

Bonython Primary School

Network: Tuggeranong

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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 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 2020 our school supported this Strategic Indicator through – **Priority 2 Build, develop and sustain an Inquiry mindset in student**

- Sustain collaborative inquiry learning culture across the school
- Embed effective pedagogical practices

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 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 2020 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	No data available due to COVID-19	
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% 61%	42% 34%	52% 67%	52% 54%	No data available due to COVID-19	
A reduction in the number of students in (ACER) stanines 1-3 and increase proficiency levels of all students in reading and maths	Reading58 Maths 53	Reading46 Maths 39	Reading59 Maths 41	Reading43 Maths 54	Reading91 Maths 72	
90% of Kindergarten students achieving expected or above expected proficiency levels						

(band 3 and above) in PIPS each year	82%	80%	79%	78%	BASE Data unavailable	
<ul style="list-style-type: none"> • Reading • Numeracy 	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%	73%	
Student responses to 'my teachers expect me to do my best'	85.4%	84.8%	94.1%	81.4%	89%	

Nb: 2020 data includes students in Years 4-6

What this evidence tells us

Education ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic. This means the current Years 3, 5, 7 and 9 will not undertake the assessment this year. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.

Source: <https://www.nap.edu.au/naplan/faqs/naplan2020>

ACER PAT Data shows an increase in the number of students sitting in stanines 1-3. The ongoing COVID-19 pandemic has had an impact on a full stable year of learning. These results may be due to possible inconsistent test conditions across the school, for students in Years 1-6.

Feedback to students from teachers is improving through the school's focus on embedding strategies of formative assessment. Increased by 6.3% since 2016.

Our achievements for this priority

Strengthen formative assessment approach and student accountability

- Through formative assessment strategies develop and embed structures for promoting quality writing in the classroom.
 - *Minimum three work samples collected over the year per student*
 - *Room shares each term*
 - *Visible learning for writing development – writer's walls/displays/floorbooks*
 - *6 Traits of writing as shared language across the school through targeted professional learning*
 - *Effective sharing of learning intentions and success criteria to provide quality feedback from educators and peers*
 - *Staff engagement with Early Years Literacy Initiative*
 - *School Data Team completed analysis has analysed samples of writing and shared recommendations*
 - *Strong focus on conversations with critical friend (Kath Murdoch) around writing, bringing an inquiry stance to how we teach writing in the context of shared inquiries*
- Grow students' capacity to judge their own learning, to track their own progress and to set goals for improvement

- *Electronic portfolios - SeeSaw to document personal growth stories*
- *Inquiry journals / floor books*
- *Walkthroughs produced recommendations and affirmations to move learning and pedagogy forward*
- *Roomshare -strategies to grow capacity of students to track progress and set goals for improvement (notice)*
- *5/6 Flexible Learning model (reflections and focus on the learning assets)*
- *Writing - starting to see evidence of use of scoring guides for students to track their own progress*
- *Conferencing and focus group model has been promoted through the school*
- *UCTAR project sharpened a lens on the work of how we track students' ability to judge their own learning through a split screen approach*
- *Grow our collective capacity to analyse and evaluate multiple sources of data*
- *Modifications to learning programs and adjustments to pedagogy to suit the needs of the learner*
- *Implementation of the school Data Plan*
- *Investigation of systems for storing school process data eg. PM Benchmarks*
- *Routine for data team to analyse and evaluate data trends to feed back into teaching team at the planning table*

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
- Routines for data analysis at the planning table to be fine-tuned (agreed practices for bringing the evidence to the table)

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 2020 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)	75%	79%	73%	83.14%	91.86%	83.65%	91.82%
<ul style="list-style-type: none"> English Mathematics 	83%	83%	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 'I have a say in WHAT I learn'	No data	43%	48.53%	74.4%	92.8%	
Student responses to 'I have a say in HOW' I learn'	No data	50%	47.76%	68.2%	78.4%	
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%	72% 81%	

Nb: 2020 data includes students in Years 4-6

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%	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)	No data (see below)	

What this evidence tells us

The 2020 walkthrough data is not conclusive due to a change in the school's approach to the implementation of walkthroughs. The 2019 focus shifted, and continued in 2020, to enabling students to have a voice in decision making about their learning and about the school, while developing teacher capacity with understanding and implementing Kath Murdoch's 10 Inquiry Pedagogies (2019). 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 (Kath Murdoch, 2015).

School-based evidence of students achieving at or above the Australian Curriculum Achievement Standards for the learning areas of English and Mathematics is consistent with results from 2019.

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. It is also worth noting that 100% of all administration and support staff achieved their performance goals in 2020.

Students are increasingly saying they are having more agency over WHAT (49.8% increase since 2017) and HOW (28.4% increase since 2017) they learn. This is a key feature of an inquiry school. 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, in line with the ACT Education Future of Education Strategy.

Our achievements for this priority

Sustain collaborative inquiry learning culture across the school

Embed effective pedagogical practices

- Teachers engage in collaborative, professional learning communities to develop inquiring mindsets
 - *Bonython PS Educators as Inquirers initiative strengthened with 100% of staff participating and showcasing their personalised inquiries*
 - *BPS Briefs developed for: Expert Teaching Team, Effective Pedagogical Practices and Professional Learning and uploaded to school website and 'Inquiry @ Bonython' staff site*
 - *Evidence of cultural markers of an inquiry school: Professional Learning is inquiry-based*
 - Collaborative planning time highly valued by staff with them saying: '*Collaborative planning leads to open and honest dialogue*' (92%) and '*I value collaborative planning time*' (97%)
 - *Regular visitors from ACT schools to BPS to explore inquiry pedagogy and whole school approach*
- Teachers engage in Educator Inquiry to build capacity as inquiry teachers.
 - *Induction systems*
 - *Educators as inquirers projects*
 - *University of Canberra Teachers as Researchers Project*
 - *Actions from educator inquiries*
 - *BPS Brief - Professional Learning*
 - *Inquiry room shares and Ghost Walks*
- Embed the 10 practices for an inquiry classroom
 - *BPS Brief - Pedagogical practices*
 - *Leadership walkthroughs with a focus on 10 inquiry pedagogical practices (Kath Murdoch)*
 - *Inquiry is visible – learning spaces, school Facebook page, class Seesaw posts*
 - *Feedback cycles and Language of Learning observations*
 - *Educator Inquiry projects*

Challenges we will address in our next Action Plan

- Continuation of the strong focus on embedding the 10 Inquiry pedagogical practices of an inquiry classroom (Kath Murdoch) across the whole school
- Deepening the work to measure impact and progress of the Learning Assets (Kath Murdoch) – framed by the continuing University of Canberra Affiliated School Teachers as Researchers (UCTAR) project

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 2020 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%	School 74% ACT 79%	
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 81% ACT 85%	

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)	No data (see below)	

What this evidence tells us

Despite the challenges of 2020 for school, overall satisfaction data from Bonython PS is generally consistent with that of 2019, seeing the school either moving towards meeting or achieving set targets.

Overall satisfaction with being provided a quality education at the school is still well above the set target. 2017 Walkthrough data indicated 76.60% of students were engaged in their learning. The 2020 walkthrough data is not conclusive due to a change in the school's approach to the implementation of walkthroughs. The 2019 focus shifted, and continued in 2020, to enabling

students to have a voice in decision making about their learning and about the school, while developing teacher capacity with understanding and implementing Kath Murdoch's 10 Inquiry Pedagogies (2019). 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 (Kath Murdoch, 2015).

Our achievements for this priority

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

- Increase the opportunities and rigor of recognition of student achievement and growth through *SeeSaw*
 - *Digital platform embedded for 100% of students in the school that gives learning feedback to our families in real time*
- Aspiring Leaders Program
 - *A series of sessions featured guest speakers, critical friends, reflection on leadership capabilities*
 - *Opportunities to lead projects through roles and responsibilities across the school*
 - *Staff perception data indicates: Leadership is shared (95%); Leadership creates cohesion (100%); Leadership develops a shared understanding of what it means to be a member of this school (100%)*
- Transfer GIDES across all settings
 - *Evidence of GIDES in shared and personal inquiry planning documentation*
 - *Signage developed across the playground in outdoor learning spaces*

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.

Strengthen UC Affiliated 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.
- research (learning assets/general capabilities)
 - *Induction for mentor teachers to support preservice teachers*
 - *Hosted Pedagogical Content Knowledge Teaching Clinics and teaching practicums (approx. 100 preservice teachers)*
 - *Creation of a specific Deputy Principal – UC Affiliated School position*
 - *Commencement of the University of Canberra Teachers as Researchers (UCTAR) project*
- Caring for country - building capacity around the ATSI Cross-curricular priority & Cultural Integrity
 - *Deepening understanding about Acknowledgment of Country*
 - *Sharing the responsibility of staff acknowledgment of country*
 - *Staff professional learning to strengthen cultural integrity - Week 0 Book Club, Birrigai walk on Country, Reconciliation week*
 - *Team of Bonython staff presented our journey at Amaroo School Cultural Integrity Symposium*
 - *Staff completion of Cultural Competency training*
 - *Specialist Teacher role created to support and lead cultural inquiry across the school*
 - *Many staff participated in the Tuggeranong Aboriginal and Torres Strait Islander Section Book*

Club, significantly increasing the number of Aboriginal and Torres Strait Islander resources in the school. Bonython was also a site host for a Book Club session

- *A number of staff have pursued Educator Inquiries around developing cultural integrity Sustainable Practices - Consolidating sustainable waste management and exploring energy management*
- *COVID-19 restrictions have had some impact on the waste management practices across the school this year*
- *BPS Brief – Sustainable Practices developed*
- *Connections continued with Actsmart Schools and Little National Hotel*
- *Partnership with Little National Hotel was a finalist in the 2020 ACT Public Education Awards and also nominated in the 2020 Actsmart Schools Sustainability Awards*
- *Recycling resources, processes and infrastructure in place; recycling bins for landfill, soft plastics, hard plastics and paper in all learning units*
- *Participation in the ACT Container Deposit Scheme*

Challenges we will address in our next Action Plan

- Continued focus on embedding the language of the school values (GIDES) across all settings in the school
- Increase cultural integrity through widening partnerships with the school community and beyond to deepen knowledge and understanding of Aboriginal and Torres Strait Islander Histories and Cultures
- Consolidation of sustainable waste management practices 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: Educational program and practice: Evaluation of current assessment structures and redesign of semester summative reports to link explicitly to the Early Years Learning Framework (EYLF)
- Quality Area 2: Childrens' health and safety: Responding to public health emergencies of air quality and COVID-19 alignment with recommendations from local health authorities for best practice in health, hygiene and distancing.
- Quality Area 3: Focus on physical environment: Indoor space improvements included new painting and furniture as well as decluttering storage systems. Outdoor space homed a loose parts play inquiry.
- Quality Area 6: Quality partnerships with families and communities: During COVID-19, Seesaw was embedded and partnerships with families strengthened through wellbeing check-ins.
- Quality Area 4: Staffing arrangements: The retirement of longstanding preschool teacher. Coaching and mentoring undertaken of the two new teachers to the site and induction of two new preschool assistants. The team reviewed agreed practices in the site for professional collaboration.

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