14% | 32% | 54% |

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## Our achievements for this priority

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| **Strategy 1: Embed the 10 Essential Literacy Practices and Reader’s Workshop as the whole school approach to teaching reading**Embedded the Reader’s Workshop model and an NPS plannerFeedback given to all staff with a focus on Reader’s Workshop Evidence Informed Practice Guide and Pedagogical Framework developed reflecting current levels of practiceImproved systems for tracking the achievements of students and accuracy of data collected.**Strategy 2: Establish feedback on practice coaching model aligned to the school’s priorities: Essential Literacy Practices and the Classroom Practice Continuum (CPC).**All staff have reflected on practice using the Classroom Practice ContinuumAll staff have received feedback on practice through walkthroughs, coaching and mentoringBuilding Capacity Guide and Early Career Educator Guide developed**Strategy 3: Further evolve and embed the philosophies and practices of Professional Learning Communities**Increased responsiveness to the needs of students through the spiral of inquiryDeveloped a process for coaching school leaders and evaluating spirals of inquiry |

### Challenges we will address in our next Action Plan

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| **Consistent, high levels of achievement will remain a priority in 2022.** **Deepening Pedagogical Content Knowledge*** Expand the workshop model to include writing
* Streamline planning for learning with a focus on integrating literacy and other learning areas to create a purpose for reading and writing

**Consistency across Professional Learning Teams (PLTs)*** Expand the use of formative checks (conferencing) to shape learning plans
* Deepen the use of the spiral of inquiry to ensure all students are successful
* Finalise Response to Need Guide

**Feedback on Practice*** Introduce peer to peer feedback on practice as this was impacted due to lockdown inn 2021
* Continue to prioritise Reader’s/Writer’s Workshop and the 10 Essential Literacy Practices as the criteria for feedback
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