Gowrie 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

- Develop work skills that promote independence and active engagement, promoting inclusive practices

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 X (see reporting for detail):

- Whole School Consistent Curriculum Delivery, mapped to the Australian Curriculum
- Continued and improved the RTN model for supporting student learning needs

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 X (see reporting for detail):

- Continued and improved the RTN model for supporting student learning needs
- Widen the approach in the effective use of IT for personalising learning, including student conferencing.

- Develop work skills that promote independence and active engagement, promoting inclusive practices.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Reporting against our priorities

Priority 1: Improve Student Learning Outcomes P-6 Inclusive of Special Needs Classes and Specialist Classes.

Targets or measures

By the end of 2019 we will achieve:

* 85% of students achieve expected growth across all NAPLAN testing areas (Numeracy, Writing, Grammar and Punctuation, Spelling, Reading Comprehension)

* 100% of students with special needs have Individualized Learning Plans (ILP)

* PIPs data reflecting at or above the ACT system average for each years value added growth 2016-2020

* School developed curriculum and assessment plans are embedded into 100% of teacher planning, assessment and reporting documents

* Maintain the 'Exceeding' rating in the Preschool against all National Quality Standards (NQS)

In 2019 we implemented this priority through the following strategies.

- * Embed a whole of school planning framework for English, Mathematics and Integrated Inquiry Learning along with a systematic assessment plan and reporting plan.
- * Embed and refine a common whole of school data collection tool that links to our planning documents and assessment and reporting plans.
- Establish coaching or mentoring relationships for all staff

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
NAPLAN Expected Growth Reading	39	56	58	95	108	80
NAPLAN Expected Growth Writing	37	18	48	89	75	45
NAPLAN Expected Growth Numeracy	63	73	88	107	93	88
Percentage of students achieving PIPs data reflecting at or above the ACT system average for value added growth		90.5	72	75	80	82

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Preschool NQS Rating		Exceeding	Exceeding	Exceeding	Exceeding	Exceeding

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers Using Proforma				100%	100%	100%
Students with Special Needs on ILP				100%	100%	100%

Analysis → Priorities → Strategies → Actions → Impact (for student)

What this evidence tells us

Our achievements for this priority

Whole School Consistent Curriculum Delivery, mapped to the Australian Curriculum
- Completed design of a whole of school planning framework for English, Mathematics and Integrated Inquiry Learning along with a systematic assessment plan and reporting plan.
- Professional development delivered to staff on writing pedagogy, including the writing traits model, to improve student achievement as demonstrated in the K-6 Writing Marking Guide.

Introduction of the SAS Reporting tool
- Training provided to the academic reporting officer and teaching staff
- Semester 2 student academic reports emailed to parents through the SAS Reporting Tool.

Continued and improved the RTN model for supporting student learning needs
- Student academic data used to select student for additional assistance and extension
- Intensive programs in years 1/2 and Years 3/6 for Literacy and Numeracy with specialist teachers and learning assistants
- Staffing to support students with specific learning needs used to support students in class within kindergarten and Year 6
- Year 4 - Writing extension

Coaching and mentoring for all staff
- 'Walk and Talk' tours were conducted each term. Staff shared their classroom environments and teaching of writing
- Beginning teachers provided allocated time to meet with teaching mentors each week to undertake GROWTH coaching for two semesters.
- Executive teacher presence and modelled/shared teaching experiences in classroom and learning spaces provided mentoring for all teaching and LSA staff
- Expert teacher mentoring was provided for LSA staff
- NSET team and specialist staff (OT/Speech Therapists) worked to improve understanding and skills of teachers and LSA's
- LSUA inclusion enabled specialist teachers of students with additional needs to mentor classroom teachers
- Collaborative approaches used to share teaching expertise and experience.
- Staff provided release time which enables teams to plan and create programs collaboratively.
- **The school established links with the Centre for Innovation and Learning Future Skills Academy. Modelled lessons and support in planning and delivery of the teaching of STEM subjects.
- The school hosted ** Pre-service teachers. And provided rating panels to support beginning teachers to gain a ranking and seek permanent employment

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Challenges we will address in our next Action Plan

- The schools current and historical NAPLAN data indicates that further professional development in the pedagogy of teaching numeracy may be beneficial.

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Analysis → Priorities → Strategies → Actions → Impact (for student)

Priority 2:   Embed a Whole School Culture that Supports Learning and Promotes Wellbeing

Targets or measures

By the end of 2019 we will achieve:

- 100% of students with a disability, students who access additional support, students in care arrangements and indigenous students have a yearly evaluated ILP or PLP
- 5-10% growth in school satisfaction survey parent data in the field of, 'School relationships, connection and engagement' – baseline data 2015 'Belonging to this school community is important to me' 84%
- 5-10% growth in school satisfaction survey student data in the field of, "I like being at my school" – baseline data 2015 87% (agree or strongly agree)
- 5-10% growth in school satisfaction survey student data in the field of, "This school celebrates the achievements of students" – baseline data 2015 78% (agree or strongly agree)

In 2019 we implemented this priority through the following strategies.

- Develop work skills that promote independence and active engagement, promoting
- Incorporate community partnerships with the school that promote learning opportunities and increase the capacity of our community to support learning outcomes for our students.

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 in LSUA/ISP on an ILP			100	100	100	100
Parent Satisfaction Survey Q: Overall I am satisfied with my child's education at this school			85	88.9	94.9	91.3
Student Satisfaction Survey Q: I like being at this school			82.4	75.9	78.4	57.9
Student Satisfaction Survey Q: This school celebrates the achievements of students			88.2	81.5	96.1	68.4

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

Our achievements for this priority

Develop work skills that promote independence and active engagement, promoting inclusive practices.

Analysis → Priorities → Strategies → Actions → Impact (for student)

- LSUA classes were restructured in terms of class groupings and the physical location of the classes to support improved inclusion for LSUA students
- The school has purchased an additional 60 Chromebooks which has increased the use of technology for learning across the school. This has supported teachers to individualise the learning of students and promoted independent learning.
- Introduction of the PBL committee. They have worked with external coaches to provide training and professional learning for staff in the implementation of positive behaviours for learning

Incorporate community partnerships with the school that promote learning opportunities and increase the capacity of our community to support learning outcomes for our students.

Parent/Carer were engaged as active participants in their child's learning and the school community through a number of communication and workshop experiences
- Parent Curriculum Evening were provided in term 1. Providing parents an opportunity to meet teachers, learn about curriculum, school culture and processes.
- Kindergarten Reading Workshop to support parents reading with their child
- Student learning and experiences shared with the community through Facebook
- Seesaw used in the junior school to provide feedback to parents on student learning
- Open Learning and Google Classrooms used to share student learning with parents in the senior school
- Clybucca Dreaming engaged in term 4 to support parents and carers working with students experiencing trauma
- Gowrie Gazette Celebration of student learning each fortnight

Community Partnerships
- P&C
- YMCA
- Chisholm
- CIL
- Volunteers in schools
- NSET
- Goodwin Retirement Village
- Local community (IGA, Blinky Bills)
- Sports Clinics
- ACT AFL
- PCYC/CAMS
- ADFA Cadet Program

Develop work skills that promote independence and active engagement, promoting inclusive practices.

Refine the model to share best practice in programs that encourage active student engagement and inclusive practices.
- LSUA restructure
- Continue to resource target areas through strategic resourcing
  - Brindabella

Analysis → Priorities → Strategies → Actions → Impact (for student)

- Preschool and Kindergarten
- Quality teaching strategy for early childhood education
- ICT resourcing across the school

Widen the approach in the effective use of IT for personalising learning, including student conferencing.
- Target the use of Chromebooks with respect to 'learning'

Targeted online assessment and learning in P – 6

Continued Implement the Safe and Supportive Schools Policy.
- Continued implementation of the School Administration System (SAS)
- Implementation of PBL
- Consistent use of SAS Well-being module
- Consistent reporting procedures
  - Riskman

OV, Work, Health and Safety

Incorporate community partnerships with the school that promote learning opportunities and increase the capacity of our community to support learning outcomes for our students.

Engage parents/carers in student learning.
- Parent Curriculum Evening – Term 1
- Workshops Literacy and Numeracy
- Facebook Celebration of student learning
- IT – Google Classroom, Seesaw
- Gowrie Gazette Celebration of student learning

Strengthen and maintain relationships with community groups.
- Identify community groups and connect –
- Salvation Army – Red Cap
- Mentor Volunteer Program
- Bush Tucker Program

Challenges we will address in our next Action Plan

- Whilst most of the participants in the student satisfaction survey indicated they were overall satisfied with most aspects of the school environment, data indicated that there are some areas that require further focus. In 2019 there was an overall decline in student satisfaction, this was unexpected as overall teacher and parent satisfaction had increased.
  > The school will have students complete a modified student wellbeing form each term to gauge levels of student satisfaction more regularly.

- The school's overall satisfaction for parents and students were extremely positive.
  > The leadership team needs to maintain and foster the positive working relationship with parents, teachers and the wider community.

Analysis → Priorities → Strategies → Actions → Impact (for student)

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.

▪ Annual Quality Improvement Plan was reviewed   > Exceeding NQS rating was maintained

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