

Ainslie School

Network: North Canberra/ Gungahlin

Impact Report 2020

The purpose of this document

This document summarises the progress the school has made against the 2020 Action Plan. The annual Action Plan is based upon the school's five year improvement plan which in turn is responsive to the Education Directorate's Strategic Indicators for 2018 - 2021. This report also guides setting the priorities and actions for the 2021 Action Plan.

Education Directorate Strategic Indicators 2018-2021:

To promote greater equity in learning outcomes in and across ACT public schools

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

To centre teaching and learning around students as individuals

Ainslie School Plan 2019 - 2023 priorities:

Improve growth in writing - 'Students write with agency and impact'

Improve growth in mathematics - 'Students use mathematics with agency and impact'

Ainslie School Annual Action Plan 2020 priorities:

Improve growth in writing

Improve growth in mathematics

Reporting against our priorities

Priority 1: Improve growth in writing

ACTION - Professional development focus on supporting teacher understanding of inquiry-based practice

All staff participated in a one day professional development experience 'Understanding Inquiry' during O week led by members of the school leadership team. This was followed up with a one hour planning session with Kath Murdoch. This occurred remotely in teams in preparation for Term 3.

Shared Inquiry Planners were used to document learning and teaching throughout the year. Teams used various methods and documents.

Seesaw was introduced across the school community at the beginning of the year. It was used to capture evidence of student learning and communicate this with families. Use of this platform was particularly evident during learning from home, however it has continued with success throughout the year.

The ALEA National Conference was cancelled due to COVID-19.

The inquiry approach has enabled teachers to better identify and provide authentic opportunities for text composition and in particular for students to compose texts with agency and impact. We know this because the majority of samples that students identified as their best writing was a product of an inquiry experience. Staff also identified a range of authentic and incidental writing opportunities such as purposeful play experiences, visual and spoken texts, choice of audience and genre. A range of these experiences were also identified as having real life impact.

Although the data collected from students appears to show a greater teacher understanding of inquiry and growth in planned opportunities for producing authentic texts in the inquiry context, to better understand whether or not there has been improvement across the school, further research and data collection in this area needs to be undertaken.

ACTION - Implementing Ainslie School's Early Years Literacy Strategy including a focus on oral language development in the preschool settings

Kindergarten to Year 2 teachers completed the 10 Essential Literacy Practices Professional Learning.

Preschool teachers embedded and shared the language and practice of co-construction of knowledge which includes substantive conversations and documentation of individual and group projects. Children were guided by the teachers to describe their interests, their understandings, aims of their actions, results of their inquiries and ways to share their knowledge.

A strong oral language focus was explicitly described and documented in teams in relation to Kindergarten and Year 1 students. Assessment of reading through PM Benchmarking was intentionally reduced for K and year 1 children, to redress the emerging focus, by students and parents on reading 'levels' over the enjoyment of immersed engagement in reading, with the benefits for writing flowing from this.

Preschool teachers used Ainslie's Writing Analysis Tool to record strengths and opportunities in text production for each preschool student for the first time. The teachers avoided classifying children as below, at,

and above in their productions. The process mirrored established preschool practices and the strength of the process at this level lay in the teachers having the opportunity to discuss individual students systematically and having the disciplined dialogue around each child together.

Play based practice in Kindergarten has been strengthened through a move to the large Yerra space which provides expanded indoor and outdoor learning opportunities. This has supported a greater focus on children's agency, and provided increased opportunities for oral interaction, for student led inquiries and collective thinking and sharing. The potential for children to write with agency was also seen to be increased in this new space.

ACTION - Strengthening practices for tracking student progress

The Writing Analysis Tool

The Ainslie School Literacy Coalition led the continued implementation of the Writing Analysis Tool in 2020, and continued to engage in disciplined dialogue around the data that teams collected. Collaborative analysis provided insights into student learning and guided teacher responses for classes and individual students. The Writing Analysis Tool was used to capture student growth in terms two and three across the school. While the collection and use of this data continues to look slightly different across teams, the tool supports consistency in capturing strengths and areas for development, and informing teacher planning and practice. Use of the productive modes from the Australian Curriculum has assisted teachers in understanding student entry points and next steps. It also helped teachers extend and support students depending on identified needs.

Recommendations:

- Assign 2 team meetings per term to gather and record writing information using the Writing Analysis Tool
- Allocate specific weeks in each term that the process takes place:

Term 1 : weeks 4 and 5,

Term 2,3,4 : weeks 2 and 3.

- Refresh whole school understanding of the process and purposes during O Week
- Ensure that there is a literacy champion on each team within the school to support the process

Writing sample collection and student responses -

Three writing samples per year level per class were collected at the end of 2020 as in 2019. Students were asked to choose their own best piece of writing and describe why it was their best with the aim of tracking change in the purpose children attribute to their writing, hopefully away from length, punctuation, neatness and correct spelling for their own sakes and towards an authentic purpose.

When analysing the 61 responses to the question 'Why is this your best writing?'

Prevalence of themes:

WORDLE representation of the student sample of responses to 'Why is this your best writing?'

Semester Reports - tracking the Productive Modes

- Tracking against the productive modes in semester reports. SAS reports provide the potential to track writing progress but is a resource which has not yet been used systematically to compare productive mode item results across classes over time.

In semester 2 the writing items on the reports were as follows.

Kinder - Shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops

Year 1 - creates texts for a small range of purposes

Year 2 - creates texts drawing on personal experience, imagination and information learnt

Year 3 - creates a range of texts for familiar and unfamiliar audiences

Year 4 - creates structured texts to explain ideas for different audiences

Year 5 - creates imaginative, informative and persuasive texts for different purposes and audiences

Year 6 - creates detailed texts elaborating on key ideas for a range of purposes and audiences

Sem 2 2020	K	year 1	year 2	year 3	year 4	year 5	year 6
A	1 3.5%	6 9.5%	8 14.5%	7 15%	7 12.5%	5 13.5%	7 17%
B	13 35%	18 25.5%	16 29%	9 19.5%	16 29%	13 35%	13 32%
C	15 40.5%	39 55.5%	28 51%	21 45.5%	31 56.5%	17 48.5%	18 44%
D	8 21.5%	7 10%	3 5.5%	9 19.5%	1 2%	2 5.5%	3 7%

Recommendations:

-Identify AC writing items which can remain fixed for each year level, for example, keep above items fixed for Semester 1 and 2 in 2021. This may allow a more quantitative analysis of changes over time through reports on the centralised reporting platform, SAS.

BASE data

The annual beginning and end of year Kindergarten one-on-one assessments gauge student literacy and numeracy skills at the beginning of the year and measure how far each child grows over the year. There is no writing data available for this tool but many related skills are assessed. Ainslie students began the year above the national average for all items and ended the year above the national average across all items. Two areas showed less growth than at national level: reading and letter recognition.

NAPLAN data -

Education Ministers made the decision to cancel NAPLAN testing for 2020 due to the COVID -19 pandemic, therefore no writing data is available to Ainslie School student growth between year 3 and year 5.

The First Steps Oral Language Continuum was digitised and used by some teachers to monitor student progress.

Recommendation

Teachers monitor student progress using digitised First Step Writing Continuum

Priority 2: Improve growth in Mathematics

Targets or measures

By the end of 2020 we will achieve:

§ an increase the proportion of students who agree or strongly agree with the statements

'I use mathematics effectively'

'The mathematics I have learnt about is relevant to me.'

§ an increase the proportion of staff who agree or strongly agree with the statement

'I feel confident and capable to enable students to use mathematics effectively.'

In 2020 we implemented this priority through the following strategies.

§ Whole of staff professional learning of inquiry learning as our signature pedagogical approach

§ Teacher development to support the conditions for numeracy development

§ Teacher development in analysis of students' application of numeracy

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
Proportion in top 2 bands equal to or above like schools in Mathematics (Year 3)	46.5%	46.5%	n/a			
Proportion in top 2 bands equal to or above like schools in Mathematics (Year 5)	31.7%	30.8%	n/a			
Proportion in top 2 bands equal to or above like schools in Mathematics (Year 7)			n/a			
80% of our Year 5 students will be achieving at/or above expected growth from Year 3 to Year 5 in Numeracy	50%	58%	n/a			
PAT Maths – Online Assessment (Introduced in 2020)	--	--	See attachment A			
A to E – Proportion of children maintaining a grade or achieving a higher grade in mathematics.	n/a	n/a	Data pending			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
§ An increase the proportion of students who agree or strongly agree with the statements <i>'I use mathematics effectively'</i> <i>'The mathematics I have learnt about is relevant to me.'</i>		See Attach A	See Attach B- years K-4 Attach C - years 5-6			

§ An increase the proportion of staff who agree or strongly agree with the statement 'I feel confident and capable to enable students to use mathematics effectively.'	n/a	n/a	See Attach D			
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School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
By 2023, a whole school approach to planning and monitoring will be articulated.	<p>Varied approaches to planning and monitoring mathematics K-6.</p> <p>K-2 classes use play based learning to drive numeracy experiences.</p> <p>Years 3-6 Teams plan individual units of work in mathematics and deliver maths as an individual subject.</p>	<p>Data gathered to explore existing practice in mathematics</p> <p>Mixed pedagogical and assessment approaches identified</p>	<p>Teachers experimented with numeracy through inquiry</p> <p>K-2 classes experimented with Kath Murdoch's 'Discovery Workshops' and authentic contexts to drive numeracy experiences</p> <p>PAT-Maths introduced and baseline data collected.</p> <p>Year 1-6 PAT-Data analysis through Disciplined Dialogue conducted by Numeracy Coalition members and shared with staff.</p> <p>(see Attach A)</p>			

			Student perception data collected K-6.			
			Teacher perception data collected.			

What this evidence tells us

§ What does this evidence indicate about your school's progress towards your five-year targets?

- current practice has been examined and areas of need identified

§ Have any of your data sources changed over time? If so, why?

- Inclusion of PAT-Maths as a school based data source for students in years 1-6
- Inclusion of Teacher perception data
- NAPLAN Data: The Education Ministers made the decision to cancel NAPLAN testing for 2020 due to the COVID -19 pandemic, therefore no maths data is available to Ainslie School student growth between year 3 and year 5.
- A-E data was not available for inclusion at the time of this report

§ What implications does this evidence have for your next AP?

- Focus on translating inquiry as the whole school pedagogical approach to mathematics.
- Focus on differentiation and extension

Our achievements for this priority

- Establishment of the Numeracy Coalition
- Introduction of PAT-Maths Assessment Tool in Years 1 – 6
- Baseline data collected from 79% of the students enrolled in years 1-6
- Disciplined Dialogue routines introduced for analysis of data by teams and Numeracy Coalition
- There was an 88% increase from 2019 in the number of completed student responses to the perception survey

Challenges we will address in our next Action Plan

- Defining and building teacher capacity in whole school pedagogical approach
- Developing tools and routines to monitor student progress in Number

Recommendations for 2021 Action Plan

Inquiry onto the definition of 'effective': The term 'effectively' used to describe student perceptions of self is abstract and interpretation can vary. Inquiry by early years students in 2021 into the ways they use maths in their daily lives will support consistency.

Explore practice

(a) Developing an inquiry approach to teaching maths concepts

AND

(b) Maths knowledge and skills developed in the context of guided, personal and spontaneous inquiry (finding authentic opportunities to develop mathematical knowledge, skills and understanding)

Refine and implement Gifted and Talented and Inclusive Practice guidelines (How it Works: Identifying and Supporting the Gifts and Talents Students Bring), with opportunities to formalise and enhance engagement of academics and field experts from our community

- working with students in guided and personalised inquiries and
- supporting teacher planning

Separate numeracy from literacy survey to gather student perception data

Embed a consistent method for data collection K-6, including 1:1 conference/interview with 3 students per year group per class in years K-4 and all students 5-6 completing individually

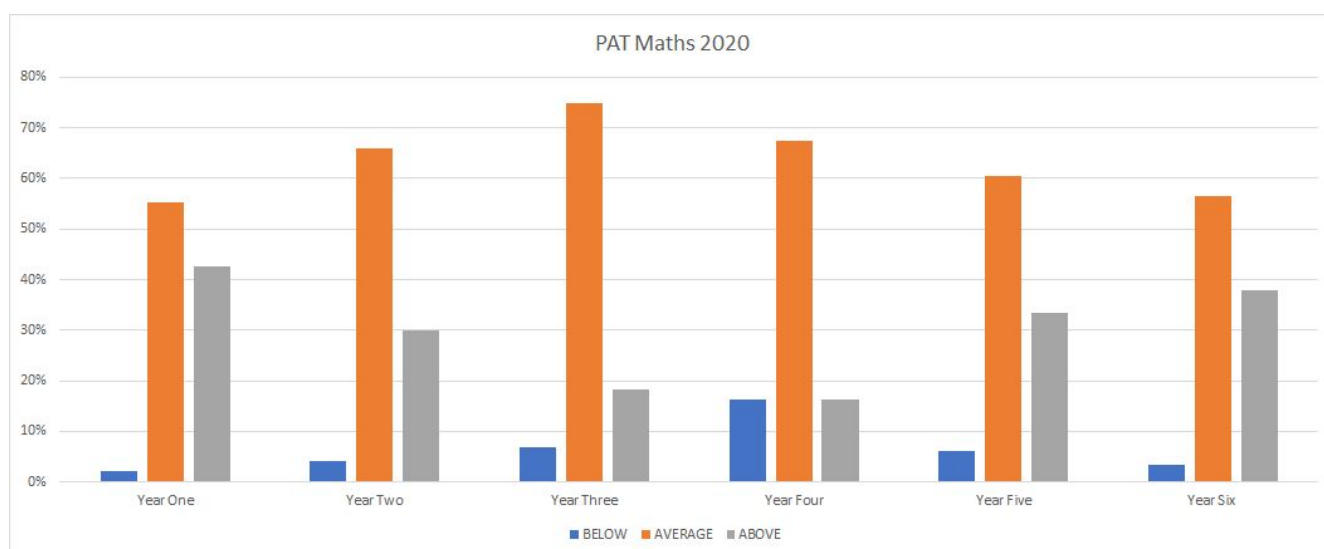
Revise How it Works: School Data document to include the systematic collection of numeracy data K-6 (BASE, NAPLAN, PAT-Maths, SENA & MYMC)

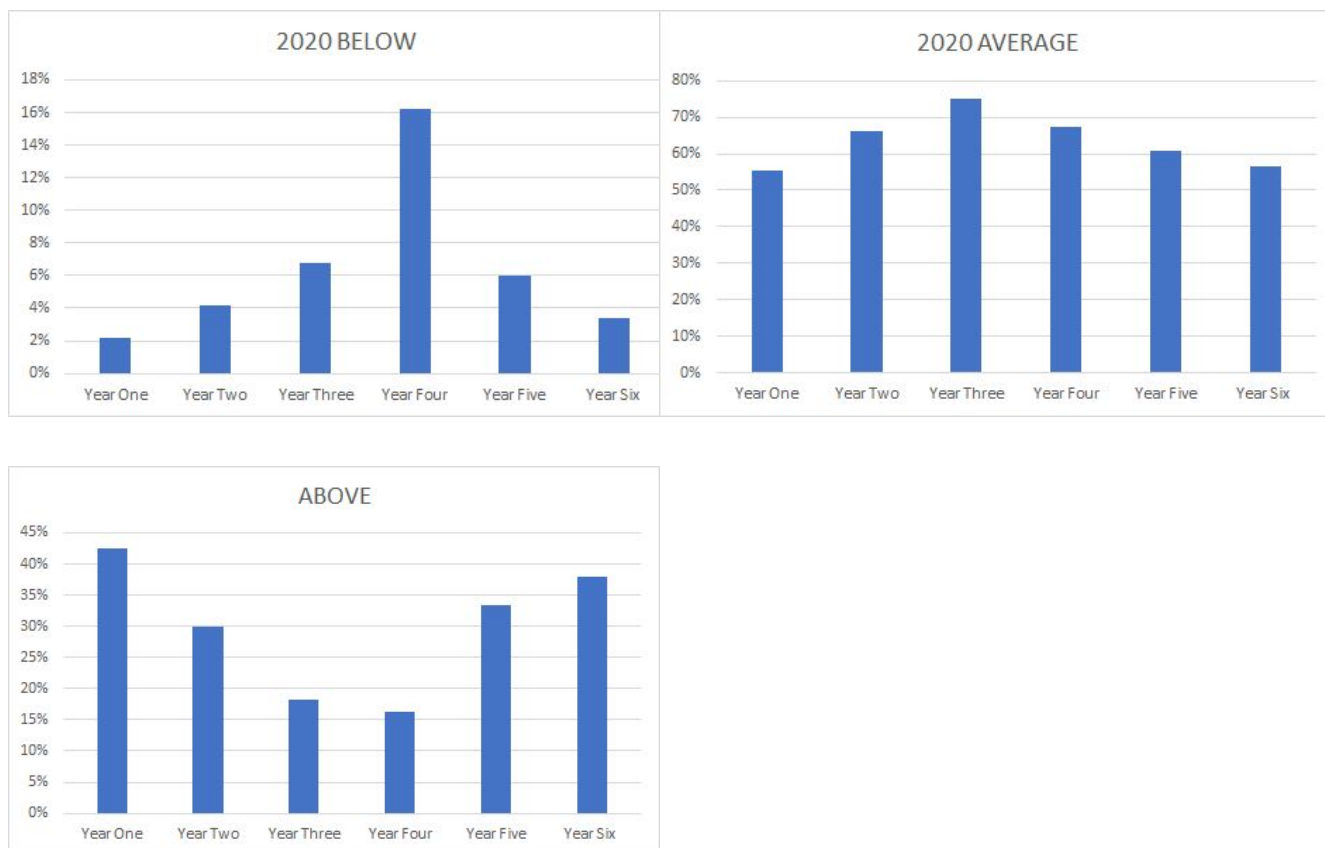
Include BASE data as a measure of numeracy growth for kindergarten.

Attachment A - PAT-MATHS Baseline Data 2020

BELOW	AT	ABOVE
Stanine 1- Very Low (4% of students nationally) Stanine 2- Low (7% of students nationally) Stanine 3 - Below Average (12% of students nationally)	Stanine 4- Average (17% of students nationally) Stanine 5- Average (20% of students nationally) Stanine 6- Average (17% of students nationally)	Stanine 7- Above average (12% of students nationally) Stanine 8 - High (7% of students nationally) Stanine 9 - Very High (4% of students nationally)

	BELOW % below stanine 1-3	AT % between stanine 4-6	ABOVE % stanine 7-9	% of 2020 cohort who completed PAT Testing
Year One	1/47 = 2.2%	26/47 = 55.3	20/47 = 42.6	47/60 = 78.3
Year Two	2/47 = 4.2%	31/47 = 66%	14/47 = 30%	47/57 = 82.5%
Year Three	3/44 = 6.8%	33/44 = 75%	8/44 = 18.2%	44/47 = 94%
Year Four	6/37 = 16.2%	25/37 = 67.5%	6/37 = 16.2%	37/45 = 82%
Year Five	2/33 = 6%	20/33 = 60.6%	11/33 = 33.3%	33/47 = 68.75%
Year Six	1/29 = 3.4%	17/29 = 56.6%	11/29 = 37.9%	29/41 = 70.7%
WHOLE SCHOOL	15/237 = 6.5%	152/237 = 64%	70/237 = 29.5%	237/297 = 79%





PAT Maths Analysis: Commentary from Disciplined Dialogue

	Year 1 Cohort	Year 2 Cohort	Year 3 Cohort	Year 4 Cohort	Year 5 Cohort	Year 6 Cohort
What do we see in this data?	<p>97.9% of students are working either at or above</p> <p>20 students in year one are achieving above the expected level.</p>	<p>96% of students are working either at or above</p> <p>14 students in year two are achieving above the expected level.</p>	<p>Results should be fairly accurate as 94% of the cohort completed the assessment</p> <p>Lower percentage of students achieving in the above average band.</p>	<p>Concerning that 16 % are low so 84% are average or above</p> <p>Lower percentage of students achieving in the above average band.</p> <p>6 students achieved below the national average</p>	<p>93% are average or above</p>	<p>94% are average or above</p>
What do we see in this data?	<ul style="list-style-type: none"> 6.5% of students tested were in stanines 1-3 'below average' - based on the bell curve for national results we would expect 23% of students to be in this band 64% of students tested were in stanines 4-6 'average' - based on the bell curve for 					

	<p>national results we would expect 54% of students to be in this band</p> <ul style="list-style-type: none"> 29.5% of students tested were in stanines 7-9 'above average' - based on the bell curve for national results we would expect 23% of students to be in this band <p>Note:</p> <ol style="list-style-type: none"> Ainslie overall participation rate was 79 per cent and it is possible that non-participants have a different profile from those who participated. Ainslie has a high ICSEA (Index of Community Socio-Educational Advantage) and we would expect higher results than the national average as a result. 					
<p>Why are we seeing what we are?</p>	<ul style="list-style-type: none"> Text dense questions made it difficult for some students to answer the questions effectively. Additional teacher support to read the question to students impacted results. In the year 5 & 6 cohorts only 70% of students completed PAT Testing which affects the results Some anomaly between classroom teacher assessment results and PAT standardised assessment reflected in the A-E data. Students unfamiliar with the text type and may not have achieved results representative to their level. Years 1 & 2 had little opportunity to use technology and may have found navigating the online platform confusing. Years 1 & 2 students required social emotional support and experienced 'test anxiety' even though teachers tried to use alternate wording other than 'test'. 					
<p>What, if anything, might we do about it?</p>	<p>How are we actively extending the 42.6% of students above the expected level?</p>	<p>How are we actively extending the 30% of students above the expected level?</p>	<p>What skills are needed to shift students from 'average' to 'above'?</p>	<p>Looking at how the assessments are written-support for EALD or other literacy concerns.</p>	<p>Only 68% of the cohort completed the assessment - how do we ensure we track students whose families do not want them to engage in PAT-Testing ?</p>	<p>Only 70% completed the assessment - how do we ensure we track students whose families do not want them to engage in PAT-Testing ?</p>
<p>What, if anything, might we do about it?</p>	<p>2021 Recommendations for Testing</p> <ul style="list-style-type: none"> 1 adult per 8 students present during test period to assist with reading the questions aloud Classroom teacher to be present on day of testing K-6 Maths curriculum to include: <ul style="list-style-type: none"> problem solving strategies 'multiple choice questions' as text type Problem solving inquiries Teacher familiarisation with question types and language used and early access to the test questions. Increase the proportion of students who participate each year - clearly communicate purpose and intent to families. Provide training in administering the test adhering to the ACER guidelines One person to oversee administration of all testing to ensure consistency across classes. Maths Coalition: Development of a 'How it Works: PAT data analysis' documentation 2021 Maths Coalition to share 2020 data analysis with the whole school/teams (e.g. 					

	<p>Each member of the Maths Coalition to join each team meeting to support in data analysis)</p>
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- Teachers to be taught how to interpret the data in their online PAT portal prior to analysing results.

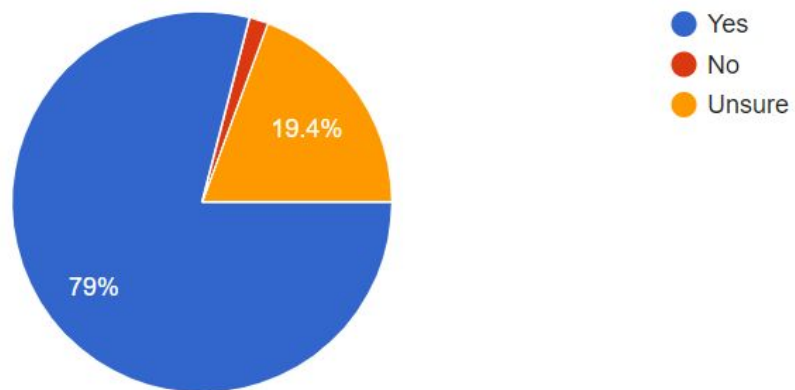
Attachment B - Student Perception Data - Years Kindergarten to Year 4 Only 2020

I use mathematics effectively.

TOTAL RESPONSES 62	YES	NO	UNSURE
%	79%	1.5%	19.5%
Number of student	49	1	12

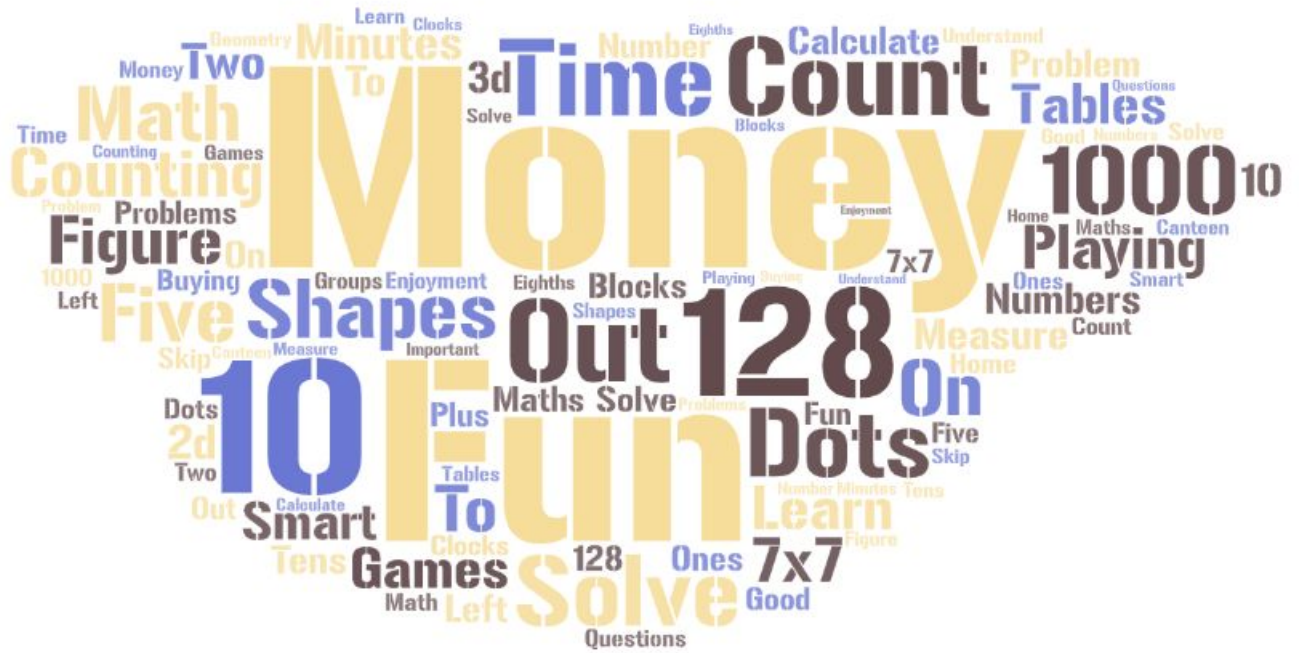
I use mathematics effectively.

62 responses



If yes, how do you use mathematics?

WORDLE representation of the student sample of responses to 'If yes, how do you use mathematics'



The mathematics I have learned about is relevant to me.

TOTAL RESPONSES 62	STRONGLY AGREE	AGREE	NO	UNSURE
%	38.7%	50%	1.6%	9.7%
Number of students	24	31	1	6

Comparing student perception data from 2019 (random selection K-6) to 2020 (students random selection K-4)

I use mathematics effectively.

	YES	NO	UNSURE	TOTAL RESPONSES
2019	81.8%	12.1%	6.1%	33
2020	79%	1.5%	19.5%	62
difference	-1.8%	-10.6%	+13.4%	+ 29

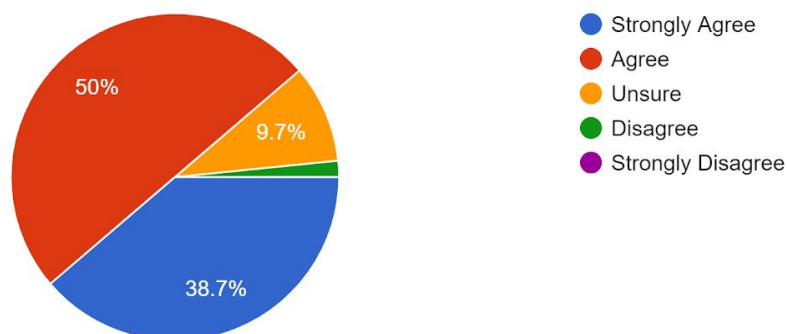
The mathematics I have learned about is relevant to me.

	STRONGLY AGREE	AGREE	DISAGREE	UNSURE	TOTAL RESPONSES
2019	27.3%	63.6%	3.1%	6%	33
2020	38.7%	50%	1.6%	9.7%	62
difference	+11.4%	-13.6%	-1.5%	+3.7%	+29

- In 2020 we increased the student sample size by 88% and included responses from selected students in all classes K-4.
- In 2020 students in the year 5-6 cohorts completed the survey independently (see Attachment C)
- There is a 11.4% increase in the number of students who ‘strongly agree’ with the statement: ***the mathematics I have learned about is relevant to me***

The mathematics I have learned about is relevant to me.

62 responses



- *There is a 10% decrease in the number of students who answered 'no' to the statement: **I use mathematics effectively***

Attachment C - Student Perception Data -Years 5-6 Only 2020

I use mathematics effectively.

	YES	NO	UNSURE	TOTAL RESPONSES
5/6B	73.3%	0%	26.7%	30
5/6M	62.5%	0%	34.8%	23
5/6H	60.9%	8.7%	30.4%	23
TOTAL	51 students 67%	2 students 2.7%	23 students 30.3%	76 students

The mathematics I have learned about is relevant to me.

	STRONGLY AGREE	AGREE	DISAGREE	UNSURE	TOTAL RESPONSES
5/6B	26.7%	56.7%	0%	16.7%	30
5/6M	39.1%	43.5%	0%	17.4%	23
5/6H	34.8%	47.8%	13%	4.3%	23
TOTAL	25 students 33%	38 students 50%	3 students 4%	10 students 13%	76 students

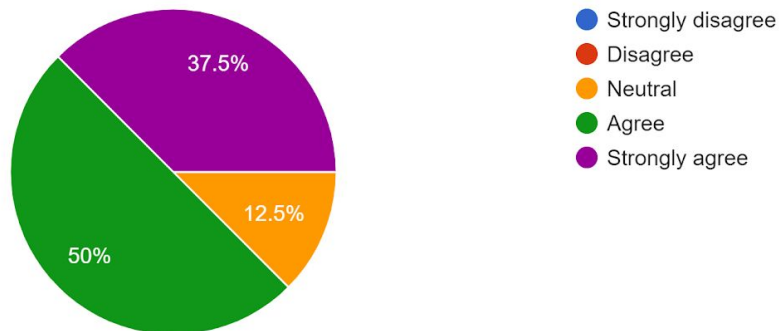
- **76 out of 91 students** completed the survey
- **83.5%** of the 5-6 cohort completed the survey
- **83% of students** surveyed in years 5-6 '**strongly agree**' or '**agree**' that the *mathematics they have learned is relevant to them*.
- **67% of students** surveyed in years 5-6 answered 'yes' when asked if they *use mathematics effectively*.

Attachment D- Teacher Perception Data

I feel confident and capable to enable students to use mathematics effectively.

'I feel confident and capable to enable students to use mathematics effectively.'

8 responses



	STRONGLY AGREE	AGREE	DISAGREE	UNSURE	TOTAL RESPONSES
STAFF	3	4	0	1	8

- 8 of 15 classroom teachers completed the survey (53%)
- In response to the question, 'what would you need to feel more confident and capable?' key themes were:
 - professional learning with a focus on differentiation
 - systems and routines for staff to share practices and success in maths