

Amaroo School

Network: North Canberra/ Gungahlin

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):

- Implement a wellbeing framework that supports the embedding of the Building Quality Relationships/ safe and supportive schools policy and procedures
- Embed evidence-based practices that have the most impact on student engagement and learning outcomes

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 2 (see reporting for detail):

- Develop a preschool to year 10 vertically aligned contemporary curriculum
- Articulate and embed a preschool to year 10 modern pedagogical framework

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 2 (see reporting for detail):

Expand on a whole school culture towards data collection, analysis and tracking of individuals

Reporting against our priorities

Priority 1: Improve student's levels of wellbeing and engagement.

Targets or measures

By the end of 2021 we will achieve:

- Exceed the ACT "like schools" average in the proportion of EXCELLENT (blue) responses of "Staff and Student Relations" in the Australian School Climate and School Identification Measurement Tool (ASCSIMT)
- Implementation of Positive Behaviours for Learning (PBL) across the whole school.

In 2019 we implemented this priority through the following strategies.

1. Implement a wellbeing framework that supports the embedding of the Building Quality Relationships/ safe and supportive schools policy and procedures
2. Embed evidence-based practices that have the most impact on student engagement and learning outcomes

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 2017	Year 2 2018	Year 3 2019	Year 4	Year 5
Exceed the ACT “like schools” average in the proportion of EXCELLENT responses of “Staff and Student Relations” in the Australian School Climate and School Identification Measurement Tool (ASCSIMT). Note system measurement has changed in 2019.						
Climate Survey Amaroo School	83%	79%	86%	60%		
Climate Survey ACT Like Schools	81%	79%	85%	57%		

Targets or Measures	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4	Year 5
Exceed the ACT “like schools” average in the proportion of EXCELLENT responses of “The extent to which students involve themselves in learning” in the Australian School Climate and School Identification Measurement Tool (ASCSIMT).						
Climate Survey Amaroo School	-	67%	75%	77%		
Climate Survey ACT Like Schools	-	62%	74%	74%		

Targets or Measures	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4	Year 5
Student responses in School Satisfaction Survey as compared to like schools						
Teachers give useful feedback	-	+3.82%	+2.36%	+1.4%		
Staff take students’ opinions seriously	-	-1.89%	+3.26%	+2.7%		
I feel safe at this school	-	-0.11%	+1.28%	+5.6%		
Student behaviour is well managed at my school	-	+1.3%	-2.3%	+6.7%		

What this evidence tells us

- This data tells us that our school climate continues to improve when compared against like schools. It is important to note that the system measurement changed in 2019. School satisfaction survey results are showing a positive trend when compared with like schools and the increase of 9% for the item *Student behaviour is well managed at my school*.

- The targeted programs such as Diamond, the Introductory English Centre, AmFlex along with the PBL implementation, Inquiry focus in Primary and the 2020 Conceptual Framework supporting social and emotional learning are having a positive impact on meeting individual student needs and improving school climate.
- In Secondary targeted recruitment of specialist staff for the Amflex program has had significant impact on student learning, evidenced by increased student engagement, improved student grades and attendance.
- Introductory English Centre has provided a well-supported introduction to school for Kindergarten students, meeting their English and introduction to school needs on site.
- Inquiry focus in Primary has increased engagement for students and families.

Our achievements for this priority

Whole school implementation of Positive Behaviours for Learning (PBL)

- PBL Action Plan and Mission Statement developed to summarise a shared understanding of values.
- PBL Framework implementation of school-wide non-classroom settings completed.
- Positive acknowledgment system implemented using Bronze, Silver and Gold Awards. Approximately 400 Bronze, 60 Silvers to be awarded in 2019. Awards were issued from Semester 2.
- Expected Behaviour Matrix developed.
- Posters designed, printed and displayed across the school.
- Explicit lessons conducted in classes, Buddies and Amcares.
- Approximately 150 000 positive acknowledgments awarded in Semester 2
- The PBL language has been effectively embedded as seen in its high frequency usage through 2020 school captain speeches.
- Student outcomes have been developed through the PBL team's dynamic use of staff skill and experience in building practices and awareness.
- PBL positive acknowledgement system integrated into Ampoints program for Year 10 students.

Embed Future Focused Personalised Learning practices across the school

- Future Focused pedagogies and formative assessment practices evident in the classroom
- PL plan demonstrating a persistent focus on future focused pedagogy
- Developed Early Years Strategy
- Diamond Program integration plan implemented and expanded to provide more physical and teaching resources to support student learning.
- Renewed resource allocation of educators to support individual student learning.
- Developed Introductory English Centre to increase school engagement for Kindergarten.
- AmFlex program implemented providing embedded intervention for Year 7-10.
- Improvement in A-E achievement for every student enrolled in AmFlex. This intervention model has been highly successful in retaining disengaging and disengaged students.
- Parent engagement strategy developed and implemented.
- 2019 Conceptual Framework completed and implemented for P-6 to support Inquiry Learning.
- Inquiry Learner Assets and Phases have been embedded throughout Primary with improved facilitation for student agency and divergent thinking.
- Intervention model for Literacy and Numeracy skill development implemented Semester 2 supporting 125 students in Secondary.
- Assessment within inquiry units have demonstrated positive outcomes for a broader range of student learning styles.
- Data collected through inquiry surveys indicate 86% of students across 3-6 are highly engaged with their learning.

- Parent attendance at the K-6 Learning Expo designed to celebrate and share the inquiry process was well supported with 680 families attending. This has created partnerships with parents such as a Year 4 father presenting a seminar on an area of expertise to the 3-4 cohort as part of our term 4 inquiry.
- Whole school Cultural Integrity Plan initiated.
- Professional Learning targeting Cultural Integrity awareness has provided opportunities for conversations between teachers and increased their engagement in relevant events. As teachers' confidence is growing, so is their likelihood to discuss related topics with students, through both planned and incidental learning opportunities.

Challenges we will address in our next Action Plan

Implementation of Positive Behaviours for Learning

- Establishing a consistent positive acknowledgement system in the primary sector – a new approach has started in Term 4 2019.
- Ensuring positive acknowledgement system maintains momentum across the school and new staff are well inducted and ready to implement program in their classes.

Embed Future Focused Personalised Learning practices across the school

- Cultural Integrity practices are more deeply embedded across the school.
- Pedagogical Framework developed to include future focused learning practices.
- AmFlex model to be refined for 2020 to be more receptive in responding to individual student learning needs when students referred from mainstream classes.

Priority 2: Improve student outcomes in reading and numeracy.

Targets or measures

By the end of 2021 we will achieve:

- 80% of students achieving expected growth in PIP's reading and 70% of students achieving expected growth in PIP's maths
- Year 3 achieve a mean score within confidence interval of our system targets for reading and numeracy
- 2%-point improvement per annum of students achieving expected growth in Years 5,7,9 in reading and in numeracy

In 2019 we implemented this priority through the following strategies.

- Expand on a whole school culture towards data collection, analysis and tracking of individuals
- Develop a preschool to Year 10 vertically aligned contemporary curriculum
- Articulate and embed a Preschool to Year 10 modern pedagogical framework

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 2017	Year 2 2018	Year 3 2019	Year 4	Year 5
PIP's Reading and Numeracy data						
% of students achieving expected growth in PIP's reading	-	76%	76%	68%		
% of students achieving expected growth in PIP's numeracy	-	52%	74%	71%		

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4	Year 5
Year 3 NAPLAN mean scores						
Reading	429	470	444	430		
Numeracy	406	430	415	400		

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4	Year 5
Years 5,7,9 NAPLAN expected growth in Reading and Numeracy						
Year 5 Reading % Expected Growth	64.4	56.9	64.0	56.1		
Year 7 Reading % Expected Growth	51.9	61.6	55.0	57.5		
Year 9 Reading % Expected Growth	61.9	61.2	74.3	73.2		
Year 5 Numeracy % Expected Growth	51.9	73.9	48.9	50.0		
Year 7 Numeracy % Expected Growth	75.0	76.5	69.2	74.7		
Year 9 Numeracy % Expected Growth	62.7	60.3	67.5	57.0		

What this evidence tells us

- The PIP's Numeracy data continues with more than 70% of students achieving expected growth.
- The PIP's Reading data has decreased to 68% of students achieving expected growth.
- This year the data also included data from the Introductory English Centre students.
- The growth in Year 7 Numeracy has improved to 74.7% of students at or above expected growth.
- The growth in Year 7 Reading has improved to 57.5% of students at or above expected growth.
- A recognised challenge for the school is to improve literacy and as part of the 2020 Action Plan there will be a focus on 10 Essential Literacy Practices in all Primary.

Our achievements for this priority

Strengthen Professional Learning Teams (PLT) leadership to develop collective capacity in improving student learning.

- PLTs have provided dedicated space for professional discussion/planning for differentiation of learning activities and assessments. Lesson observations have improved practice.
- The Amaroo School Data Tool is regularly updated and accessed for data analysis purposes.
- Students were involved in the data collection for PLT goals across some faculties in Secondary.
- Dedicated time during each PLT to discuss and share in how we collect data, moderate and use resources on hand.
- Students have access to differentiated curriculum and activities by implementing embedded common formative assessment across cohort. Teaching programs have been altered to cater for student understanding.
- Early Careers teacher program has supported teacher practice with Just in time PL
- Research into class groupings has been reviewed, leading to further use of data to ensure well-balanced mixed ability classes to the benefit of all students (academically and socially).
- Observing and using alternative pedagogical strategies and students experiencing different ways to learn.
- Students were more engaged in lessons and there were fewer negative incidents.
- Apollo (Gifted and Talented) program has been reviewed by the school leaders. Class composition in primary and secondary is responsive to student need with Years 3 and 4 in cluster-based groups, Year 5 and Year 6 in a dedicated class and Year 7-10 in clusters.
- CogAT testing has continued in Years 2 and Years 6 to identify students who are eligible for Apollo Classes. New students in secondary complete the CogAT test to determine their eligibility for the Apollo Program. This ensures that students can access resources and teaching strategies that best support their learning style and abilities.
- Pedagogical Framework completed and has been used throughout the year in Primary.

Align Australian Curriculum Assessment Standards with the new SAS reporting in all curriculum areas P-10 and pedagogical approaches.

- Implemented new SAS Reporting system for mid semester and semester reports.
- P-10 aligned curriculum with Australian Curriculum Assessment Standards in curriculum documents and reporting templates
- Curriculum tracking documents produced for P-6 reporting.
- Scope and sequence document updated for each 7-10 Key Learning Area (KLA).
- The universal use of the achievement standards has built the capacity of staff to further align their assessment practices with the standards.
- Primary has implemented a parent engagement strategy with success. It has been reviewed and dates have been put in the calendar for 2020 in response to community feedback.

Challenges we will address in our next Action Plan

Strengthen Professional Learning Teams (PLT) leadership to develop collective capacity in improving student learning.

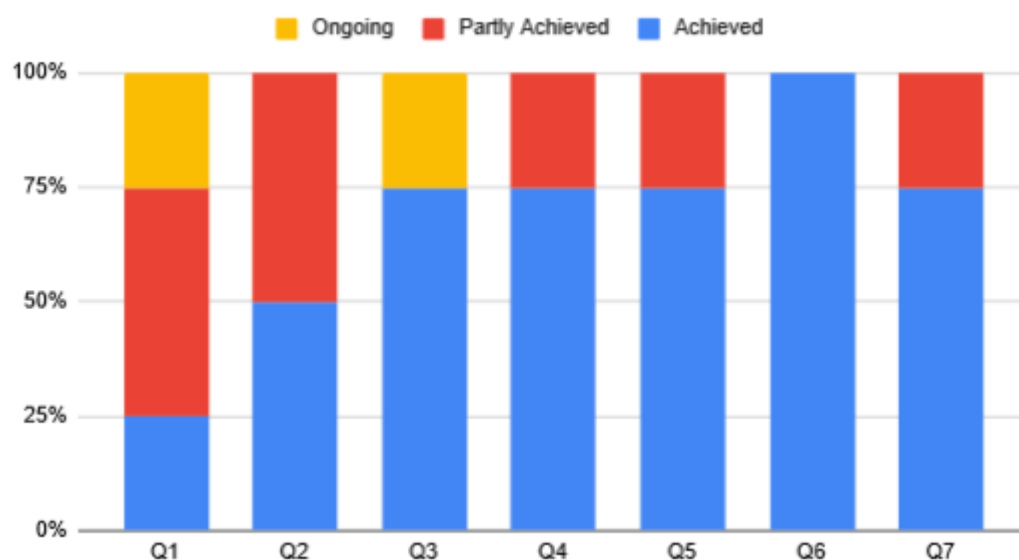
- A new Pedagogical Framework has been used throughout the year P-6 and is needing a review on how it is implemented in 2020. Primary will work with Secondary in 2020 to expand this across the school.
- New students enrolled in Primary will be assessed for suitability for the Apollo program.

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.

Achievement against the National Quality Standards

Achieved, Partly Achieved and Ongoing



The above graph represents achievement against the 7 Quality Areas.

- Quality Area 1 Educational program and practice
- Quality Area 2 Children's health and safety
- Quality Area 3 Physical environment
- Quality Area 4 Staffing arrangements
- Quality Area 5 Relationships with children
- Quality Area 6 Collaborative partnerships with families and communities
- Quality Area 7 Governance and leadership

- 100% of goals in Quality Area 6 *Collaborative partnerships with families and communities* were achieved. The two goals in this area focused on increasing parental engagement and consistent placement of parent information. The team achieved this by sourcing a parent communication board and displaying important information at the front of the preschool. We also created a central location to display important information and external service provider information. All teachers and parents have access to the parent library resources and have information sheets located within classrooms. Teachers also increased parental engagement by presenting a range of engaging information nights. The preschool was rated as Exceeding in Quality Area 6 for building respectful relationships with parents.
- 75% of goals in Quality Area 7 *Governance and leadership* were achieved. The four goals focused on including community voices in the renewal of our Preschool Philosophy, developing consistent pack-up procedures and creating clear and consistent roles and responsibilities within the Preschool Team. As a result of a strong Professional Learning Community our team implemented key strategies to encourage families to be a part of the QIP and Philosophy Development. As a result of a Google Survey our team received valuable responses from parents and children. Our team also collaboratively made a visual evidence for display to allow parents to see the Philosophy in Practice. Pack-up procedures are tracking well, and staff are constantly reviewing and making changes. The classes are getting better at knowing what to do during this time and the consistency is making it easier for the children. The team are continuing to review the procedures across the year in order to allow more consistency in supervision. All staff are clear on their roles and responsibilities and how the team will hold each other accountable to them on a day to day basis. All new staff were provided with the self-assessment document and referred to this throughout the year. The Professional Learning Team meetings were changed to accommodate more teaching and learning discussion. The Preschool Team have also been a part of hosting and joining a networking opportunity with other Gungahlin preschools to build collective knowledge and share best practice.
- A new critical reflection template has been updated and added to the preschool fortnight programs.
- 75% of goals in Quality Area 5 *Relationships with children* were achieved. Our first goal focused on restorative conversations focusing on consistent PBL language. The NQS Report determined that the preschool educators had introduced the philosophy that reflects restorative practices and the educators were observed using strategies and PBL language that aligned with this procedure. For example, educators were observed discussing room expectations with children through the day. This supported children to become independent with conflict resolution and learn strategies consistent with the school environment. Following the NQS Rating and Assessment, our preschool was rated Exceeding with educators consistently using positive language to give recognition to children supporting and engaging with their peers during play. Each staff member uses the PBL language - "Was that a safe/respectful/responsible choice?". The team has also created PBL Preschool visual posters with consistent PBL expectations for the indoor and outdoor environments. The team also ensures Learner Assets and PBL language are a focus during group time with a focus on self-regulation.
- 75% of goals were achieved in Quality Area 4 *Staffing arrangements* were achieved. Our first goal focused on ensuring relief staff were appropriate to be teaching in the preschool setting. This was achieved through communicating with the staffing officer regarding the suitability of staff in the preschool setting. Our second goal focused on ensuring for 2020

that our release planning allows for teachers to not miss out on a whole day of seeing their preschool class. The Principal is working with Deputy Principal to organise a better preschool timetable for 2020. The team has also achieved the goal of sharing resources and developing networks with other preschools in the Gungahlin area. Discussion between Gungahlin Preschool Executive Teachers has led to the organisation of afternoon networking sessions. Our preschool has hosted and attended networking sessions with Palmerston, Margaret Hendry and Ngunnawal Preschool staff. The preschool has also started partnerships with the Nido Early Childhood Centre and Good Shepherd Primary School to develop communication channels for transitioning students starting preschool and Kindergarten in 2020.

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