

# Farrer Primary School

Network: South Canberra/ Weston

---

## 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 (see reporting for detail):

- Develop and embed student directed numeracy and writing goal
- Provide writing support to students with identified needs

#### 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 1 & 2 (see reporting for detail):

- To build the capacity of all teaching staff in Numeracy and Writing
- Embed a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum.
- Improve accountability systems across the school.

#### 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 1 (see reporting for detail):

- Use of school wide assessment tools to inform learning needs
-

## Reporting against our priorities

**Priority 1:** To increase student performance in Numeracy and Writing from P - 6

### Targets or measures

By the end of 2021 we will achieve:

- NAPLAN Numeracy and Writing - increase percent of students at or above expected growth years 3-5.
- Whole School Data Writing and Numeracy - increase percentage of students achieving at or above average growth according to school-based data.
- Increase to 50 percent of year 3 students and 40% of year 5 students in the top 2 NAPLAN bands in Numeracy (based on performance past 3 years of NAPLAN data).
- Increase to 70 percent of year 3 students and 25% of year 5 students in the top 2 NAPLAN bands in Writing (based on performance past 3 years of NAPLAN data).
- Progress to perform at or above 'Similar Schools' NAPLAN mean in Numeracy and Writing.
- By the end of 2021 school NAPLAN data in Numeracy and Writing 'All Schools' to be within top two quintiles according to MySchool data.

In 2019 we implemented this priority through the following strategies.

- Develop and embed student directed numeracy and writing goals
- To build the capacity of all teaching staff in Numeracy and Writing
- Provide writing support to students with identified 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.*

### Student learning data

Key: above within 2 points below

| Targets or Measures  | Base            | 2017            | 2018            | 2019            | 2020 | 2021 |
|--|-----------------|-----------------|-----------------|-----------------|------|------|
| NAPLAN NUMERACY-<br>increase percent of<br>students at or above<br>expected growth   | Year 5<br>35.6% | Year 5<br>38.9% | Year 5<br>63.9% | Year 5<br>32.5% |      |      |
| NAPLAN WRITING<br>-increase percent of<br>students at or above<br>expected growth  | No data         | Year 5<br>51.4% | Year 5<br>58.3% | Year 5<br>66.7% |      |      |
| Increase to 50%<br>percent of year 3<br>students and 40% of<br>year 5 students in<br>the top 2 NAPLAN<br>bands in Numeracy | Year 3<br>36.8% | Year 3<br>53.3% | Year 3<br>53.1% | Year 3<br>38.5% |      |      |
|  | Year 5<br>25.5% | Year 5<br>16.3% | Year 5<br>27.9% | Year 5<br>41.3% |      |      |
| Increase to 70% of<br>year 3 students and  | Year 3<br>70.3% | Year 3<br>55.3% | Year 3<br>57.1% | Year 3<br>27.5% |      |      |

|  |   |   |   |  |  |  |
|--|---|---|---|--|--|--|
| 25% of year 5 students in the top 2 NAPLAN bands in Writing  | Year 5<br>22%   | Year 5<br>16.3%   | Year 5<br>19.3%   | Year 5<br>25%  |  |  |
| Progress to perform at or above 'Similar Schools' NAPLAN mean in Numeracy and Writing  | Numeracy<br>Year 3<br>SIM-445<br>FRP-330<br>Year 5<br>SIM-528<br>FRP-501<br><br>Writing<br>Year 3<br>SIM-445<br>FRP-448<br>Year 5<br>SIM-502<br>FRP-483 | Numeracy<br>Year 3<br>SIM-444<br>FRP-437<br>Year 5<br>SIM-523<br>FRP-481<br><br>Writing<br>Year 3<br>SIM-441<br>FRP-428<br>Year 5<br>SIM-497<br>FRP-469 | Numeracy<br>Year 3<br>SIM-433<br>FRP-424<br>Year 5<br>SIM-523<br>FRP-502<br><br>Writing<br>Year 3<br>SIM-426<br>FRP-424<br>Year 5<br>SIM-488<br>FRP-483 | Numeracy<br>Year 3<br>SIM-443.02<br>FRP-399.1<br>Year 5<br>SIM-532.86<br>FRP-503.6<br><br>Writing<br>Year 3<br>SIM-448.43<br>FRP-401.8<br>Year 5<br>SIM-500.5<br>FRP-492.4 |  |  |
| By the end of 2021 school NAPLAN data in Numeracy and Writing 'All Schools' to be within top two quintiles according to MySchool data. | Year 3<br>Numeracy<br>57%<br>Writing<br>70%<br><br>Year 5<br>Numeracy<br>26%<br>Writing<br>22%  | Year 3<br>Numeracy<br>54%<br>Writing<br>55%<br><br>Year 5<br>Numeracy<br>16%<br>Writing<br>16%  | Year 3<br>Numeracy<br>no data<br>Writing<br>57%<br><br>Year 5<br>Numeracy<br>no data<br>Writing<br>no data  | 2019 data not available at time of writing this report   |  |  |

#### Perception Data

| Targets or Measures   | Base | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------|------|------|------|------|------|
| Percentage of year 5 and 6 students who agree that teachers give useful feedback on learning tasks.<br>* Note from 2019 this data includes year 4 students also | 62%  | 75%  | 81%  | 66%  |      |      |

#### School program and process data

| Targets or Measures  | Base                | 2017                | 2018                | 2019    | 2020 | 2021 |
|--|---------------------|---------------------|---------------------|---------|------|------|
| SCHOOL DATA NUMERACY - increase percentage of students achieving at or above average growth according to school-based data | Whole school<br>56% | Whole school<br>51% | Whole school<br>55% | no data |      |      |

|   |         |                  |                  |         |  |  |
|---|---------|------------------|------------------|---------|--|--|
| SCHOOL DATA WRITING - increase percentage of students achieving at or above average growth according to school-based data | No data | Whole school 34% | Whole school 41% | no data |  |  |
|---|---------|------------------|------------------|---------|--|--|

### What this evidence tells us

#### Writing

- Good growth with 66.7% students achieving at or above expected growth and good growth of mean scale scores of 59.1 scale scores compared to similar schools and all schools.
- An increase in the number of students in the top two bands in year five in writing from previous years, with 25% within these two bands.
- A decrease in the number of students in the top two bands in year three in writing from the two previous years with less than half compared to baseline data.
- Year three and five mean scores are below that of similar schools in writing.

#### Numeracy

- Low growth in % of students at or above expected growth for numeracy (32.6%) and growth in mean scale scores (59.6 scale scores) when compared to similar schools and all ACT and NSW schools.
- An increase in the number of students in the top two bands in year five in numeracy from previous years with 41% within these two bands.
- A decrease in the number of students in the top two bands in year three in numeracy from the two previous years with 38% in these two bands. Whilst not as high as the previous two years this result exceeds baseline data.
- Year three and five mean scores are below that of similar schools in numeracy.
- 66% of year 4-6 students agree that they receive useful feedback on learning tasks.

### Our achievements for this priority

#### Develop and embed student directed numeracy and writing goals

- teams engaged in professional learning, follow up workshops and reflections on writing goals
- each child set term writing goal
- goals were reviewed regularly with students and teachers
- data was collected on writing goals in August

#### To build the capacity of all teaching staff in Numeracy and Writing

- all teachers attended Numeracy PL with Anita Chin in January
- time was dedicated within the meeting schedule to moderate and evaluate student placement in maths groups
- the school joined the Early Years Literacy Project with 47 other schools in the ACT, this includes coaching by experts Christine Topfer and Helen Timperley
- All K-2 attended early years literacy project workshops
- All 3-6 teachers attended ALEA teacher workshops focussed on writing
- Teams commenced Spiral of Inquiry discussions to improve writing

### **Provide writing support to students with identified needs**

- teachers have participated in explicit coaching on differentiating instruction in writing
- a literacy intervention model included targeted support for students in years 1, 2, 3 and 5

### **Use of school wide assessment tools to inform learning needs**

- teacher workshops on how to best utilise PM Benchmark Reading, Torch Reading Comprehension, PAT Maths and SENA to inform teaching
- teacher feedback collected on confidence in using the school data plan

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

- School leaders and teachers have identified the need for school wide discussions and consistency about beliefs for teaching in literacy and numeracy.

*Action:* In 2020 we will work collaboratively to develop a pedagogical practice guide for teaching and learning at Farrer PS.

- Teachers and school leaders have evaluated the effectiveness of streamed maths groups and determined it is not working effectively.

*Action:* students will learn maths in their class groups in 2020. Teacher professional learning in differentiating instruction will be provided.

- Whilst 66% of year 4-6 students agreed that they receive useful feedback on learning tasks, school leaders believe this can be higher.

*Action:* staff workshops to explore the role of constructive feedback in the learning process. School wide protocols for the provision of constructive feedback on student learning.

**Priority 2:** Develop a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum and Early Years Learning Framework.

### Targets or measures

By the end of 2021 we will achieve:

- All teachers have evidence of learning and teaching programs aligned to the curriculum plan.
- All teachers can demonstrate alignment between the overall curriculum plan, term and unit plans as evidenced by class observations, classroom teaching and assessment of student progress in relation to curriculum expectations.
- Quality Improvement Plan is developed and implemented annually in the preschool setting maintaining exceeding 'National Quality Standard' rating.
- By the end of 2021 the school will achieve consistency in curriculum delivery and learning pathways for all students as evidenced by staff survey and planning documents from teachers.

In 2019 we implemented this priority through the following strategies.

- Embed a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum.
- Improve accountability systems across the school.
- Engage parents in workshops/forums to support identified needs from the parent 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.*

### Student learning data

Farrer Primary School 2018 NAPLAN Mean Scores

| Year three            |        |        | Year five             |        |        |
|-----------------------|--------|--------|-----------------------|--------|--------|
|                       | School | ACT    |                       | School | ACT    |
| Reading               | 427.5  | 437.01 | Reading               | 528.5  | 509.83 |
| Writing               | 401.8  | 429.61 | Writing               | 492.4  | 479.19 |
| Spelling              | 392.4  | 428.58 | Spelling              | 507.9  | 508.29 |
| Grammar & Punctuation | 435    | 448.10 | Grammar & Punctuation | 537.1  | 505.83 |
| Numeracy              | 399.1  | 414.83 | Numeracy              | 503.6  | 501.35 |

### Perception Data

| Targets or Measures   | Base                      | 2017                      | 2018                      | 2019                      | 2020 | 2021 |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------|------|
| Teachers at this school motivate students to learn - Agree or Strongly agree. | Students<br>85.4%         | Students<br>83.4%         | Students<br>83.2%         | Students<br>77%           |      |      |
|   | Staff<br>96%              | Staff<br>97%              | Staff<br>96%              | Staff<br>96%              |      |      |
|   | Parents and carers<br>87% | Parents and carers<br>87% | Parents and carers<br>88% | Parents and carers<br>88% |      |      |

### School program and process data

| Targets or Measures   | Base   | 2017 | 2018 | 2019          | 2020 | 2021 |
|---|--------|------|------|---------------|------|------|
| National School improvement Tool Self-evaluation:<br>The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. | Medium | High | High | high<br>62.5% |      |      |

### What this evidence tells us

- Students in year five are achieving at or above the state mean in all areas of NAPLAN.
- Students in year three are achieving below the state mean in all areas of NAPLAN.
- Parents and staff agree that teachers motivate them to learn. Student agreement with this statement decreased from previous years.

### Our achievements for this priority

#### Embed a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum

- Teachers are using school-based P-6 school curriculum documents
- Semester reports have been developed from school-based curriculum documents
- Teachers have participated in professional learning on achievement standards within the Australian Curriculum and how these links to teaching, learning and assessment

#### Improve accountability systems across the school

- Teachers save all units of work to a central location, this enables sharing, cross year level moderation and school wide monitoring of teaching and learning plans. This has also enabled increased inclusion for students accessing the STAR program.
- The meeting schedule included time to moderate and reflect on planning documents and differentiation

#### Engage parents in workshops/forums to support identified needs from the parent community

- Term overviews provide families with information in the focus for teaching and learning in each curriculum area

## Challenges we will address in our next Action Plan

- Teachers and school leaders have identified the need for more time to be dedicated to review and update curriculum documents to ensure they reflect the general capabilities, cross curriculum priorities and local context.

*Action:* time dedicated in professional learning discussions to review and update curriculum documents.

- Teachers and school leaders would like to review the timing of term overviews to ensure families receive timely and detailed information about learning programs.

*Actions:* collect parent feedback on timing and content of term overviews via P&C. Explore options for sharing school curriculum documents through school website.

### Priority 3: Embed an authentic values program strengthening the positive culture of the Farrer Primary School Community

#### Targets or measures

By the end of 2021 we will achieve:

- An increased proportion of students, staff and parents demonstrating a shared understanding of the school values as informed by the annual satisfaction survey.

In 2019 we implemented this priority through the following strategies.

- Values dialogue requires broad understandings of our diverse community gained through data analysis.

*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  | 2017  | 2018  | 2019 | 2020 | 2021 |
|------------------------------------|-------|-------|-------|------|------|------|
| Students like being at this school | 78.9% | 75.6% | 81.3% | 70%  |      |      |

#### School program and process data

| Targets or Measures  | Base  | 2017  | 2018  | 2019  | 2020 | 2021 |
|--|-------|-------|-------|---|------|------|
| Trend Analysis - Shared Values & Approach (Agree and Strongly Agree) | 62.2% | 68.1% | 81.5% | Students<br>63%<br>Staff<br>84%<br>Parents<br>83% |      |      |

#### What this evidence tells us

- Staff and parent perception data indicates understand of shared values, student data in this area is not as strong.
- There was a decrease from previous years in the number of students who indicated they like being at this school

#### Our achievements for this priority

##### Values dialogue requires broad understandings of our diverse community gained through data analysis

- Positive Behaviours for Learning (PBL) team established and completed training.
- Teachers have participated in workshops to explore school values and positive behaviour statements for non-classroom areas within the school.
- Staff have completed a student wellbeing survey to identify areas of strengths and need.

## Challenges we will address in our next Action Plan

- PBL will advance work in the area of reviewing our current school values with all stakeholders.

*Actions:* Facilitate an information session for parents in semester one 2020 and invite 2-3 parents to join the PBL team

Link new Aboriginal totem with PBL focus.

Launch refreshed school values and embed in day to day school life.

- Effective behaviour management was identified by staff, students and parents as an area needing improvement in the satisfaction surveys as well as in one to one staff discussions with the new principal.

*Action:* in collaboration with all stakeholders, develop, implement and review a new set of procedures for student wellbeing.

## 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.

### Communication - SeeSaw app

- Staff conducted survey regarding SeeSaw use with the 2018 Preschool families.
- SeeSaw was used over the year to share images of children's learning experiences, include parents / carers in children's experiences and pass on information and reminders.
- Continued use in 2020 to align with the rest of the school's digital portfolio practices. Preschool team to aim to use the app to its maximum capacity.
- In 2020 team to reflect on how documentation is carried out in preschool.

### Cultural perspectives

- Aboriginal and Torres Strait Islander perspectives included in the program through the use of texts, community members being present in preschool (a child's grandparent, Duncan Smith), through images and symbols.
- Staff attended On Country learning with Adam Shipp at Mt Taylor.
- Indigenous plants, art pieces have been maintained and are a key feature of the outdoor environment.
- A conscious effort was made to promote cultural diversity. Parents / grandparents invited to share aspects of their culture. These were captured in the preschool multicultural books which are present in the room.
- In 2020 in house PL will be delivered by staff who in 2019 completed cultural competency training (e.g. 8 ways Aboriginal framework, Uncle Ernie's framework).

### National Quality Framework

- Communication book maintained and used to pass on information between members of staff.
- Documentation has been updated as needs have arisen for example, accidents / incidents and changes in staffing.
- Reviewed role of LSAs and preschool educator and shared this with the wider team.
- Preschool information packs updated for the 2020 cohort.
- First Aid and CPR training completed by preschool team.

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