

MILES FRANKLIN PRIMARY SCHOOL

Belconnen Network

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:

- Develop a strong sense of belonging and pride in the school.

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 1,2 and 3:

- Support teachers to develop a happy, optimistic feel to the school environment which is calm, productive and engaging.
- Collaboratively develop and embed school wide evidence based pedagogical practices for writing and numeracy.
- Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing.

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 1, 2 and 3:

- Teach Friendly Schools Plus consistently across the school- all class teachers, each week
- Improve staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing and numeracy.
- Implement a common inquiry based lesson structure for the teaching of mathematics

Reporting against our priorities

Priority 1: Improve student engagement and learning behaviours

Targets or measures

By the end of 2021 the school will achieve:

- 85% of children, parents and staff will affirm children feel safe in the school by 2021
- 85% of children, parents and staff will affirm behaviour is well managed in the school by 2021

In 2019 we implemented this priority through the following strategies.

Strategies

1. Developing a strong sense of belonging and pride in the school.
2. Supporting teachers to develop a happy, optimistic feel to the school environment which is calm, productive and engaging.
3. Enhancing opportunities for school-community partnerships to improve student 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

By the end of 2021 the school will achieve:

Targets or Measures	2015 BASE	2016	2017	2018	2019	2020	2021
85% of children, parents and staff will affirm children feel safe in the school							
Staff - Students feel safe at this school %	100	87	97	97	93		
Parents - My child feels safe at this school %	96	96	96	94	92		
Students - I feel safe at this school %	75	74	84	74	68		
85% of children, parents and staff will affirm behaviour is well managed in the school							
Staff - Student behaviour is well managed at this school.	100	84	86	85	61		
Parents - Student behaviour is well managed at this school.	84	79	83	77	83		
Students - Student behaviour is well managed at my school.	70	63	62	53	51		

What this evidence tells us

- Parents continue to affirm that children feel safe at our school.
- Student perception data relating to feeling safe at the school is below our target.
- Teacher perception data relating to student behaviour being well managed is below our target.
- Management of behaviour at the school will continue to be a focus in 2020, through implementing the Friendly Schools Plus program and our school Relationship Procedure.

Our achievements for this priority

ACTION: Teach Friendly Schools Plus consistently across the school- all class teachers, each week

- New educators (teachers in the first three years of teaching) sent to Ten Essential Skills workshops to build behaviour management strategies.
- Resource kits, relating to the Friendly Schools Plus Program created for every year level.
- Tracking document for individual students created and given to staff to trial on selected students.
- Professional learning provided to teachers to implement the program.

ACTION: Implement whole-school approach to FSP

- Signage relating to the Friendly Schools Plus Program developed and placed in classrooms, based on the language and strategies used in Friendly Schools Plus resources.
- Tracking documents developed to map Friendly School Plus modules to ensure each module had been taught over the course of 2019.
- Defined and established school wide negative behavioural expectations and developed and delivered professional learning to the staff.
- School wide implementation of recording incidents on SAS.

ACTION: Collaboratively develop and implement the following infrastructure projects to enhance the school environment in partnership with the Education Directorate and P&C: Refurbishment of ASC area, line marking and concrete painting, development and use of former medical centre and fence around the school

- Due to a range of factors these have not been given a priority in 2019.

Challenges we will address in our next Action Plan

- Continue to embed the implementation of the Friendly Schools program across the school.
- Commence tracking of targeted students using Positive incidents on SAS.
- Enhance opportunities for school-community partnerships to improve student outcomes.

Priority 2: Improve student writing

Targets or measures

By the end of 2021 the school will achieve:

- NAPLAN results to be within the average range for like schools (SSSG)
- An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six, resulting in a 25% increase in 2016 mean ACER Writing scores for both year levels

In 2019 we implemented this priority through the following strategies:

Strategies

Collaboratively developing and embedding school wide evidence-based pedagogical practices for writing.

Improving staff data literacy skills through a culture of self-evaluation and reflection across the whole school, developing an expert teaching team, to improve children's achievement in writing.

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	2015 BASE	2016	2017	2018	2019	2020	2021
<ul style="list-style-type: none"> • NAPLAN results to be within the average range for like schools – Writing 							
Writing Year 3							
Average Miles Franklin Primary School NAPLAN Score	417	419	452	437	425		
Average SSSG NAPLAN Score	445	439	437	435	443		
Writing Year 5							
Average Miles Franklin Primary School NAPLAN Score	482	484	468	470	499		
Average SSSG NAPLAN Score	503	495	500	488	496		
<ul style="list-style-type: none"> • NAPLAN results to be within the average range for like schools - Spelling 							
Spelling Year 3							
Average Miles Franklin Primary School NAPLAN Score	403	419	420	431	402		
Average SSSG NAPLAN Score	442	450	446	447	444		
Spelling Year 5							
Average Miles Franklin Primary School NAPLAN Score	480	501	484	498	504		

Average SSSG NAPLAN Score	530	519	526	526	526		
<ul style="list-style-type: none"> An average of a 5% increase in mean ACER Writing scores each year for Years Five and Six 							
ACER Writing Year 5		285 Base 2017	289 1%	317 11%			
ACER Writing Year 6		310 Base 2017	315 2%	369 19%			
<ul style="list-style-type: none"> By the end of 2021 (amended from 2019) there will be a 10% improvement in student spelling outcomes as measured by PAT Spelling. 							
PAT Spelling Year 3		100 Base 2016	97 -3%	97 -3%	104 4%		
PAT Spelling Year 4		113 Base 2016	112 -1%	114 1%	122 8%		
PAT Spelling Year 5		121 Base 2016	119 -2%	125 3%	129 7%		
PAT Spelling Year 6		136 Base 2016	134 -1%	130 -4%	139 2%		

What this evidence tells us

- Data from NAPLAN shows an improvement in Year 5 writing.
- Students in Year 3 cohort did not achieve expected growth.
- NAPLAN writing results have improved in 2019 to above similar schools.
- NAPLAN growth in writing has gradually improved over the past 3 years, although currently below similar schools.
- The data above is a positive indication of the school's process towards improving students writing.
- A focus on writing and spelling will continue in 2020 to further increase teacher pedagogy.

Our achievements for this priority

ACTION: Continue to embed a whole school approach to teaching writing

- Leadership team engagement in 10 Essential Literacy Practices professional learning.
- Teachers embedding learner agency through inquiry practices learnt during April 2019 stand down IB professional development.
- Development of tracking document of whole school common practices for writing.
- Development of school Writing Handbook.
- All staff received mentoring in writing.
- All children set personal goals relating to writing at least once per term.

ACTION: Continue to embed a whole school approach to teaching spelling, punctuation and grammar

- Mentoring provided for all new staff to upskill on the Miles Franklin approach to spelling.
- Ongoing professional learning during staff meetings on spelling and grammar.
- Improved teacher understanding of how to triangulate spelling data.
- Development of expectations document for the teaching of spelling for staff.
- Development and implementation of a consistent approach to planning spelling using a PYP planner across the school.
- All children set learning goals relating to spelling once per term.

ACTION: Implement the Miles Franklin PYP Assessment and data plan across the school

- Leadership team engagement in Multiple Sources of Evidence professional learning, followed by presentations to staff.
- Ongoing analysis of writing data during PLCs.
- All staff involved in mentoring to improve writing pedagogy.
- Updating of school data and assessment plan for literacy.
- Development of whole school spelling tracking document based upon the ACARA literacy progressions.

Challenges we will address in our next Action Plan

- Continue to embed a whole school approach to teaching spelling, punctuation and grammar.
- Continue to update the writing at Miles Franklin book to include ongoing professional learning presented to staff.
- Implement 10 Essential Literacy Elements.
- Focus on measuring growth of students performing in the top bands of NAPLAN writing and SPG in Years 3 and 5.

Priority 3: Improve students' mathematical understanding and skills

Targets or measures

By the end of 2021 the school will achieve:

- NAPLAN results to be within the average range for like schools (SSSG)
- An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six

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	2015 BASE	2016	2017	2018	2019	2020	2021
<ul style="list-style-type: none"> • NAPLAN results to be within the average range for like schools. 							
Numeracy Year 3							
Average Miles Franklin Primary School NAPLAN Score	421	411	433	415	416		
Average SSSG NAPLAN Score	426	431	436	436	429		
Numeracy Year 5							
Average Miles Franklin Primary School NAPLAN Score	490	499	486	497	499		
Average SSSG NAPLAN Score	525	524	521	522	523		
<ul style="list-style-type: none"> • An average of a 5% increase in mean ACER PAT-Maths scores each year for Years Two to Six 							
ACER PAT Maths Year 2 (Test 1)			103 Base 2017	106 3%	101 -2%		
ACER PAT Maths Year 3			115 Base 2017	111 -3%	115 0%		
ACER PAT Maths Year 4			120 Base 2017	119 -1%	123 2.5%		
ACER PAT Maths Year 5			123 Base 2017	124 1%	125 2%		
ACER PAT Maths Year 6			126 Base 2017	126 0%	127 1%		

What this evidence tells us

- The Year 3 2017 to Year 5 cohort 2019 did not achieve expected growth in NAPLAN numeracy, with expected growth below that of similar schools.
- There has been a slight decrease in Year 5 results in NAPLAN numeracy in 2019.
- Students ACER scores have remained consistent from 2017 to 2019 however the growth target of 5% was not achieved.
- Based on data collected through staff surveys show growth in individual student goals across all grades is improving.
- Continue to focus on increasing teacher pedagogical knowledge of the teaching of mathematics and the analysis and use of maths data in 2020.

Our achievements for this priority

ACTION: Implement a common inquiry based lesson structure for the teaching of mathematics

- Professional learning for staff continued in 2019 to embed PANL maths pedagogy (Paul Swan and Peter Sullivan).
- Embedding of a common definition of student agency within mathematics lessons from April IB professional learning.
- Development of mentoring observation template for mathematics lessons that provides feedback using a maths inquiry cycle developed this year with staff.
- Updating of school data and assessment plan for mathematics.
- Development of addendums for maths planning linked to ACARA maths progressions across all year groups.

ACTION: Implement the Miles Franklin PYP Assessment Policy across the school

- SLB/SLCs attended Multiple Sources of Evidence professional learning then presented to whole staff.
- Development of standardised data plan and sharing of data tracking methods being used across the school to improve consistency.

Challenges we will address in our next Action Plan

- Observation of teachers to increase their capacity to teach maths and implement the inquiry cycle actively within all classroom.
- Written feedback evidence to be shown throughout student books, for both teacher and student to refer to and reflect upon.
- Develop a consistent method of tracking individual student growth in personal maths goals.

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.

- We have updated all records to comply with changes to the NQF and regulations
- QIP reflected upon, updated and new actions identified
- Developing digital resource on Google Drive for all policies and procedures

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