Neville Bonner Primary School

Network: North Canberra/ Gungahlin

Impact Report 2021

# 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.

Please note: COVID-19 has had a significant impact on teaching and learning outcomes, the availability of some data sets and some of the deliverables we aimed to achieve in the Annual Action Plan. However, the challenges of COVID-19 also provided opportunities that enabled positive long-term outcomes for the students and the school.

# 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 – To improve learning outcomes in reading.

## 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 learning outcomes in Mathematics
* Priority 2 – Improve learning outcomes in Reading

Reporting against our priorities

## Priority 1: Improve Learning Outcomes in Mathematics

### Targets or measures

By the end of 2023 we will achieve:

* An increase the proportion of students at or above expected growth in NAPLAN Numeracy
* An increase in the proportion of students in the top two NAPLAN bands of Numeracy in Year 5

In 2021 we implemented this priority through the following strategies:

1. Improving the feedback culture of the school
2. Deepened parent/carer engagement to increase understanding of teaching and learning Mathematics by sharing with parents videos of teachers teaching a variety of mathematics concepts during online learning
3. Further embedding principles of Count Me in Too (CMIT)

*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** |
| Increase the proportion of students at or above expected growth in NAPLAN Numeracy | 58.5% | 45% | Unavailable due to COVID-19 | 53.4% |  |  |
| Increase the proportion of students in the top two NAPLAN bands of Numeracy in Year 5 | 18.6% | 23.9% | Unavailable due to COVID-19 | 22.2% |  |  |
| Increase in the proportion of children making expected growth or better in PIPS Numeracy | 67% | 74.4% | Unavailable due to COVID-19 | 84.8% |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase in the proportion of parents/carers that they are satisfied (score of 4 or 5) their child is making progress in Mathematics  | See 2019 | 52.6 | \*  | \* |  |  |
| Increase in the proportion of students who are satisfied that they have made progress in Mathematics | To be collected in 2020 | \* | \* |  |  |
| \*Alternate focus to support and maintain the wellbeing and engagement of students and families during COVID-19 |

### What this evidence tells us

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| * BASE data for 2021 demonstrated our Foundation years students achieved well with 95.7% of children achieving as expected or above expected level of learning of mathematics.
* NAPLAN data indicated an improvement in the percentage of students making expected growth between year 3 and year 5 in comparison to 2019 data. However, this shows a small decrease our base data.
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### Our achievements for this priority

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| **Extend the feedback culture of the school** * Developed a culture of observation by including timetabled weekly observations of teaching team members, teaching reading and Mathematics.
* Whole team observations and sharing of practice was completed either by video or with teams visiting classrooms to observe each other delivering lessons to improve consistency of practice.
* Team leaders and teachers reviewed video lessons for online learning and provided targeted and regular feedback.
* The feedback cycle for children was maintained by teachers during online learning, on a daily basis.
* Team leaders provided purposeful monitoring of teacher feedback to children to ensure quality learning and growth.

**Further embed principles of Count Me in Too** * K-1 teachers were provided with regular professional development led by the Team Leaders throughout ePACT, with a focus on hands-on learning.
* Research on establishing strong understandings in Early Childhood Mathematics teaching was shared with K-1 teachers on teaching foundational mathematics. Early years teachers incorporated the use of 100s charts, number lines, ten-frames, and manipulatives during daily mathematics lessons.
* All teachers in K-1 completed and analysed SENA testing each term to ensure an accurate knowledge of children’s learning entry points and next step learning.

**Deepen parent carer engagement to increase understanding of teaching and learning in Mathematics** * To connect with and support families in the instruction and teaching of Mathematics during 2021, Covid-19 school closures, Neville Bonner Primary School developed a ‘Virtual School’. Our Virtual School included daily mathematics videos of teachers across all year levels, teaching explicit Mathematical concepts. Feedback from families was received acknowledging the benefits of watching our teachers teach.
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### Challenges we will address in our next Action Plan

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| * Upskilling teachers to provide quality number and strand instruction
* Consistency of pedagogical practice, data collection, analysis and planning of mathematics across K-6.
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## Priority 2: Students will improve reading skills with a particular focus on deep comprehension

### Targets or measures

By the end of 2023 we will achieve:

* An increase the proportion of students at or above expected growth in NAPLAN Reading
* An increase in the proportion of students in the top two NAPLAN bands of Reading
* An increase in the proportion of children making expected growth or better in PIPS Reading

In 2021 we implemented this priority through the following strategies.

1. Foster whole of school motivation and engagement in reading
2. Broaden the repertoire of effective Reading pedagogical practices and curriculum expertise of educators P-6
3. Deepen parent/carer engagement to increase understanding of teaching and learning in reading
4. Further enhance support for EALD learners

*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** |
| An increase the proportion of students at or above expected growth in NAPLAN Reading | 63.5% | 70% | Unavailable due to COVID-19 | 60.3% |  |  |
| An increase in the proportion of students in the top two NAPLAN bands of Reading | Yr3 23.5%Yr5 30% | Yr3 22.36%Yr5 39.4% | Unavailable due to COVID-19 | Yr3 21.6%Yr5 27.5% (Covid 19) |  |  |
| An increase in the proportion of children making expected growth or better in PIPS Reading | 72% | 83.2% | 77.3%(COViD-19) | 75%(Covid 19) |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Increase the proportion of parents/carers who are satisfied (score of 4 or 5) that their child is progressing in reading. | See 2019 | 69.4 | \* | \* |  |  |
| Increase the proportion of students who are satisfied that they are progressing in reading | To be collected start 2020 | \* | \* |  |  |
| \*Alternate focus to support and maintain the wellbeing and engagement of students and families during COVID-19 |

### What this evidence tells us

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| * BASE data indicates there was an decrease in the number of Kindergarten students achieving at or above expected level at the end of 2021.
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### Our achievements for this priority

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| **Broaden the repertoire of effective reading pedagogical practices and curriculum expertise of educators P-6*** All teachers engaged in a series of Professional Development, reading, ‘*Clarity, what matters most in learning, teaching, and leading’,* Lyn Sharratt. Teachers developed planning documents to include personalised reading goals for each student and articulated strategies to support each child to achieve these goals
* A specialist reading intervention teacher was employed to provide coaching and mentoring to early career teachers in the teaching of reading.

**Deepen parent/carer engagement to increase understanding of teaching and learning of reading*** To connect with and support families in the instruction and teaching of reading during 2021, Covid-19 school closures, Neville Bonner Primary School developed a ‘Virtual School’. Our Virtual School included daily reading groups across all year levels, teaching explicit reading strategies.

**Increased teacher understanding and awareness of students whose first language is other than English*** In 2021 all teachers completed the EALD online training module to enhance their understanding of how to support EALD learners
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### Challenges we will address in our next Action Plan

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| * Develop whole of school motivation and engagement with reading for Essential Literacy Practices 1 and 2
* Work towards ensuring the consistency of reading pedagogy across the school
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## 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.

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

In 2021, Neville Bonner Preschool was assessed and rated as Exceeding the National Quality Standards against each Quality Area. The seven quality areas include

Quality Area 1: Educational program and practice

Quality Area 2: Children’s health and safety

Quality Area 3: Physical environment

Quality Area 3: Staffing arrangements

Quality Area 4: Relationships with children

Quality Area 5: Collaborative partnerships with families and communities

Quality Area 6: Governance and leadership.

*\*A copy of the preschool Assessment and Rating Report can be found on our school’s website.*