

# Evatt Primary School

Network: Belconnen

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## Impact Report 2018

### The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

### Reporting against our priorities

**Priority 1:** to maximise every students' learning in the development of literacy and numeracy skills.

#### Targets or measures

By the end of 2018 we will achieve:

- 90% of Kindergarten students will achieve at or above expected growth in reading and mathematics
- 90% of Kindergarten students will identify all letters and sounds
- 85% of Kindergarten students will display at or above benchmark in oral language
- 90% of students will achieve stanine 4 or above in Year 1 in Reading
- 85% of students will achieve stanine 4 or above in Year 2 in Reading
- 90% of students will achieve stanine 4 or above in Year 1 in Maths
- 90% of students will achieve stanine 4 or above in Year 2 in Maths
- 55 % of a students in year 3 will achieve band 4 and above in reading
- 55 % of students in year 3 will achieve band 4 and above in writing
- 65 % of students in year 3 will achieve band 4 and above in spelling
- 70 % of students in year 3 will achieve band 4 and above in grammar and punctuation
- 65 % of students in year 3 will achieve band 4 and above in numeracy
- 80% of a students in year 5 will achieve band 6 and above in reading
- 50 % of students in year 5 will achieve band 6 and above in writing
- 50% of students in year 5 will achieve band 6 and above in spelling

- 70% of students in year 5 will achieve band 6 and above in grammar and punctuation
- 50% of students in year 5 will achieve band 6 and above in numeracy

In 2018 we implemented this priority through the following strategies.

Key Improvement Strategies:

- Increased percentages of students at or above expected growth in PIPs in reading
- By the end of kindergarten all students can identify all letters and sounds
- Increased percentages of students who are proficient in oral language skills
- Increased percentages of students who make average to above average growth in Reading from Years 1 and Year 2
- Increased number of students in Bands 4 and above in year 3 and in Bands 6 and above in year 5 for reading, writing, spelling, grammar and punctuation
- Build a culture of self-reflection through a structured professional learning and reflection program focused on literacy and numeracy
- Review all assessment tasks in literacy and numeracy to ensure they are high quality and aligned to the achievement standards. Use the standard elaborations to support making on balance judgements and to moderate
- Embed the whole of school approach to the teaching of 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*

Targets or Measures	Base	2018	2019	2020	2021	2022
90% of Kindergarten students will achieve at or above expected growth in reading and mathematics	79% 75%	54% 75%				
90% of Kindergarten students will identify all letters and sounds	80%	73%				
70% of Kindergarten students will display at or above benchmark in oral language	85%	84%				
90% of students will achieve stanine 4 or above in Year 1 in Reading	86%	76%				
85% of students will achieve stanine 4 or above in Year 2 in Reading	83%	75%				
55 % of a students in year 3 will achieve band 4 and above in reading	44.8%	66.7%				
55 % of students in year 3 will achieve band 4 and above in writing	48.2%	71.5%				
65 % of students in year 3 will achieve band 4 and above in spelling	51.6% 62%	48.6% 67.5%				

70 % of students in year 3 will achieve band 4 and above in grammar and punctuation 65 % of students in year 3 will achieve band 4 and above in numeracy	57.1%	75.0%				
80% of a students in year 5 will achieve band 6 and above in reading	63.8%	66.7%				
50 % of students in year 5 will achieve band 6 and above in writing	30.5%	40.3%				
50% of students in year 5 will achieve band 6 and above in spelling	41.7%	53%				
70% of students in year 5 will achieve band 6 and above in grammar and punctuation	63.9%	58.1 %				
50% of students in year 5 will achieve band 6 and above in numeracy	42.9%	47%				

### What this evidence tells us

What does this evidence indicate about your school's progress towards our five-year targets? From the evidence gathered from the whole school where teachers have been working together to support student learning, it can be observed that:

i) There is an increase in the percentage of students attaining at or above the expected growth in NAPLAN in Numeracy in Year 3 and in Year 5.

The senior area of the school (3 – 6) has had a focus on PANL (Principals As Numeracy Leaders) and has purchased class sets of Mathematics resources as recommended by the ED PANL team. This has had beneficial results in engaging the students to enjoy numeracy learning as well as supporting teachers to deliver the curricula in a more engaged way.

ii) Likewise, there has been an increase in the percentage of students attaining at or above the expected growth in NAPLAN in Reading and Writing in Year 3 and year 5.

iii) In PAT Reading testing, the target result of 85% of Year 2 students to achieve stanine of 4 or above and for 90% of year 1 to achieve a stanine 4 or above, from pre to post testing from March to November, did not occur.

There has been junior-school (P – 2) engagement with The Christine Topfer 10 Essential Literacies with an emphasis on using high quality texts to engage students in literacy learning Professional Learning was delivered to all teachers in the junior school to increase their understanding of the importance of the most effective strategies in literacy.

The 1/2 data is based on PAT testing only which presents with some challenges capturing an accurate picture, and the school will look at exploring multiple sources of data in 2019.

The school has a long history of engaging staff in targeted Professional Learning, and Literacy and Numeracy professional Learning is pre - planned regularly throughout the term and across the year.

### Our achievements for this priority

- Scope and sequence documents in English and Maths has been reviewed, developed and implemented – with continued review in 2019
- Strategic literacy and numeracy learning experiences in the Preschool have been designed and implemented
- Teaching of phonemic awareness from preschool to year 2 is embedded.

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

Explore multiple source of data in Numeracy across the school

**Priority 2:** to maximise every students' learning in the development of science/STEM knowledge and skills

**Targets or measures**

By the end of 2018 we will achieve:

- 85 % of students will identify their enjoyment for science
- 95 % of students will confidently apply science inquiry skills with focus on questioning and predicting, planning and conducting, processing and analysing data and information and communicating
- 100% of student progress will be mapped against the Australian Curriculum achievement standards at each year level
- 95% of students will develop strong foundational knowledge in STEM skills including problem solving and critical thinking

In 2018 we implemented this priority through the following strategies.

Key Improvement Strategies

- Define STEM and related skills and develop and implement an integrated curriculum approach
- Review, develop and implement scope and sequence documents for Science
- Provide professional learning for teachers in Primary Connections and inquiry based learning
- Systematically collect and analyse key science data at whole of school, cohort, class and individual levels with a particular emphasis on identifying key concepts from data sets that require focused additional explicit teaching and tracking growth
- Develop and implement strategic STEM learning experiences in the Preschool.
- Embed the teaching of Primary Connections
- across the school
- Build a culture of self-reflection through a structured professional learning and reflection program focused on science
- Develop assessment tasks in science to ensure they are high quality and aligned to the achievement standards. Use the standard elaborations to support making on balance judgements.
- Develop STEM programming with focus on STEM skills including problem solving and critical thinking.
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*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	2018	2019	2020	2021	2022
85 % of students will identify their enjoyment for science		90%				
95 % of students will confidently apply science inquiry skills with focus on questioning and predicting, planning and conducting,						

processing and analysing data and information and communicating <u>Questions posed in satisfaction survey:</u> My child has expressed an enjoyment for science My child talks about science inquiry skills including questioning, predicting, planning, conducting, processing and analysing. My child is developing knowledge in Science, Technology, Engineering and Mathematics (STEM) skills		80%				
		77%				
		92%				
100% of student progress will be mapped against the Australian Curriculum achievement standards at each year level		100%				
95% of students will develop strong foundational knowledge in STEM skills including problem solving and critical thinking		70%				

#### Perception Data

Targets or Measures	Base	2018	2019	2020	2021	2022
Parent Perception questions during learning journey						
My child enjoys Science at school.		70%				
My child feels confident to ask questions to ask questions, make predictions, plan and conduct experiments during science and STEM.		75%				
My child is developing knowledge in Science, Technology, Engineering and Mathematics (STEM) skills		85%				

#### What this evidence tells us

What does this evidence indicate about your school's progress towards our four-year targets?

- i) All teachers are working towards an understanding of the inquiry concept and are progressing towards embedding this in their lessons.
- ii) Teachers discuss learning styles with the students so that students are more aware that there are many ways of learning, knowing and doing.
- iv) AC General Capabilities are understood and starting to be incorporated in teaching, but not yet embedded in programming.
- v) Inquiry design – STEM and digital technologies. All teachers, Kindergarten to year 6 expose students to STEM challenges in their classrooms. STEM subject (Science, Technology, Engineering

and Mathematics) are incorporated into the Primary Curriculum and currently taught as a separate subject.

vii) Students' commented positivity about their learning as identified by the student satisfaction survey questions (I enjoy Science at my school, I feel confident to ask questions, make predictions, plan and conduct experiments during science and STEM. I am developing knowledge in STEM skills).

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

We are trialling PAT Science

What implications does this evidence have for your next AP?

- i) Strong evidence to continue to imbed the inquiry cycle into the curriculum at all levels
- ii) The need to articulate a Learner Profile for all students in line with the AC General Capabilities
- iii) The need for professional learning (PL) for all teachers with planning in progress:

Pre-6 five hours of TQI approved PL for staff on the inquiry approach and STEM learning.

### Our achievements for this priority

Science scope and sequence is completed, embedded and used.

Professional Learning in Primary Connections and inquiry learning has been provided- with further professional learning being planned.

Strategic STEM learning experiences in the Preschool have been designed and implemented.

The use of Primary Connection is being embedded across the school.

High quality assessment pieces are being created.

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

Define STEM and related skills and develop and implement an integrated curriculum approach across the school. This takes time and will be further addressed in the 2019 Action Plan.

Tracking progress consistently across the school has proven challenging and different tools need to be further explored.( e. g PAT Science)

**Priority 3:** to support our students in becoming confident and creative individuals and active and informed citizens

### Targets or measures

By the end of 2018 we will achieve:

- 100% of planning documents include specific strategies to develop the general capabilities

In 2018 we implemented this priority through the following strategies.

### Key Improvement Strategies

- Investigate, develop and implement a scope and sequence for social and emotional learning across the school including for mental health and well being
- Review all curriculum planning documents to ensure the General Capabilities are embedded and build the capacity of teachers to explicitly teach these
- Build the capacity of teachers to use technology effectively to maximize student learning by Identifying and resourcing digital literacy coaches in each teaching team

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plans School program and process data*

Targets or Measures	Base	2018	2019	2020	2021	2022
100% of planning documents include specific strategies to develop the general capabilities	Not avail.	90%				
Investigate, develop and implement a scope and sequence for social and emotional learning across the school including for mental health and well being.	Not started	In progress				
Build the capacity of teachers to use technology effectively to maximize student learning by Identifying and resourcing digital literacy coaches in each teaching team		Digital Literacy Coach across the school				

### What this evidence tells us

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

Teachers are incorporating the General capabilities into their teaching programs. More professional learning on how to effectively incorporate and use the general capabilities would be of great value.

Different SEL programs have been explored and trialled and a Bungee Program has been successfully run.

A SEL scope and sequence has been started and will be completed once the trialling of the SEL programs is completed to ensure the two link together.



One Technology Coach has been identified across the school and in 2019 Evatt School will ensure that there is one digital literacy coach in each team.

What implications does this evidence have for your next AP?  
Scope and sequence for SEL needs to be highlighted as a priority in 2019.

### Our achievements for this priority

Teachers have received training on the General Capabilities and incorporate them into their planning documents.

SEL programs have been trialled.

Bungee Program was offered to an identified group of students.

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

In 2019 Evatt School will complete the creation of a SEL scope and sequence.

In 2019 teachers will receive further training on how to effectively integrate the General Capabilities into their program

With the Future of Education strategy implementing a PBL approach in all ACT schools it is important to be careful to merge the existing structures with PBL so the quality work undertaken is not lost.

The school lost key staff to support the implementation of this priority and knowledge and expertise needs to be developed in new staff.