MILES FRANKLIN PRIMARY SCHOOL

Belconnen Network

Impact Report 2020

# 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.

# 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 2020 our school supported this Strategic Indicator through – Priority 1:

* Develop a strong sense of belonging and pride in the school.

## Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1,2 and 3:

* Support teachers to develop a happy, optimistic feel to the school environment, which is calm, productive and engaging.
* Collaboratively develop and embed school wide evidence based pedagogical practices for writing and numeracy.
* Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children’s achievement in writing.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2020 our school supported this Strategic Indicator through – Priority 1, 2 and 3:

* Teach Friendly Schools Plus consistently across the school- all class teachers, each week
* Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children’s achievement in writing and numeracy.
* Implement a common inquiry-based lesson structure for the teaching of mathematics

# Reporting against our priorities

## Priority 1: Improve student engagement and learning behaviours

### Targets or measures

By the end of 2020 we will achieve:

* Enhanced learning behaviours at school
* Enhanced peer relationships
* Reduced behaviour incidents

In 2020 we implemented this priority through the following strategies.

### *Strategies*

* Documented approach, refined across P-6, for the implementation and teaching of Friendly Schools Plus
* A coaching and mentoring program to support teacher pedagogy in Social and Emotional Learning (SEL)

*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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targets or Measures** | **2017** | **2018** |  **2019** | **2020** |
| Playground Passports | 84 | 41 | 15 | 40 |

By the end of 2021 the school will achieve:

* 85% of children, parents and staff will affirm children feel safe in the school
* 85% of children, parents and staff will affirm behaviour is well managed in the school

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| * *children, parents and staff will affirm children feel safe in the school*
 |
| Staff - Students feel safe at this school. | 100 | 87 | 97 | 97 | 93 | 100 |
| Parents - My child feels safe at this school. | 96 | 96 | 96 | 94 | 92 | 93 |
| Students - I feel safe at this school. | 75 | 74 | 84 | 74 | 68 | 79 |
| * *children, parents and staff will affirm behaviour is well managed in the school*
 |
| Staff - Student behaviour is well managed at this school. | 100 | 84 | 86 | 85 | 60 | 89 |
| Parents - Student behaviour is well managed at this school.  | 84 | 79 | 83 | 77 | 83 | 84 |
| Students - Student behaviour is well managed at my school. | 70 | 63 | 62 | 53 | 50 | 76 |

### What this evidence tells us

|  |
| --- |
| **What does this evidence indicate about your school’s progress towards its five-year targets?** **Enhanced Learning Behaviours and Enhanced Peer Relationships*** Our 2020 evidence shows the continued growth we have had in enhancing student behaviours and peer relationships and increasing student engagement.
* As predicted the impact of the Friendly Schools Plus (FSP) program is beginning to have an impact school wide with low - moderate level behaviours decreasing which has increased student engagement levels during learning time.

**Reduced behaviour incidents*** The start of 2020 saw less playground passports than usual however following the return from home learning we have noticed an increase in challenging behaviour.
* Negative behaviour has been primarily on the playground with the majority of negative incidents happening during or as a result of playtime.
* As we shift to using SAS (Student Administration System) to record negative incidents we have seen an increase in moderate level incidents being recorded.

**Have any of your data sources changed over time? If so, why?*** Historically we have relied on Executive tracking using our playground passport program.
* From 2020 we have been moving towards recording all moderate-high level incidents, non-compliance, and absconding through SAS.

**What implications does this evidence have for your next Annual Plan?*** As a school we intend to look at how we record and track behaviour data.
* We aim to also track positive data as well as negative
* Time to be dedicated during PLCs to analysing this data over the year.
 |

### Our achievements for this priority

|  |
| --- |
| **ACTION**: Teach Friendly Schools Plus consistently across the school- all class teachers, each week* Friendly Schools Plus Resource Books have been implemented consistently across P-6
* Consistent learning environment signage for FSP across the school
* Social Emotional Learning (SEL) lessons have occurred once a week across P-6
* Prescribed literature/texts within the FSP resource used to deliver the program
* Every teacher is using the FSP tracker to plan social emotional learning lessons.
* Circle Time has been embedded in all classrooms
* Restorative conferencing used in the classroom and playground aligned to SEL program
 |

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

|  |
| --- |
| * Include restorative script as part of circle time for student to conduct their own restorative circles and understand teacher led conferences
* Authentic tracking of both positive and negative incidents using the SAS platform
* Finalise and implement a whole school behaviour management flow chart to ensure a consistent approach
* Develop consistent processes for negative incidents to be acted upon in a timely manner and by who (e.g.: playground duty teacher, class teacher or executive) and restorative scripts available in duty bags)
* Include journaling as part of SEL lessons and mindfulness teaching
* Further professional learning for all staff new to teaching the program
 |

## Priority 2: Improve student writing

## Targets or measures

By the end of 2020 we will achieve:

**Writing**

* Teachers confident in teaching whole school approach to writing
* Teachers and students will know the next steps for improving writing understanding and skills
* Targeted coaching for teachers based on data to improve student learning

**Spelling**

* Teachers confident in teaching whole school approach to Spelling, Punctuation and Grammar (SPG)
* Teachers and students will know the next steps for improving SPG
* Targeted coaching for teachers based on data to improve student learning

In 2020 we implemented this priority through the following strategies.

### *Strategies- Writing*

* Whole school practices in writing document reviewed / updated
* Classroom practices aligned to whole school document
* Mapping Early Years Learning Framework (EYLF) early literacy practices
* Completed individual writing goals for all students K-6
* A coaching and mentoring program to support teacher pedagogy in writing

### *Strategies- Writing*

* Whole school SPG tracking document finalised
* Classroom practices aligned to whole school document
* Completed individual spelling goals for all students K-6
* A coaching and mentoring program to support teacher pedagogy in SPG

### *Strategies- Literacy Assessment*

* Assessment Schedule 2020
* Data sets for each cohort K-6
* Data tracking moved to Google sheets from 2020

*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

* NAPLAN results to be within the average range for like schools
* An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels
* By the end of 2019 there will be a 10% improvement in student spelling outcomes as measured by PAT Spelling.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| * NAPLAN results to be within the average range for like schools - Writing
 |
| Writing Year 3 | 417  | 419  | 452 | 437 | 425 | n/a |
| Writing Year 5 | 482 | 484 | 468 | 470 | 499 | n/a |
| * NAPLAN results to be within the average range for like schools - Spelling
 |  |
| Spelling Year 3 | 403 | 419 | 420 | 431 | 402 | n/a |
| Spelling Year 5 | 480 | 501 | 484 | 498 | 504 | n/a |
| * An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels
 |
| ACER Writing Year 5 |  | 285 | 289 | 317  | 314 |
| ACER Writing Year 6 | 310 | 315 | 369 | 404 |
| * By the end of 2020 there will be a 10% improvement in student spelling outcomes as measured by PAT Spelling.
 |  |
| PAT Spelling Year 3  |  | 100 | 97 | 97 | 104 | 105 |
| PAT Spelling Year 4 | 113 | 112 | 114 | 122 | 122 |
| PAT Spelling Year 5 |  | 121 | 119 | 125 | 129 | 136 |
| PAT Spelling Year 6 |  | 136 | 134 | 130 | 139 | 138 |

#### Perception Data

|  |  |  |  |
| --- | --- | --- | --- |
| **Targets or Measures** | **Start****of 2019** | **End of 2019** | **End of 2020** |
| * Writing committee survey shows growth across the year.
 |
| I feel confident with my knowledge of the writing program? (Strongly Agree/Agree) | 48% | 84.6% | 100% |
| I feel confident with conferencing with students as part of the writing program? (Strongly Agree/Agree) | 44% | 76% | 100% |
| I feel confident with analysing writing data? (Strongly Agree/Agree) | 64% | 80.8% | 100% |
| * Spelling committee survey shows growth across the year.
 |
| Have you used the spelling tracking document this year? (Strongly Agree/Agree) |  | 20% | 68.4% |
| Do you have individual spelling goals for each child in your class? (Strongly Agree/Agree) | 45% | 83% |
| Are you using the PYP stand-alone planner for planning spelling? (Strongly Agree/Agree) | 60% | 68.4% |
| **Targets or Measures** | **2018** | **2019**  | **2020** |
| * Increase of staff satisfaction survey results for ‘My pedagogy for writing has improved from 68% agree/strongly agree in 2018 to 78% in 2019.
 |
| My pedagogy for writing has improved.  | 68% | 47% | 48% |
| * Increase of parent satisfaction survey results for ‘My child’s learning needs are being met at this school’ from 85.1% in 2018 to 90% in 2019 (linked to student personal goal setting action)
 |
| My child’s learning needs are being met at this school.  | 85.1% | 87.2% | 83% |

### What this evidence tells us

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

**Writing**

* eWrite data indicates we have maintained student achievement within Year 5 and shown growth in Year 6.
* Teachers confident in teaching whole school approach to writing. A Literacy Committee developed survey showed teacher confidence has improved.
* The results show we have been able to maintain teacher confidence in teaching writing
* Teachers feel confident in conferencing with students
* Teachers feel confident in analysing writing data to support students.

**Spelling**

* PAT Spelling indicates we have maintained student achievement within each year level.
* There is growth within each cohort as shown in PAT Spelling.
* There has been an increase in teachers using the standalone spelling planner.
* There has been a significant increase in the number of teachers using the spelling tracking document.

**Have any of your data sources changed over time? If so, why?**

* NAPLAN testing not held in 2020 due to COVID 19
* PAT testing disrupted in Term 1 2020 due to COVID 19 and the need for remote learning
* Teacher professional learning pre and post surveys 2020 disrupted
* New format for parent satisfaction survey 2020

**What implications does this evidence have for your next AP?**

* Further targeted coaching for teachers based on data to improve student learning and teacher’s pedagogy is required.
* The school needs to increase communication to parents on how their child’s learning needs are being met, e.g. through the use of goal setting.

Our achievements for this priority:

**ACTION**: **Continue to embed a whole school approach to teaching writing**

* Individual writing goals developed for all students each term.
* Word walls and bump it up displays used as a consistent approach across the school.
* Toolbox strategies.
* Miles Franklin Approach to Writing embedded as best practice in all classrooms- explicit teaching, conferencing, mini writing workshops, sharing and reflection processes.
* Whole school literacy practices document reviewed, updated and presented to staff.
* Writer’s notebook taught K-6.
* Use of writing tables and rich quality literature in Preschool.
* Mapping of EYLF early literacy practices to the preschool program completed.
* Moderation of writing samples against the Australian Curriculum Literacy Progressions K-6.
* Staff meetings led by the Writing Committee each term to upskill teachers in how to teach writing.
* Writing addendums included in each unit of inquiry planner across K-6.
* Coaching offered to support teachers in the whole school approach to teaching writing.

**ACTION**: **Continue to embed a whole school approach to teaching spelling, punctuation and grammar**

* Individual spelling goals developed for all students each term.
* InitiaLit program fully implemented in Kinder.
* Triple Word Form Theory approach to teaching spelling embedded in pedagogical practices for spelling across Years 1-6.
* Ongoing use of ACARA Spelling Progressions and Triple Word Theory tracking document.
* PYP standalone spelling planners developed by all year level teams to document an inquiry approach to teaching spelling.
* Firming up of trusted literacy experts and programs used at the school for consistency of practices.
* Staff meetings led by the Literacy Committee each term to upskill teachers in using an inquiry approach to teach spelling.
* Literacy committee members provided informal coaching to year level colleagues.
* Whole school spelling tracking document created using the Australian Curriculum Literacy Progressions to inform differentiation practices and personal spelling goals.

**ACTION**: **Implement the Miles Franklin PYP Assessment and data plan across the school**

* Teachers trained in triangulation of data from a variety of writing assessments (Words Their Way, Tricky Words, Pseudo Word test, PAT tests and writing samples) to set individual writing goals.
* Review of spelling assessment and writing tools completed and agreed assessment timeframes updated in school's assessment schedule.
* Assessment schedule now includes InitiaLit assessments for all Kinder students.
* Oral language assessment tools added to the assessment schedule for Preschool.

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

* Further professional learning for staff new to Miles to be able to become familiar with the schools spelling and writing approach.
* Targeted professional learning for experienced teachers to deepen their writing pedagogy.
* Ongoing use of feedback and goal setting by students, linked to data, to enhance students growth in spelling and writing.
* Consolidate teachers understanding of the Literacy progressions to support feedback and goal setting with students

## Priority 3: Improve student mathematical understanding and skills

## Targets or measures

**ACTION**: Implement a common inquiry based lesson structure for the teaching of mathematics

* Teachers confident to implement whole school problem solving approach
* Teachers and students will know the next steps for improving maths understanding and skills
* Targeted coaching for teachers based on data to improve student learning

### *Strategies*

* PYP planning addendum for number
* Embed exemplar lesson plan template incorporating inquiry cycle structure K-6
* Completed individual maths goals for all students K-6
* A coaching and mentoring program to support teacher pedagogy in math
* Integration of Polya’s Problem Solving Cycle into lesson planning and delivery

**ACTION**: Implement the Miles Franklin PYP Assessment Policy across the school.

* Increased teacher capacity to identify patterns in data.
* Differentiation in maths instruction at point of need based on data.
* Teachers and students will identify and celebrate learning growth in maths.

### *Strategies*

* Assessment Schedule 2020
* Data sets for each cohort K-6
* Data tracking moved to Google sheets from 2020

*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

* NAPLAN results to be within the average range for like schools
* An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six, resulting in a 25% increase in 2016 mean ACER PAT-Maths scores for all year levels

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| * NAPLAN results to be within the average range for like schools
 |
| Numeracy Year 3 | 421 | 411 | 433 | 415 | 416 | n/a |
| Numeracy Year 5  | 490 | 499 | 486 | 497 | 499 | n/a |
| * An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six, resulting in a 25% increase in 2016 mean ACER PAT-Maths scores for all year levels
 |
| ACER PAT Maths Year 2 (Test 1) |  | 103 | 106 | 101 | 104 |
| ACER PAT Maths Year 3 | 115 | 111 | 115 | 113 |
| ACER PAT Maths Year 4 | 120 | 119 | 123 | 121 |
| ACER PAT Maths Year 5 | 123 | 124 | 125 | 124 |
| ACER PAT Maths Year 6 | 126 | 126 | 127 | 127 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Targets or Measures** | **Start of 2018** | **End of 2019** | **End of 2020** |
| * Maths committee survey (teachers completed)
 |
| Students are engaged in maths? (Agree/Strongly Agree) | 72% | 70% | 85% |
| Standalone maths taught 3 or more times a week (Agree/Strongly Agree) | 55% | 47% | 60% |
| **Targets or Measures** | **2018** | **2019** | **2020** |
| * My pedagogy for mathematics has improved
 | 85% | 70%  | 75% |
| * My ability to analyse mathematical data has improved
 | 59% | 62% | 55% |

### What this evidence tells us

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

* There has not been a significant change in maths data over the five years
* There has been strong growth in student engagement in maths

**Have any of your data sources changed over time? If so, why?**

NAPLAN testing not held in 2020 due to COVID 19

PAT testing disrupted in Term 1 2020 due to COVID 19 and the need for remote learning

Teacher professional learning pre and post surveys 2020 disrupted

New format for parent satisfaction survey 2020

**What implications does this evidence have for your next AP?**

* Further targeted coaching for teachers based on data to improve student learning and teacher’s pedagogy is required.

### Our achievements for this priority

**ACTION**: Implement a common inquiry-based lesson structure for the teaching of mathematics

* Student agency promoted through all students K- 6 setting personal learning goals in mathematics.
* PYP standalone planners and addendums for number developed and implemented by all teams K-6.
* Staff meeting led by Maths Committee each term with a focus on learning how to differentiate lessons, use Seesaw for goal setting and how to teach working mathematically strategies.
* PANL maths resources and manipulatives audit and update of materials in each classroom.
* Hands on games used to support numeracy instruction, consolidation and build fluency.
* Maths committee members from each year level provided informal coaching and mentoring to support teams with improving pedagogy in inquiry mathematics.
* Integration of Polya’s Problem Solving Cycle into lesson planning and delivery after dedicated time for professional learning in this area.
* School newsletter articles published on problem solving approaches.
* Mathletics usage increased across K-6 this year, particularly as a successful learning tool during remote learning.
* Kinder teachers completed a six-week professional learning event on how to teach mathematics through inquiry and open-ended problems and presented back to the staff.

**ACTION**: Implement the Miles Franklin PYP Assessment Policy across the school

* Assessment Schedule reviewed and updated for 2020
* Work continued on agreed data sets for each cohort K-6
* Kinder transitioned to the BASE assessment tool, replacing PIPS.
* Continued embedding of the use of Australian Curriculum Numeracy Progressions within the PYP planner and used to map student progress and set personal learning goals.
* TEN assessment tool introduced in K-1 to compliment SENA testing.

**ACTION**: Implement a common inquiry-based lesson structure for the teaching of mathematics

* Student agency promoted through all students K- 6 setting personal learning goals in mathematics.
* PYP standalone planners and addendums for number developed and implemented by all teams K-6.
* Staff meeting led by Maths Committee each term with a focus on learning how to differentiate lessons, use Seesaw for goal setting and how to teach working mathematically strategies.
* PANL maths resources and manipulatives audit and update of materials in each classroom.
* Hands on games used to support numeracy instruction, consolidation and build fluency.
* Maths committee members from each year level provided informal coaching and mentoring to support teams with improving pedagogy in inquiry mathematics.
* Integration of Polya’s Problem Solving Cycle into lesson planning and delivery after dedicated time for professional learning in this area.
* School newsletter articles published on problem solving approaches.
* Mathletics usage increased across K-6 this year, particularly as a successful learning tool during remote learning.

**ACTION**: Implement the Miles Franklin PYP Assessment Policy across the school

* Assessment Schedule reviewed and updated for 2020.
* Work continued on agreed data sets for each cohort K-6.
* Kinder transitioned to the BASE assessment tool, replacing PIPS.
* Continued embedding of the use of Australian Curriculum Numeracy Progressions within the PYP planner and used to map student progress and set personal learning goals.
* TEN assessment tool introduced in K-1 to compliment SENA testing.

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

* Refresh staff understanding of Peter Farmer professional development and the role of measurement and the importance of number lines in mathematics teaching as a multifaceted tool to support problem solving.
* Embed consistency of Polya’s Problem Solving Cycle across the school.
* Implement exemplar lesson plan template incorporating inquiry cycle structure K-6.
* Conduct whole school moderation of mathematics work samples using the Australian Curriculum Numeracy Progressions.
* Consolidate use of Australian Curriculum Numeracy Progressions with PYP addendums to differentiate teaching and learning.
* Continued focus on developing teachers maths pedagogy and using data to more effectively support student learning needs.
* Develop whole school data tracking document on Google sheets.

## Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan (QIP). *The school has reported against the QIP using the Directorate template and a copy of the QIP is available for viewing at the school.*