

Bonython Primary School

Network: Tuggeranong

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 Embed the strategies of Formative Assessment to improve student learning outcomes:**

- Strengthen formative assessment approach and student accountability

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 – **Priority 2 Build, develop and sustain an Inquiry mindset in student**

- Sustain staff collaboration through team planning for inquiry learning
- Implementation of curriculum map through the promotion of pedagogies for inquiry learning

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – **Priority 3 Increase agency of key stakeholders in our Community:**

- Provide opportunities for learners to have an active voice in their learning, whole school decision making and leadership
- Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs

Reporting against our priorities

Priority 1: Embed the strategies of Formative Assessment to improve student learning outcomes

Targets or measures

By the end of 2021 we will achieve:

- ACT Education Directorate NAPLAN targets for year 3 and 5
- A 5% improvement in the percentage of year 3 and 5 students meeting the proficient level in all aspects of NAPLAN domains based on the 2016 four year average
- A reduction in the number of students in (ACER) stanines 1-3 and increase proficiency levels of all students in reading and maths
- 90% of Kindergarten students achieving expected or above expected proficiency levels (band 3 and above) in PIPS each year

In 2019 we implemented this priority through the following strategies.

- Strengthening formative assessment approach and student accountability

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
ACT Education Directorate NAPLAN targets for year 3 and 5	Achieved	Achieved	Achieved	Achieved		
A 5% improvement in the percentage of year 3 and 5 students meeting the proficient level in all aspects of NAPLAN domains based on the 2016 four year average <ul style="list-style-type: none"> • Grammar & Punctuation • Reading • Writing • Spelling • Numeracy 	52%	42%	52%	52%		
A reduction in the number of students in (ACER) stanines 1-3 and increase proficiency levels of all students in reading and maths	Reading 58 Maths 53	Reading 46 Maths 39	Reading 59 Maths 41	Reading 43 Maths 54		
90% of Kindergarten students achieving expected or above expected proficiency levels (band 3 and above) in PIPS each year <ul style="list-style-type: none"> • Reading • Numeracy 	82%	80%	79%	78%		
	82%	77.14%	88.5%	83%		

Perception Data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Student responses to 'teachers give useful feedback'	66.7%	62%	67.6%	72.6%		
Student responses to 'my teachers expect me to do my best'	85.4%	84.8%	94.1%	81.4%		

Nb: 2019 data includes students in Years 4-6 (previously years data was only students in Years 5-6)

What this evidence tells us

2019 focus on writing and spelling appears to have led to an increase in students' growth across the last 3 years. This is also highlighted in student NAPLAN spelling results. Grammar and Punctuation scores show that the school has maintained at an expected growth level, with negative growth reducing.

Performance in Reading and Numeracy shows a reduced result compared to the previous two years. These may be a result of the school's strategic focus and will become a priority in the next round.

The school based evidence of students achieving at the Australian Curriculum Achievement Standards for both English and Mathematics has increased since the beginning of the school's strategic plan and the number of students achieving below the standard has reduced.

Feedback to students from teachers is improving and aligns with the school's focus on embedding the strategies of formative assessment.

The school is working towards meeting PIPS target of 90% of students achieving at or above proficient levels for reading and numeracy. The school's initial engagement with the Early Years Literacy initiative is anticipated to support growth in this area.

Our achievements for this priority

Strengthen formative assessment approach and student accountability

- Use of formative assessment strategies to develop and embed structures for promoting quality writing in the classroom
 - *minimum three work samples collected over the year per student*
 - *room shares in term 1 to focus on writing strategies*
 - *visible learning for writing development - writer's walls/displays*
 - *6 Traits of writing introduced as a shared language across the school*
 - *effective sharing of learning intentions and success criteria to provide quality feedback from educators and peers.*
 - *known and shared structures for teacher-student conferencing skills*
- Grow students' capacity to judge their own learning, to track their own progress and to set goals for improvement

- Introduction of student electronic portfolios and inquiry journals
 - Google Community posts that transformed into the use of Seesaw
 - Clearly defined 'look-fors' to support split screen teaching
 - Room shares to support formative assessment in the writing process/cycle; strategies to grow capacity of students to track progress and set goals for improvement
- Through the creation of a data team, support staff to effectively use classroom data to inform planning and assess growth.
- creation of data impact team with staff from across the school and executive
 - development of a whole school data plan
 - data team analysis of data to feed back into teaching team inquiries into their students
 - one-page document developed on data collection and use in the school
 - Principal's Educator Inquiry

Challenges we will address in our next Action Plan

- Growing collective capacity to analyse and evaluate multiple sources of data through the implementation of the whole school data plan.

Priority 2: Build, develop and sustain an Inquiry mindset in educators and students

Targets or measures

By the end of 2021 we will achieve:

- A 5% increase in the walkthrough data correlation "knowing what I'm learning about" and "how I know I will be successful"
- 100% of teachers demonstrate attainment of Pathway Goals using annotated work samples linked to the AITSL Standards
- Student satisfaction data / School Climate Survey indicate 80% of students indicate they have "opportunities to do interesting things" and "teachers motivate me to learn"

In 2019 we implemented this priority through the following strategies.

- Sustain staff collaboration through team planning for inquiry learning
- Implementation of curriculum map through the promotion of pedagogies for inquiry learning

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Students at or above Australian Curriculum Achievement Standards (Semester 2)						
<ul style="list-style-type: none"> • English • Mathematics 	75%	79%	73%	Sem 1 81.41%		
	83%	83%	83%	88.5%		

Perception Data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Student responses to 'I have a say in WHAT I learn'	No data	43%	48.53%	74.4%		
Student responses to 'I have a say in HOW I learn'	No data	50%	47.76%	68.2%		
Student satisfaction data / School Climate Survey indicate 80% of students indicate they have "opportunities to do interesting things" and "teachers motivate me to learn"	47.9% 64.6%	59.2% 54.5%	66.2% 69.8%	78.8% 75.4%		

Nb: 2019 data includes students in Years 4-6 (previously years data was only students in Years 5-6)

School program and process data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
100% of teachers demonstrate attainment of Pathway Goals using annotated work samples linked to the AITSL Standards	100%	100%	100%	100%		
A 5% increase in the walkthrough data correlation "knowing what I'm learning about" and "how I know I will be successful"	No data	-2.71% +2.51%	No data (see below)	No data (see below)		

What this evidence tells us

The 2018-19 walkthrough data is not conclusive due to a change in the school's approach to the implementation of walkthroughs. The focus has shifted to enabling students to have a voice in decision making about their learning and about the school. The performance against this target needs to be read in conjunction with that of staff, student and parent satisfaction data, together with the school's documentation of progress against the cultural markers of an inquiry school.

The continuation of 100% of staff achieving their performance agreement goals demonstrates the school's strong focus on supporting and growing people in the organisation.

Students are saying more and more that they are being provided with opportunities to do interesting things at school and that their teachers motivate them to learn. The school's focus on increasing learner agency, voice and choice, together with growing the inquiry mindset, is evidence that students are empowered as learners.

Our achievements for this priority

Sustain staff collaboration through team planning for inquiry learning

Implementation of curriculum map through the promotion of pedagogies for inquiry learning

- Teachers engage in collaborative, professional learning communities to develop inquiring mindsets

- BPS Educators as Inquirers initiative launched, and first round completed by all staff

- Actions and recommendations from educator inquiries noted for further exploration

- *BPS Brief developed for Professional Learning (AITSL Professional Learning)*
 - Strengthen teacher understanding of the Australian Curriculum Achievement Standards to identify the concepts to guide student learning opportunities, including strong focus on skills and dispositions (Learning Assets & Cross-Curricular Priorities)
- *Preschool-Year 6 Inquiry Planner tracker developed*
- *Team inquiry plans linked to the tracker and supported by weekly collaborative planning structures*
- *All classrooms have the Australian Curriculum Achievement Standards displayed and annotated to reflect learning focus*
- *2019 'Acknowledging Country' Art Exhibition*
- *School grounds used to harness inquiry – Aboriginal and Torres Strait Islander serpent, gardens, sustainability processes, student acknowledgments of country developed*
 - Teachers engage in embedded opportunities to build capacity as inquiry teachers (action learning/passion projects, professional learning networks, classroom coaching, in-school partnership with critical friend)
- *Induction systems*
- *Educators as inquirers projects*
- *Actions from teachers/admin staff inquiries*
- *BPS Brief - Professional Learning*
- *Inquiry room shares*
- *Leadership walkthroughs with a focus on the Cultural Markers*
- *BPS Feedback cycle*
 - Compile agreed upon pedagogical practices for an inquiry classroom
- *BPS Brief - Pedagogical practices*
- *Leadership walkthroughs with a focus on the Cultural Markers and the 10 inquiry pedagogical practices (Kath Murdoch)*
- *Visible inquiry - classroom displays and Google Community / Seesaw posts*
- *Feedback cycles*
- *Educators as inquirers projects*

Challenges we will address in our next Action Plan

- Embedding the 10 Practices for an inquiry classroom (Kath Murdoch) across the whole school
- Measuring the impact and progress with the focus on the Learning Assets (Kath Murdoch) – a future research project as part of being a University of Canberra Affiliate School.

Priority 3: Increase Agency of key stakeholders in our Community

Targets or measures

By the end of 2021 we will achieve:

- Increase the proportion of students demonstrating overall satisfaction with the education provided from 61% to at or above ACT Primary School average.
- Increase and maintain overall satisfaction of parents with the education provided at this school from 86% to at or above ACT Primary School average.
- Increase engagement to a minimum of 80% time on task in all learning environments.

In 2019 we implemented this priority through the following strategies.

- Provide opportunities for learners to have an active voice in their learning, whole school decision making and leadership
- Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs.

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 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Increase the proportion of students demonstrating overall satisfaction with the education provided from 61% to at or above ACT Primary School average.	School 61.2% ACT 84.7%	School 59.6% ACT 83.8%	School 56.5% ACT 84.7%	School 77.1% ACT 78.6%		
Increase and maintain overall satisfaction of parents with the education provided at this school from 86% to at or above ACT Primary School average.	School 85.1% ACT 87.6%	School 71.2% ACT 87.3%	School 76.6% ACT 88.4%	School 89.1 ACT 87.5%		

School program and process data

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Increase engagement to a minimum of 80% time on task in all learning environments.	No data	76.60%	No data (see below)	No data (see below)		

What this evidence tells us

Overall satisfaction with being provided a quality education at the school is increasing with students and parents. 2017 Walkthrough data indicated 76.60% of students were engaged in their learning. The 2018-19 walkthrough data is not conclusive due to a change in the school's approach to the implementation of walkthroughs. The focus has shifted to enabling students to have a voice in decision making about their learning and about the school. The performance against this target needs to be read in conjunction with that of staff, student and parent satisfaction data, together with the school's documentation of progress against the cultural markers of an inquiry school.

Our achievements for this priority

Provide opportunities for learners to have an active voice in their learning, whole school decision making and leadership

- Implementation of Student Leadership Team portfolios across the school
 - *Leadership buddies*
 - *Profiles shared through the newsletter and Facebook*
 - *BPS Brief: Student Leadership*
 - *Connections of ACT Student Parliament*
- Increase the opportunities and rigor of recognition of student achievement and growth e.g. reflection journals, community awards, electronic portfolio
 - Electronic portfolios for all students
 - BPS Brief - sharing student learning (Google Coms, Semester Reports, teacher meetings, electronic portfolios, etc)
 - Visible learning - displays, google coms, inquiry journals
 - Split screen with look fors deconstructed
 - Changed name of leadership awards - *GIDES to Success*
- Embed set of whole school values (BPS GIDES)
 - Outdoor learning space includes the GIDES
 - GIDES is visible in all classroom spaces and is part of teacher and student language

Seek ways to become more strategic in forming partnerships with families and the wider community utilising these partnerships to source resources to address identified student learning and wellbeing needs.

- Connect students with local and global communities through linking with businesses, services and support agencies that assist to grow an inquiry mindset
 - - Support for inquiry and iTime
 - Support for Educators' as Inquirers
 - Inquiry plans to identify connections
- Continue to provide learning partnerships with families through digital portfolios and Inquiry Learning Walks.
 - - Using the Google platform to create Electronic Portfolios for ALL students
 - Parent information sessions/briefs e.g. How does inquiry learning work? How can I support my emerging reader?
 - BPS Brief - Sharing student achievement & learning (includes electronic portfolio)
 - Students explaining thinking and new learning through Seesaw platform.

Establish UC Affiliate School partnership through:

- building the capacity of our teaching staff as being more consciously skilled in their mentoring of preservice teachers.
- supporting the Educators as Inquirer Initiative.
 - Induction for mentor teachers to support preservice teachers
 - Mentoring capacity building
 - Access to PL hosted by the UC
 - Hosting 2-3 PCK units (approx. 70-80 preservice teachers)
 - Hosting 10 PSTs from a variety of units across the year
 - Teachers' professional pathways plans identify mentoring PSTs as a goal
- Caring for country - building capacity around the ATSI Cross-curricular priority & Cultural Integrity

- Using a range of personalised acknowledgements at whole school events
- Classes inquiring into Aboriginal Arts
- Opportunities for Indigenous families to have an art piece in our show
- Cross-curricular priority explored
- Using the 8 Aboriginal ways of Learning as a reflection and planning tool
- Teachers a part of the Cultural Integrity Google community
- Explore and develop a strategy for sustainable waste management
 - BPS Brief - Sustainability
 - Whole school strategy; sustainability team and Waste Warriors from each class.
 - Connections made with ACTSMART, Recycling Discovery Hub, Little National Hotel
 - Recycling resources, processes and infrastructure in place; recycling bins for landfill, soft plastics, hard plastics and paper in all learning units
 - Container deposit scheme

Challenges we will address in our next Action Plan

- Launching an Aspiring Leaders Program for staff who are interested in possible formal leadership roles
- Transference of the school values (GIDES) across all settings in the school – making them visible
- Caring for country - building capacity around the Aboriginal and Torres Strait Islander histories and cultures Cross-curricular priority & Cultural Integrity through deepening an understanding about Acknowledgment of Country
- Sustainable Practices - Consolidation of sustainable waste management and exploring energy management through using recommendations and developing agreed practices and systems for energy reduction

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 either report against their QIP using the Directorate template or to report progress here.

- Quality Area 1: ATSI perspectives and children’s culture embedded in a meaningful way that is authentic and in context: engaged in Special celebrations celebrated (Sorry Day and NAIDOC week) and BPS Art Exhibition – *Acknowledging Country*.
- Quality Area 3: Embedding sustainability practices: Teachers are members of the school Sustainability committee, connection made with *ACT Smart Schools* for resources and support, purchasing of new recycling bins, visual displays made to support learning.
- Quality Area 7: All educators to have autonomy in the direction of their professional learning: all educators engaged in the Educator as Inquiry sessions, performance development plans and conversations are up to date, teachers have shared their exemplary practice with others other system colleagues and National Conferences.

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