Ainslie School

Network: North Canberra/ Gungahlin

Impact Report 2019

# 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 2:

* The Ainslie School Literacy Coalition led the development of tools and routines to support promote disciplined dialogue to monitor student growth.
* Early years classes were supported through a resourcing model that enabled a personalised approach to learning. PIPS data indicated strong growth as a result.
* The Ainslie School Numeracy Coalition examined and introduced PAT Maths and led staff development focused on inquiry-based pedagogy in Mathematics.

## 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 – Priorities 1 and 2

* All teachers had opportunities to lead reflection and practice in areas of professional interest.
* All teachers engaged in Ainslie’s Teacher Inquiry Program. An inquiry mentor strengthened the team’s development as inquiry-based learners.
* All teachers engaged with the school’s Creative In Residence initiative, experiencing and contributing to practice emphasising the general capabilities
* Resourcing to support mathematics education – resource purchasing
* Time in staff meetings allocated to reflection on current practice and data in mathematics instruction

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priorities 1 and 2

* The school’s Strategic Framework has been used to support the development of learning experiences across the school. Student agency and collaborating with experts has been a focus.
* Protocols have been initiated through the school’s Student Support team, with additional resourcing towards the school’s Disability Education Coordinator and Wellbeing specialists.
* The school’s LSA and support team has engaged in a routine of weekly professional development to build capability in supporting student needs and engagement.
* The LSA team has been empowered through responsive deployment. Targeted recruitment of disability education specialist.
* The school’s Creatives in Residence (Visual Arts and Drama) supported teachers to enable student agency and personalised learning.

# Reporting against our priorities

## Priority 1: Improve growth in writing

### Targets or measures

By the end of 2019 we will achieve and increase in:

* the proportion of students in top 2 bands equal to or above like schools in writing
* the proportion of students at or above expected growth
* the proportion of students achieving at standard or above in their report in productive modes outcomes (Australian Curriculum)
* the proportion of students who agree or strongly agree with the statement

 *‘The texts I compose have impact’.*

* the proportion of staff who agree or strongly agree with the statement

 *‘I feel confident and capable to enable students to compose texts with impact’*

In 2019 we implemented this priority through the following strategies.

* Whole of staff mentoring in contemporary literacy practice
* Teacher development to support the conditions for text composition
* Teacher development in analysis of student texts
* Timetable allows teaching teams to have release at the same time to support planning

*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** |
| Proportion of students in top two bands in writing (Year 3) | 47% | 48.8% |  |  |  |  |
| Proportion of students in top two bands in writing (Year 5) | 13.6% | 23.1% |  |  |  |  |
| At or above expected growth in writing | 58.3% | 66.7% |  |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase the proportion of students who agreeor strongly agree with the statement*‘The texts I compose have impact’* | Through analysis of baseline data sets, this measure has been modified to the measure below. |
| Student responses to the statement:*‘Why is this your best piece of writing?’* |  | See Attach A |  |  |  |  |
| Increase the proportion of staff who agree orstrongly agree with the statement *‘I feel confident and capable to enable students to compose texts with impact’* | To be collected start of 2020. |  |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| By 2023, a whole school approach to planning and monitoring will be articulated.  |  | A tool was developed for analysis of writing and a semesterly routine was introduced.Disciplined dialogue around data sets – annually in the development of the impact report. |  |  |  |  |

### What this evidence tells us

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| * What does this evidence indicate about your school’s progress towards its five-year targets?

The evidence indicates there has been a focussed commitment and investment in achieving the school’s priorities* Have any of your data sources changed over time? If so, why?

The methodology used to gather perception data has changed. This reflected a standardisation of the School Satisfaction Survey. A new tool has been developed to capture the evidence the school requires.* What implications does this evidence have for your next AP?

The evidence has sharpened our focus on supporting students to write with impact.Teacher development in 2020 will support staff in balancing idea generation with refinement of texts for impact and differentiating teaching and learning. |

### Our achievements for this priority

* A Literacy Coalition was formed with representatives from each team across the school
* Sustained engagement of a Contemporary Literacy Advisor
* Engagement in the Early Years Literacy Initiative
* Presentations at the ALEA Unconference and National Conference showcased early work towards these priorities and have led to network connections.
* A whole school focus on composition of texts with agency and impact in planning conversations
* Greater awareness of the place of multimodalities in contemporary literacy practices
* Policy implementation guidelines are supporting the conditions for text composition

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

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| * Maintaining a balance between sustaining student will to compose texts, while enhancing skills.
* Strengthening an inquiry approach and a focus on differentiated practice will support this challenge.
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## Priority 2: Improve growth in Mathematics

### Targets or measures

By the end of 2019 we will achieve:

* Proportion in top 2 bands equal to or above like schools in Mathematics
* Target or measure: By 2023 80% of our Year 5 students will be achieving at/or above expected growth from Year 3 to Year 5 in Numeracy
* To increase the proportion of students who agree or strongly agree with the statements

‘*I use mathematics effectively’*

*‘The mathematics I have learnt about is relevant to me.’*

* To increase the proportion of staff who agree or strongly agree with the statement

‘I feel confident and capable to enable students to use mathematics effectively.’

In 2019 we implemented this priority through the following strategies.

* Whole of staff mentoring in contemporary numeracy practice
* Teacher development to support the conditions for numeracy development
* Teacher development in analysis of students’ application of numeracy

*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** |
| Proportion in top 2 bands equal to or above like schools in Mathematics (Year 3) | 46.5% | 46.5% |  |  |  |  |
| Proportion in top 2 bands equal to or above like schools in Mathematics (Year 5) | 31.7% | 30.8% |  |  |  |  |
| Proportion in top 2 bands equal to or above like schools in Mathematics (Year 7) |  |  |  |  |  |  |
| 80% of our Year 5 students will be achieving at/or above expected growth from Year 3 to Year 5 in Numeracy | 50% | 58% |  |  |  |  |
| PAT Maths – Online Assessment (Introduced in 2020) |  |  |  |  |  |  |
| A to E – Proportion of children maintaining a grade or achieving a higher grade in mathematics. |  |  |  |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| * To increase the proportion of students who agree or strongly agree with the statements

‘*I use mathematics effectively’**‘The mathematics I have learnt about is relevant to me.’* |  | See Attach B |  |  |  |  |
| * To increase the proportion of staff who agree or strongly agree with the statement

‘I feel confident and capable to enable students to use mathematics effectively.’ |  |  |  |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| By 2023, a whole school approach to planning and monitoring will be articulated. |  | Data gathered to explore existing practice in mathematicsMixed pedagogical and assessment approaches identified |  |  |  |  |
|  |  |  |  |  |  |  |

### What this evidence tells us

|  |
| --- |
| * What does this evidence indicate about your school’s progress towards your five-year targets?
* current practice examined and areas of need identified
* Have any of your data sources changed over time? If so, why?
* Inclusion of PAT maths as a school based data source and A to E Grades
* What implications does this evidence have for your next AP?
* Focus placed on establishing a whole school pedagogical and assessment approach
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### Our achievements for this priority

* Engagement of mathematical coach, Steve Thornton, to explore current practice
* Establishment of the Numeracy Coalition
* Identification of a school-based assessment tool

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

* Introduction of PAT Maths Assessment Tool in Years 1 – 6
* Defining and building teacher capacity in whole school pedagogical approach
* Develop tools and routines to monitor student progress in Number

**Attach A**



**Attach B**





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