Majura Primary School

Network: North Canberra/ Gungahlin

Impact Report 2020

# 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 2020 our school supported this Strategic Indicator through – Priority 2 and 3:

* Developing shared beliefs about 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 2020 our school supported this Strategic Indicator through – Priority 2 and 3:

* Developing shared beliefs about the teaching of reading, writing and mathematics

Reviewing the current teacher coaching model

## 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:

* Establishing wellbeing check ins for students and their families during ‘working from home’ periods
* Establishing daily wellbeing check ins and social skills sessions when students return to school
* Contributing to the school’s ‘Kindness Festival’

# Reporting against our priorities

## Priority 1: Improve student resilience and self-efficacy

## Targets or measures

By the end of 2024 we will achieve:

### *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 2020 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

*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% |  |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |  |
| *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% |  |  |  |  |
| *Increase the proportion of students with a strong score (3.5 and above) when all questions about student relationships are averaged* | - | 64% |  |  |  |  |

### What this evidence tells us

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| * We have made good progress against two of our three targets; we feel this is particularly pleasing considering the challenges students faced with the Novel Coronavirus pandemic. * The data for the first target may be skewed as not all required students sat the test. Overseeing this was an oversight on behalf of executive team leaders in the challenges of this year and the number of things that were put on teachers’ plates in semester two. We are not really surprised that students’ perceived wellbeing has been negatively affected this year. * We found that in the Qualtrics report responses to individual questions are no longer visible to us. We sought support for this from the Education Support Office and this data will be available to us for the life of the Strategic Plan. In addition to tracking this one measure, we will also report the proportion of students with a strong score (3.5 and above) when all questions about student relationships are averaged * We have expanded our student responses to *“Are you ready and organised for your learning?”* to include year 4 from 2020 onwards. There is the potential that this years’ data is skewed because we have increased the number of respondents. We will be watching this carefully over the next 4 years. |

### Our achievements for this priority

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| **Terminology**   * developed a shared understanding of the terms ‘wellbeing’, ‘positive mental health’, ‘resilience’ and ‘self-efficacy’   **Social and Emotional program**   * Collected school wide data about current practices in relation to the implementation of the Friendly School Plus program   **Purpose, Values and Vision**   * Analysed the impact of the current statements   **Student Wellbeing**   * Collected data on how staff members check on their students’ wellbeing * Collected data on the school’s SEL groups and Lunch Clubs * Engaged students in the Kindness Festival |

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

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| * Staff professional learning in Friendly Schools Plus and the Be You Mental Health Continuum * In collaboration with the staff review the school ‘Purpose, Values and Vision’ statement and create new signage * Implementation of a buddy system * Project teams to analyse our progress against the targets/measures of success |

## 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 2020 we implemented this priority through the following strategies.

* Develop staff expertise and teamwork
* Embed effective evidence-based pedagogical practices

1. Develop whole school beliefs and understandings about 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

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| --- | --- | --- | --- | --- | --- | --- |
| **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% of our students will be achieving at or above expected growth from year 3 to year 5 in writing (similar schools) source NAPLAN | 61% | - |  |  |  |  |
| 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 |  |  |  |  |

### What this evidence tells us

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| * Because the only measures selected were related to NAPLAN, and this year, NAPLAN did not go ahead, we have nothing to report. We understand that NAPLAN will be administered as planned in 2021, so will monitor progress from then. * We have added PAT Reading growth data to our measures as this standardised test is administered from year 2 to year 6. The growth in this is much better than we had expected in our first year. |

### Our achievements for this priority

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| **Teaching and Learning**   * Visited Giralang Primary and observed a Writers’ Workshop lesson * Discussed developing a scope and sequence for spelling and grammar * Discussed ways and areas in which we can develop a common language across the school, for example editing and visible learning.   **Data**   * Surveyed the staff to get feedback about reading and writing resources/programs that are being used in classrooms, also to elicit information pertaining to reading and writing professional learning. * Looked at Majura NAPLAN data in reading, writing, spelling and grammar. * Staff completed a PMI on the K-6 Writing Assessment Tool.   **Beliefs**   * Reviewed the Majura reading and writing beliefs |

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

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| * Update beliefs about how we teach reading and writing * Familiarise staff to t ACARA’s scope and sequences for spelling, and grammar and punctuation * Analyse our progress against the targets/measures of success * Develop resources to support consistency of language for editing writing across the school |

## 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 2020 we implemented this priority through the following strategies.

* Develop staff expertise and teamwork
* Embed effective evidence-based pedagogical practices

1. Develop whole school beliefs and understandings about 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% | - |  |  |  |  |
| Increase the growth points of students in the top 25% in the PAT Maths test to points in 2024 | 6.2 pts | 4.2 pts |  |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |  |

### What this evidence tells us

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| * The first target relates to NAPLAN which did not take place in 2020. W will measure growth in this area from 2021. * We have added PAT Maths growth data to our measures as this standardised test is administered from year 2 to year 6. The decline in the growth was identified through further unpacking of the data to sit within one year level and one class specifically. The executive has plans to build teacher capacity for 2021. * The proportion increase for the second target was unexpected. We are unsure whether this is because teachers are making much stronger connections between maths in the classroom to |

### Our achievements for this priority

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| **Beliefs and current practices**   * Created a questionnaire to elicit current beliefs about the teaching of mathematics and current teaching and assessment practices * Developed a draft beliefs statement   **Expertise register**   * Interviewed staff about their perceived areas of strength and weakness |

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

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| * Develop a guideline document articulating the belief statement with elaborations, the role of the teacher, resources used, teacher training and support, how student data will be collected and used * Introduce whole school, year level and individual maths support to create authentic learning opportunities for children * Analyse our progress against the targets/measures of success |

## 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.

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| This year the staff identified 4 areas to improve our educational program and practice. These were ensuring:   * 1. All staff were aware of NQF requirements and referred to the ACECQA website   2. recording all observations and reflections regarding student learning   3. New staff familiarising themselves with the social skills program   4. embedding reflection and planning for intentional teaching time into our programming. * Wellbeing was a big focus in 2020 and ensuring that we were doing all we could to develop relationships and support families’ safety, wellbeing and comfort. We did this through:   + - * Enrolment interviews       * Setting up online learning platform for preschool       * Relaxation sessions were introduced into daily classroom experience * Our physical environment was enhanced and maintained by: improving and increasing the gardens in the outdoor space making the space more inviting for our students and implementing a nappy change facility in the preschool. Manual handling training for new preschool staff will occur early in 2021. * To ensure collaboration at a whole school level, the preschool team worked 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. The preschool children were included in more whole school events, there was more collaboration between the preschool staff and K-6 teachers and students have an understanding that we are one school. * This year, maintaining relationships with parents and community members has been challenging, however we did implement new ways to stay connected to the community. This was done through online communication, casual conversations at pick up and drop off times and via phone or email. New staff were allowed time for a hand over with previous staff to ensure communication was not lost. * There are systems in place to ensure we are meeting the legal and administrative responsibilities. The Preschool team is aware of its obligation to notify the relevant regulatory bodies when significant issues arise. In term 4, an application for a temporary waiver was granted to comply with Regulation 132 and 136. * All staff complete professional development and engage in performance conversations. All teachers engage in a Teacher Performance and Development Plan where they set three professional goals related to the school strategic plan. All assistants engage in a Performance Development Plan where they set professional goals related to the school strategic plan. Both these plans are negotiated with the team’s executive and progress towards these professional goals are reviewed in a meeting mid-year and at the end of the year. |

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