

Farrer Primary School

Network: South Canberra/ Weston

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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

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 (see reporting for detail):

- Develop consistent practice in the teaching of writing using the gradual release of responsibility model.
- Use evidence about student progress in writing to inform teaching and learning plans.

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 1 (see reporting for detail):

- Develop consistent practice in the teaching of writing using the gradual release of responsibility model.
- Use evidence about student progress in writing to inform teaching and learning plans.
- Introduce the gradual release of responsibility to the teaching of maths.

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 1 (see reporting for detail):

- Use evidence about student progress in writing to inform teaching and learning plans.
- Introduce the gradual release of responsibility to the teaching of maths.

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 consistent practice in the teaching of writing using the gradual release of responsibility model.
- Use evidence about student progress in writing to inform teaching and learning plans.
- Introduce the gradual release of responsibility to the teaching of maths.

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- increase percent of students at or above expected growth	Year 5 35.6%	Year 5 38.9%	Year 5 63.9%	Year 5 32.5%	n/a	
NAPLAN WRITING -increase percent of students at or above expected growth	No data	Year 5 51.4%	Year 5 58.3%	Year 5 66.7%	n/a	
Increase to 50% percent of year 3 students and 40% of year 5 students in	Year 3 36.8%	Year 3 53.3%	Year 3 53.1%	Year 3 38.5%	n/a	
	Year 5 25.5%	Year 5 16.3%	Year 5 27.9%	Year 5 41.3%		

the top 2 NAPLAN bands in Numeracy						
Increase to 70% of year 3 students and 25% of year 5 students in the top 2 NAPLAN bands in Writing	Year 3 70.3%	Year 3 55.3%	Year 3 57.1%	Year 3 27.5%	n/a	
	Year 5 22%	Year 5 16.3%	Year 5 19.3%	Year 5 25%		
Progress to perform at or above 'Similar Schools' NAPLAN mean in Numeracy and Writing	Numeracy Year 3 SIM-445 FRP-330 Year 5 SIM-528 FRP-501 Writing Year 3 SIM-445 FRP-448 Year 5 SIM-502 FRP-483	Numeracy Year 3 SIM-444 FRP-437 Year 5 SIM-523 FRP-481 Writing Year 3 SIM-441 FRP-428 Year 5 SIM-497 FRP-469	Numeracy Year 3 SIM-433 FRP-424 Year 5 SIM-523 FRP-502 Writing Year 3 SIM-426 FRP-424 Year 5 SIM-488 FRP-483	Numeracy Year 3 SIM-443.02 FRP-399.1 Year 5 SIM-532.86 FRP-503.6 Writing Year 3 SIM-448.43 FRP-401.8 Year 5 SIM-500.5 FRP-492.4	n/a	
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 Numeracy 57% Writing 70% Year 5 Numeracy 26% Writing 22%	Year 3 Numeracy 54% Writing 55% Year 5 Numeracy 16% Writing 16%	Year 3 Numeracy no data Writing 57% Year 5 Numeracy no data Writing no data	2019 data not available at time of writing this report	n/a	

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. * Note from 2019 this data includes year 4 students also	62%	75%	81%	66%	65%	

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 56%	Whole school 51%	Whole school 55%	no data	43%	
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	60%	

What this evidence tells us

Whilst 65% of students in years 4-6 feel they receive useful feedback about their learning, we believe this could be much higher.

Writing data indicates significant improvement through use of a common writing task, teacher moderation and planning targeted at student need with 60% of students at or above average growth in term four.

Our achievements for this priority

Develop consistent practice in the teaching of writing using the gradual release of responsibility model.

- Teachers and school leaders participated in a writing PL with Chris Topher and online essential skills PL with officers from the Education Support Office.
- A portion of release from face to face teaching time, known as DOTT - duties other than teaching - was utilised to allow year level teacher and team leader discussions about teaching programs and learning outcomes.
- Two school leaders participated in a Writing Inquiry facilitated by the Education Support Office and as a result have established team beliefs about teaching and learning in English.
- Teachers revisited the 'gradual release of responsibility' model as a pedagogical tool to teach English.
- An English action team was formed and facilitated professional learning in using the writing guide as a tool to assess and plan for writing instruction.
- Year level writing tasks were completed by children in terms three and four and subsequently moderated in teaching teams to determine areas of strength and need for learning.
- Each student had individualised goals for improving their writing skills.

Use evidence about student progress in writing to inform teaching and learning plans.

- Teachers reviewed and suggested improvements on the 2019 assessment schedule resulting in an updated 2020 schedule incorporating a more useful timeline and tasks.
- A data team was established to support the collection, analysis and review of data across the school.
- Teachers analysed NAPLAN, PIPS and Satisfaction data from 2019 to determine areas of strength and need. One interesting element of this analysis was the difference between teacher perception and that of students and parents.
- Teachers were provided with professional learning in using PAT Maths and Reading as diagnostic tools to inform individual student goals and teaching programs.
- Term data on writing, reading, maths and spelling collated and workshopped with teachers to determine strengths and areas of need.

- Kindergarten teachers and team leader analysed BASE results for end of year and triangulated this with teacher based assessment information, this indicated that all children achieving less than expected growth were known to teachers and had intervention plans in place.
- Specialist teachers commenced discussion on how they could use assessment data to track progress across the years.

Introduce the gradual release of responsibility to the teaching of maths.

- A maths action team was formed and delivered a professional learning session on maths lesson structure informed by the work of Dr Paul Swan.
- Teachers trialled use of the lesson structure and reflected on this in team meeting discussions.
- Teachers and school leaders examined data relating to the use of Mathletics and the decision has been made not to renew the student subscription in 2021 due to the program not aligning to pedagogical beliefs and not being utilised as a tool for learning.

Challenges we will address in our next Action Plan

We will continue to focus on the use of evidence to inform teaching and learning programs which are targeted at individual needs. The assessment schedule will again be reviewed and then embedded into a school data plan which outlines the purpose of each assessment, the way in which it is used, the professional learning attached and the processes in place to ensure quality use of data.

We will work with teachers to enhance the use of manipulatives in mathematics programs.

Our pedagogical approaches in English and maths will continue to be discussed and documented as a way of developing consistency in the use of quality teaching practices.

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.
- A 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 2020 we implemented this priority through the following strategy.

- Embed a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum.

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 2020 NAPLAN Mean Scores

Year three			Year five		
	School	ACT		School	ACT
Reading	n/a	n/a	Reading	n/a	n/a
Writing	n/a	n/a	Writing	n/a	n/a
Spelling	n/a	n/a	Spelling	n/a	n/a
Grammar & Punctuation	n/a	n/a	Grammar & Punctuation	n/a	n/a
Numeracy	n/a	n/a	Numeracy	n/a	n/a

Perception Data

Targets or Measures	Base	2017	2018	2019	2020	2021
Teachers at this school motivate students to learn - Agree or Strongly agree.	Students 85.4% Staff 96%	Students 83.4% Staff 97%	Students 83.2% Staff 96%	Students 77% Staff 96%	students 76% staff 100%	

	Parents and carers 87%	Parents and carers 87%	Parents and carers 88%	Parents and carers 88%	parents and carers 80%	
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School program and process data

Targets or Measures	Base	2017	2018	2019	2020	2021
National School improvement Tool Self-evaluation: 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 62.5%	High Domain 6 only	

What this evidence tells us

- Teachers are more confident that they motivate children to learn than students and parents are. Percentages of students and parents who agreed with this were the lowest in the life of the current strategic plan.
- Teachers have become confident in the systematic curriculum delivery across the school.

Our achievements for this priority

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

- Teachers and school leaders reviewed curriculum documents in 2021 planning days and in orientation week to ensure relevance to local contexts and richness of learning opportunities.
- Teachers and school leaders participated in professional learning on Australian Curriculum General Capabilities facilitated by officers from the Education Support Office. Teachers were then tasked with including the general capability of critical and creative thinking in programs and teaching and learning.

Challenges we will address in our next Action Plan

We will work with teachers to focus on establishing prior knowledge as they commence integrated inquiries and units of work through pre and post tasks.

We will continue to focus on embedding general capabilities into written programs and teaching and learning tasks.

We will provide a variety of in class and extra curricular enrichment opportunities to promote critical and creative thinking as well as extending and challenging learning.

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 2020 we implemented this priority through the following strategy.

- To develop a positive school culture with students, staff and community that is underpinned by a core set of values.

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%	75%	

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%	Student 63% Staff 84% Parents 83%	Student 66% Staff 87% Parents 89%	

What this evidence tells us

- There is a continued growth within all stakeholders in the area of shared values and approaches.
- More students agree in 2020 that they enjoy being at the school than students did in 2019. The number is still less than our target and shows that a quarter of students in year four to six do not like being at the school.

Our achievements for this priority

To develop a positive school culture with students, staff and community that is underpinned by a core set of values.

- Teachers, assistants and school leaders identified the shared and high expectations needed across the school to 'start strong' in 2020, this mantra was shared with students throughout term one. Strategies included in starting strong include:
 - Monday messages - junior and senior gatherings each Monday to share messages;

- o the development of and regular revision of class expectations for learning and social interactions;
- o a revamp of assembly awards to include a focus on expectations as well as academic progress;
- o enhancement to student parliament to enable more leadership for senior student leaders including hosting assemblies, ministry projects and year level representatives; and
- o a consistent approach to working with parents when things are not going well at school through timely contact, meetings and goal setting as needed and referrals to student support when necessary.
- Through Positive Behaviours for Learning (PBL) we have achieved:
 - o consistent school expectations of safe, respectful, responsible and learner;
 - o an expectations matrix detailing what these expectations look like in settings other than classrooms across the school;
 - o explicit lessons on each of these settings from P-6 and in OSHclub;
 - o the introduction of a positive acknowledgement system to celebrate when school expectations are demonstrated - this involves postcards, tokens, SAS entries and working toward individual and school celebrations;
 - o updated school values statement;
 - o a draft decision making flow chart for when behaviours do not reflect school expectations; and
 - o the regular collection and analysis of well being data tracking positive and negative incidents.
- We have seen a significant decrease in negative incidents throughout 2020 and an increase in time spent engaged in learning.

Challenges we will address in our next Action Plan

The implementation and review of the newly developed decision making flowchart will be important to enhance consistency in managing negative incidents across the school.

Teacher, leader and school psychologist feedback indicates we need to revisit social and emotional learning programs to ensure explicit teaching is occurring in the areas such as resilience, problem solving and friendships.

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.

In 2020 the preschool team outlined areas for improvement in the QIP. These have been reflected upon via the QIP.

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