

Garran Primary School

Network: South Canberra/ Weston

Impact Report 2020

Purpose

This document flows directly from our Annual Action Plan for 2020 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges and changes to delivery of improvement for student learning. Please note, due to the events of 2020 the data collection cycles of some measures were interrupted.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicators 2018-2021

- ✓ To promote greater equity in equity in learning outcomes in and across ACT Public Schools. In 2020 our school supported this Strategic Indicator through Priority 1 Curriculum and Pedagogy.
- ✓ To facilitate high quality teaching in ACT Public Schools. In 2020 our school supported this Strategic Indicator through Priority 1 Curriculum and Pedagogy.
- ✓ To centre teaching and learning around students as individuals. In 2020 our school supported this Strategic Indicator through Priority 1 Curriculum and Pedagogy and Priority 2 Student Wellbeing.

School Profile

In this document you will find a variety of information about the School's goals and achievements. Although numbers and words are very important in describing the School and its achievements, our philosophy at Garran Primary is based on the importance of the individuals who contribute to the nurturing, caring and friendly community atmosphere. While we hope that after reading this report you have more information about our school goals and progress, no report can fully capture the spirit of a school.

Garran Primary school is synonymous with excellence in education. The school community is committed to common objectives and success is driven by a deep belief that every student is capable of successful learning. There is a strong collegial culture of trust, support, kindness and respect.

Parents and families are well-educated with over ninety percent holding formal university qualifications at degree and post degree levels and are critically interested in their children's progress and attend information and parent teacher meetings and other activities directly involving their children. Many parents recognise that they are time poor and therefore find it hard to volunteer to be part of special activities designed by staff and P & C. However parents are generous towards the school and are proud of the school's reputation and the expertise of staff.

The school has strong multicultural influences with over 30 percent of families regularly speaking a language other than English at home. This contributes to the diversity of views, backgrounds and values held by families across the school. The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide practices and programs in place to assist in identifying and addressing different student needs. The school has a high level of student mobility, as exemplified by the statistics gathered as part of NAPLAN evaluations.

Demographic data

ICSEA Score and Distribution

Figure 1 shows the distribution of all students by their Socio-Educational Advantage, by quartile, over five years to 2019. Garran PS Index of Community Socio-Educational Advantage (ICSEA) 2015 to 2019 shows a 10% loss from the top quartile to the upper middle quartile and slight increase in the percentage in the lower and lower middle quartile. While acknowledging that most families are still in the top quartile, the steady change in these demographics has been noted in previous reports. Over time, the school pattern is that only a small number of Indigenous students are enrolled.

Figure1: Garran PS ICSEA score and distribution, 2015 – 2019

Year	ICSEA	Lower quartile %	Middle quartile %	Middle quartile %	Top quartile %
2015	1189	1	3	13	82
2016	1184	1	4	16	80
2017	1177	1	5	17	76
2018	1168	1	5	18	75
2019	1151	2	5	21	72

(Source: Analytics and Evaluation)

Figure 2: Garran PS Student enrolments, 2019



Reporting against our priorities

Guiding Principles for Garran Primary School's Teaching and Learning Program

1. The school ethos is built around high expectations in academic rigor and upholding the school values of kindness, responsibility and versatility.
2. The staff at Garran Primary proactively seek to know each child and demonstrate care and inclusiveness. The staff recognise and cater for the different learning styles and interests of individual students.
3. Genuine respect and trust is evident between families and staff, sharing responsibility for learning and addressing issues that may arise for students or families.
4. The staff actively seek and engage in high impact professional learning and value working collaboratively. Teachers have a shared commitment to continuously improving their practice, knowledge and skills.
5. A differentiated curriculum is designed and enacted to meet the needs of every child.

Priority 1: Curriculum and Pedagogy

Targets or measures to 2021

- Student growth as measured by NAPLAN in years 3 and 5 will follow similar patterns – consistent with, or better than like schools (SSSP) in reading, writing and numeracy
- Utilising NAPLAN data to analyse whether student achievements are in the top 50% of like schools in reading, writing and numeracy
- Continuing the high success in percentage of students K-2 meeting and exceeding PM reading benchmarks (2017) K – 97%, Y1 – 96%, Y2 – 95%

In 2020 the above priority was implemented through the following strategies

- Articulating explicit objectives with a focus on lifting the scores for an increased number of middle performing students.
- High Impact Differentiated Professional Learning for Staff (HIPL)
- Further refining curriculum planning and sequencing documents
- Instructional leadership – coaching and mentoring
- Embedding differentiated learning for all students

Student Learning Data

DATA COLLECTION

In accordance with the School Plan, Staff used a variety of sources of data to plan, observe, evaluate and/ or assess:

- student achievement, progress, behaviours and wellbeing
- community relationships and engagement
- staff professional practice and ongoing professional development
- the school's place in the system of government schools in the ACT and beyond

THE EARLY YEARS

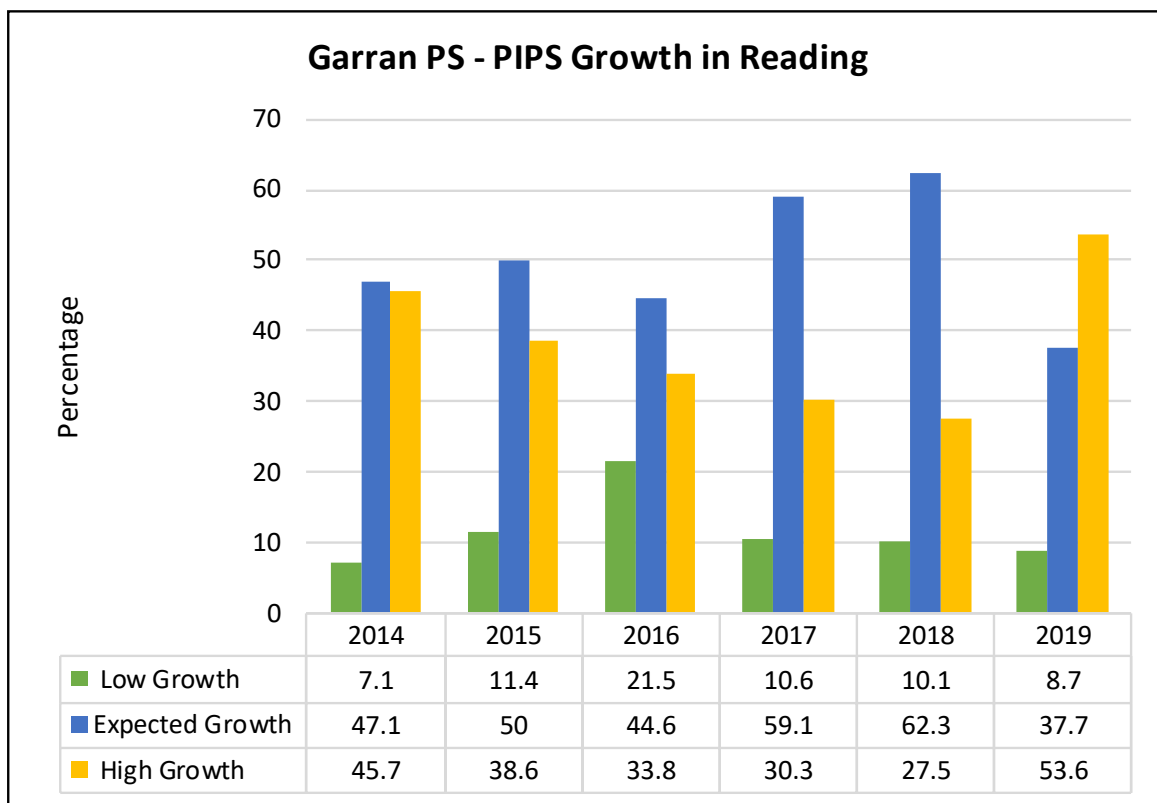
Figure 3: PM Benchmarks 2020 - % of cohort above the expected ACT Reading Benchmark range by year level

Year level	Total number of students	Total number achieving benchmark or above	% achieving benchmark or above
Kindergarten	76	73	96%
Year 1	81	80	98%
Year 2	85	83	97%

BASE (formerly PIPS)

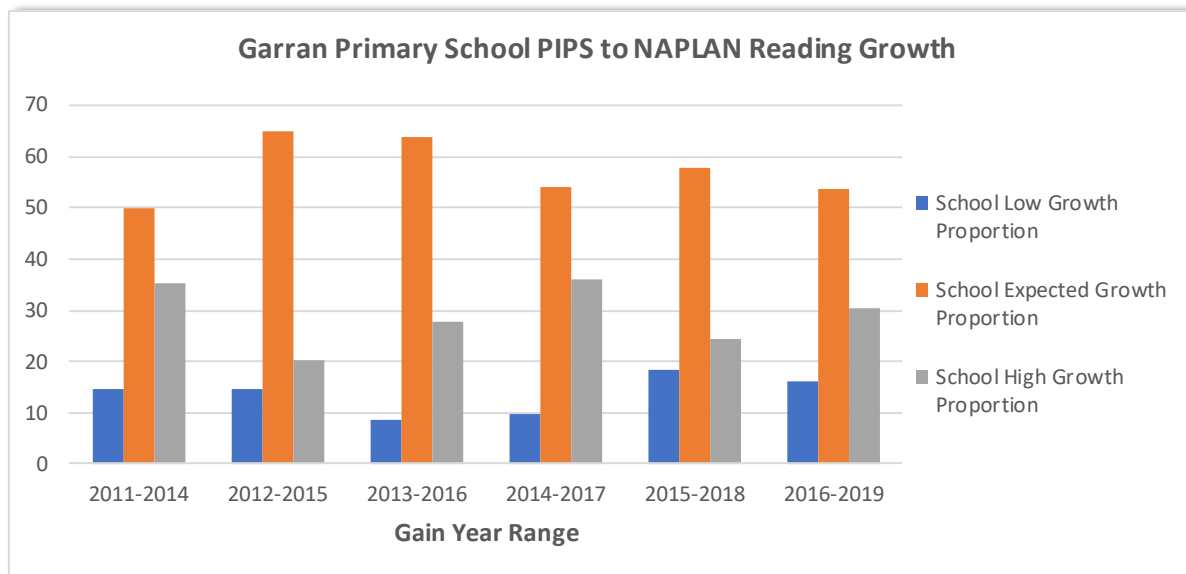
BASE is a Kindergarten assessment program to assess early reading, phonics and numeracy skills of students in their first year of school. There is one assessment at the beginning of the year and another at the end of the year. The information is used to identify students who may need extra support or enrichment. The BASE data helps teachers plan appropriate learning experiences for every child appropriate to their specific needs.

Figure 4: Garran PS BASE/PIPS Growth in Reading 2014-2019



(Source: Analytics and Evaluation)

Figure 5: Garran PS PIPS/BASE Reading to NAPLAN Year 3 Reading Growth



(Source: Analytics and Evaluation)

NAPLAN YEARS 4-6 AVERAGE SCORES OVER TIME

NAPLAN was not completed by students in 2020 due to Covid19. However, the following overview data shows an analysis of comparisons against Similar School Groups (SSG) and the ACT for previous years. These appear at Appendix 3.

An examination of the data presented indicates the Garran Primary School has continued to perform at a very high level compared with all primary schools in the ACT. The school has also been a consistent and reliable high performer compared with students in the SSG. Excellent Reading and Numeracy results continue and should be celebrated. Writing has been targeted as an area for further focus.

VALUE ADDED PERFORMANCE AS MEASURED BY NAPLAN 2017-2019

A breakdown of particular cohorts 2015-2017; 2016-2018; 2017-2019 appears at Appendix 4.

Overall, for year 3: 2019 NAPLAN results for reading, spelling and numeracy were close to students of similar backgrounds, while writing and grammar were below that level for this year.

Overall, for year 5: 2019 NAPLAN results for all 5 domains were close to students of similar backgrounds.

GROWTH

Reading: Garran students are higher than all Australian students and are close to students with of similar backgrounds.

Numeracy: Garran students are higher than all Australian students and are close to students of similar backgrounds.

Writing: Garran students are making progress close to students with the same starting score and also close to students with the same starting score with similar backgrounds. There is variable progress when compared with the average of all Australian students and the school acknowledges this and has had a focus on writing since 2019.

Achievements for Priority 1.

Garran Primary continues to perform at a high level academically in its own right and also in comparison with similar schools. Literacy and Numeracy continue to be a strong and consistent focus. To strengthen current practices, curriculum planning documents have been further refined and high impact professional learning for staff continues to build consistency of quality pedagogical practices across the school with a focus on writing.

Strategy 1: Articulating explicit objectives to all stakeholders with a focus on lifting the scores for an increased number of middle performing students.

Explicit objectives were articulated and emphasised to all staff and community groups with a particular focus in term one. Progress was monitored and discussed as the year moved forward. Lead teachers presented NAPLAN and school longitudinal data at the beginning of the year in different forums. Staff then set specific goals to focus their practice with an aim to achieve school goals. Additionally, teachers collaboratively designed action research proposals with a focus on writing and the above strategy of lifting the performance of more middle performing students. Teaching Teams devised strategies resulting from weekly data conversations for the grouping of students in numeracy, as well as tracking and monitoring students in writing to support the strategy.

The School Board and P&C were engaged in the strategies to **achieve school goals**. This included aligning resources to meet the goals of the school in the three key focus areas and supporting all students to engage effectively in their learning program. Parent teacher meetings were organised in week 2 of the school year for families to jointly set goals with teachers for their child. The P&C acknowledged the focus of teachers on individual student needs and growth in 2020 and commented that children were happy, engaged and succeeding in their learning. Across the school there was an increased direction and mutual accountability and interdependence to achieve school goals in 2020.

A priority in 2020 was given for staff to **engage collaboratively to achieve school goals** with each teaching team given weekly allocated time together to engage in discussing and evaluating student progress and teacher pedagogical practices. Using a scheduled collaborative block provided teachers with the opportunity to meet with grade-level teams once a week to discuss the results of their instruction and its effect on student learning. Additionally, stage teams also met once a week to discuss data by case managing student and small group progress and work, moderating assessment tasks and discussing practices that were maximising student outcomes.

Strategy 2: High Impact Professional Learning

Professional learning was planned as a result of student needs and the school goals above. Inquiring into school trends and patterns led to further workshops and support for staff. A key facet of the school PLC structure was collaboration where teachers worked together with school leaders and literacy and numeracy coaches who propelled and critically challenged them to learn, shape and strengthen teaching practice.

Several staff engaged in **postgraduate studies** in areas related to curriculum and leadership. In 2019 and 2020 two staff members received scholarships to participate in the University of Canberra Affiliated Schools Master of Educational Leadership. One teacher completed the English as a Second Language (TESOL) graduate diploma, and all staff completed extensive professional learning in Microsoft Teams, Google Meet and Online conferencing which were required for home learning during COVID-19. A sequenced school professional learning plan and individual learning plans for teachers defined a plethora of learning opportunities in 2020 that included both formal and informal study related to areas of interest and school needs.

Teachers participated in **instructional rounds** and feedback from peers as negotiated in teams. Teachers in each year level had opportunities to observe their peers in teaching both Daily 5 Literacy and Numeracy and had opportunities to provide feedback and to discuss pedagogical practices to further inform and enhance skills. Additionally expert teachers modelled and coached others to support growth in this area.

The program, **10 Essential Instructional Practices in Literacy** was utilised as a focus to differentiate professional learning for new educators who engaged in specific training days to strengthen their delivery quality teaching practices.

Data Literacy and tools for understanding assessment and tracking of students were a focus in staff learning and workshops, with staff increasingly building an understanding during their weekly check ins to be able to personalise learning for students and meet school goals.

An **induction program** was delivered for all new staff at the beginning of the year to ensure that new staff had access to resources and the 'Garran' approach to teaching and learning. Active leadership opportunities were given to other teachers who supported the mentoring and growth of new and beginning educators. Beginning educators were also exposed to workshops and professional learning with additional time provided from teaching face to face, to allow development across all areas relating to school goals and student needs.

Differentiated Workshops, Register of Expertise and Classroom Walkthroughs continued to be highly valued by teachers to support their learning. Teacher feedback indicated that they value learning from each other and that showcasing best practice and teacher strengths within the Garran professional learning model is appreciated and supports further their professional growth.

Strategy 3: Instructional Leadership and coaching

In 2020 the **instructional leader and coaching model** was embedded as a key component of the school PLC plan. Differentiated learning for teachers was implemented where a teacher continuum of learning to set short and long term goals and evaluate achievements each week was implemented. A school leader and curriculum coach met with year level teams each week to prioritise individual goal setting with a focus on strengthening pedagogical practice in literacy.

Literacy and Numeracy coaches modelled, supported and provided feedback to support teachers in their growth to achieve school goals. This regular feedback and support to 'keep on track' was valued by staff and significantly improved consistency of pedagogical practices and differentiation in literacy and writing (Daily 5) across the school. These coaches had additional training and expertise and are part of the school executive team. They modelled practices in literacy and numeracy in classrooms and supported teams to drive improvement across the school. All School leaders including the Principal visited classrooms regularly engaging in conversations about practices and student needs as well as providing feedback as outlined in school documents.

Strategy 4: Further refining of curriculum and developing parent home learning website

A high level of staff engagement and enthusiasm for achieving school goals contributed to the highly positive school culture this year. The events of Covid-19 only strengthened the relationships and commitment of the entire school community to work together to best support student needs. **Active leadership** was demonstrated by teachers who engaged in refining school writing and spelling documents to support the design of rigorous school curriculum. Teachers met through the year to discuss student and school needs, the school philosophy and approach to these subject areas, and evidence based pedagogical approaches for effective delivery of these subject areas.

Staff were key presenters in week 0 professional learning activities. An overview of the school data and implications for work in classrooms was outlined. The integrated curriculum was updated by teams with a focus on deep understandings and cross curriculum skills and principles and big ideas. Training was provided for teachers in the use of the Criterion Reference Tool and the writing book was used as a resource within the Daily 5 cycle. Additionally, active leadership was observed by teachers who engaged in communicating school and student data, supporting staff in utilising systems and pedagogical approaches during PLCs. A website for parents was initiated to support families wanting more information about the curriculum, and ideas to help children at home.

Strategy 4: Embedding personalised learning for students

Processes to identify and respond to school-wide student and staff needs were further embedded this year. All students were engaged in weekly conferences with their teacher to discuss their progress and to focus on

their next steps in learning. This was a particular focus in Daily 5 and literacy practice. Students were able to discuss their learning goals with school leaders, teachers and families. Teachers set learning intentions and success criteria and these were visibly displayed in their class, as well as discussing with children what the focus of the lesson would be before each lesson and again, after.

The identification of student needs and meeting these needs as reflected in school structures and resourcing is a strength of the school. Maths groups, Accelerated Learning Programs, Individual Learning Programs and Personalised Learning opportunities for particular students are all structured approaches that align with school policies and School Board and P& C funding and objectives.

Challenges we will address in our next Action Plan

- A continued focus on writing and implementing excellent pedagogical practices consistent across all classrooms through an instructional leadership model.
- A continued focus on personalising and differentiating learning for students and staff.

Priority 2: Student wellbeing

Targets to 2021

- Increased student response by a minimum of 5 percent *Teachers at this school treat students fairly* as measured in School Satisfaction Survey and compare results with like schools
- Increased student response by a minimum of 5 percent *Students behaviour is well managed at this school* as measured in School Satisfaction Survey and compare results with like schools
- Maintain the high level of parent satisfaction response *Student behaviour is well managed at this school* and compare results with like schools.

In 2020 we implemented this priority through: Communicating and enacting a holistic, proactive approach to maximise student engagement and wellbeing in a safe and stimulating setting.

Perception Data

BACKGROUND

Evidence from the school climate perception data to and including 2019, has given very positive feedback in almost all areas. It was regrettable that the survey could not be conducted in 2020 due to Covid19 as the parent feedback from the P & C and school Board regarding the support, care and professionalism of staff during the year was reported as outstanding.

The School Satisfaction Survey data indicates:

Increased student response by a minimum of 5 percent *Students behaviour is well managed at this school* as measured in School Satisfaction Survey and compare results with like schools-

- In 2017, 67% of Garran students agree or strongly agree compared with 71% in similar schools
- In 2018, 74% of Garran students agree or strongly agree compared with 69% in similar schools
- In 2019, 78% of Garran students agree or strongly agree compared with 70% in similar schools
- In summary, we do not have 2020 data due to Covid-19.

Maintain the high level of parent satisfaction response to the item *'Student behaviour is well-managed at this school'*. The School Satisfaction data indicates:

- In 2017, 85% of Garran parents agree or strongly agree compared with 79% in similar schools
- In 2018, 90% of Garran parents agree or strongly agree compared with 80% in similar schools
- In 2019, 92% of Garran students agree or strongly agree compared with 76% in similar schools.

TRENDS AT GARRAN PRIMARY, COMPARED WITH SIMILAR SCHOOLS

Parents

In every item, parents expressed very positive opinions compared with similar schools. Most scores were above 85% with 18 of 28 items above 90%. In only one item the school scored below comparable schools and that was -0.1%. Eight scores were at least 10% above like schools. In the opinion of parents in 2019, these included:

- Student behaviour is well-managed -92%
- Parent concerns are taken seriously – 88%
- Community partnerships are valued and maintained – 90%
- Digital technologies are an integral part of learning and teaching – 93%
- My child understands how to be a good digital citizen – 79%

Staff

Except for 4 items, staff perceptions were positive compared with similar schools. In 8 items, scores were at least 10% above like schools. These included:

- Staff are well-supported – 96% and 14% above similar schools
- Students behaviour is well-managed – 100% and 25% above
- Students feel safe – 100% and 13% above
- Students learning needs are being met – 100% and 12% above
- Community partnerships are valued and maintained – 100% and 11% above
- My professional achievements are celebrated – 82% and 11% above
- Students understand how to be good digital citizens – 83% and 11% above
- There is effective communication amongst all staff – 82% and 12% above.
-

Items where staff perceptions fell below the average for similar schools (all less than 5%) included:

- The school is well maintained – 82% cf 85%
- I encourage students to take responsibility for their learning – 95.5% cf 95.9%

Students

Except for 2 items, student perceptions were positive compared with similar schools. In 4 items, scores were at least 10% above like schools. These included:

- My school is well-maintained – 85% cf 69% and 16% above
- I feel safe – 86% cf 72% and 14% above
- Student behaviour is well-managed – 74% cf 51% and 23% above
- I am satisfied that this school has high expectations in all that it does – 85% cf 74% and 11% above

Items where student perceptions fell below the average for similar schools included:

- I can talk to staff about my concerns – 61% cf 69% and 8% below

SUMMARY

Garran Primary has been very effective in providing conditions that are conducive to high levels of parent, student and Staff satisfaction. The school culture is positive with all stakeholders enthusiastic and supportive of the goals of the school. Parents appreciate the professional commitment, communication, care and initiatives being implemented by the school staff. The result is an increasingly high level of support and trust between parents and staff. The staff are proud of the cohesive and collaborative school culture being created and of the overall excellent behaviour and engagement of students in their learning. The school should be

proud of their achievements. The positive regard for the school is also sought by staff, making vacancies professionally competitive. The school is highly sought after by families, however limitations on enrolment need to be enacted due to capacity pressures. The school has been successful in further strengthening an already strong and robust academic program through deliberate, planned initiatives.

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020
Students – Teachers at this school treat students fairly	67%	74%	79%	Due to Covid 19 no results are available
Parents – Teachers at this school treat students fairly	85%	88%	92%	
Students – Student behaviour is well managed at this school	63%	68%	74%	
Parents – Student behaviour is well managed at this school	85%	90%	91%	
Staff – Student behaviour is well managed at this school	83%	96%	100%	

What this evidence tells us

Garran staff and parents agree that:

- Staff take parental concerns seriously
- Staff and parents can discuss concerns about their children
- Student behaviour is well-managed
- Students like being at school
- Students feel safe at school
- Teachers treat students fairly
- Overall, the school has high expectations, satisfaction that children are getting a good education and their needs are being met

Garran staff are increasingly positive about:

- their engagement with parents in student learning
- their skills to manage diverse learning needs of students
- ways for the school to improve
- the ways their professional achievements are celebrated
- the effectiveness of communication amongst all staff

Garran students are increasingly positive about:

- Being treated fairly by teachers
- The school looking for ways to improve
- Staff taking student concerns seriously
- The school's high expectations

School Program and Process data

Students at Garran engaged with their learning in a safe and highly supportive setting. Over the past four years the school has placed considerable emphasis on measuring and engendering strategies for student and staff wellbeing. The following outcomes have been achieved:

The ACER survey and school wellbeing surveys were completed and the data was presented to staff and the community through PLC's, the newsletter and parent groups. From the survey result there were many positive overarching themes. These themes came through strongly from a high percentage of the students and directly correlate with some of the themes being focused on in the school 'BounceBack' and 'Growth Mindset' programs.

- Positive relationships with teachers: 97% of the students stated they *get along well with their teacher/s*.
- Positive mindset around attending school: 89% of the students *like being at school*.
- Rules are important, made for a reason and are respected: 96% of students agreed with, *'I can behave well and follow rules'*.
- Being respectful means, everyone can be safe and a learner: 94% agreed that they *'Try hard to not say things to hurt others' feelings'* and 97% agree that *'It is important to treat people with respect'*.
- Being helpful is part of having a positive mindset: 89% stated they *like helping others*. This includes working collaboratively in class or helping others to problem solve both in class and on the playground.
- Students feel safe at school: 90% stated they *'Feel safe and free from danger'*. This question does not just refer to being at school. It is about their perception in a broader context

Achievements Priority 2.

- Scope and sequence maps have been finalised for BounceBack and Growth Mindset
- Consistent approach and language relating to school expectations have been developed
- Consistent monitoring of behaviour data is a work in progress, with an executive teacher appointed to monitor data and look for 'hotspots' and staff training undertaken in January and August 2020
- Universal processes in place for dealing with children requiring support with all playground and classroom behaviour issues being recorded
- Sensory garden was completed and opened in 2019 with support from the P and C
- Overwhelmingly the wellbeing survey indicated that Garran students are very respectful, safe, learners. Children see the school as a positive place to come each day and learn.
- Children have high respect for and excellent relationships with their teachers. During a tumultuous and extraordinary year, it is great to see that the school culture and relationships between adults and students are strong, respectful and supporting student needs. This has been an outstanding achievement to all staff and the school community in general for their commitment to the strong collegial culture with everyone working together, contributing to a collective sense of belonging in their school.
- Professional learning continues to support teachers in further developing their skills in implementing both the Growth Mindset strategies, Bounce-Back as well as and supporting student wellbeing and nurturing social skills and appropriate behaviours. This has resulted in a higher consistency in teacher practice to staff approaches to resolving student issues or problems in the playground.
- Playground, classroom and school data is collected regularly and discussed in PLC teams and in different groups across the school to analyse what student needs are, and how to continually adjust strategies and school approaches to suit the needs of students.
- Positive Behaviour strategies for enhanced wellbeing and positive engagement in learning continues to be a focus.
- The school practices reflect a whole-school system approach where positive social expectations are consistently reinforced throughout the school community.
- School procedures demonstrate the GPS commitment to fostering lifelong learning in a respectful and safe environment.

- Whole school professional learning occurred throughout the year to unpack the school-wide practices and support consistent implementation including school rules, visuals such as classroom posters.

SUMMARY

Having the students engage in the wellbeing survey acknowledges the importance of student voice and also gives staff an insight into how teachers and the school community can support students through their social/emotional and academic journey. The data also gives a valuable insight into ways to support students with developing their social and emotional skills. Being a young person today can, at times, be challenging. The building of skills which foster a positive mindset form part of the school SEL (Social/Emotional Learning) program.

There is evidence that staff have increased the collection and use of hard data to measure factors affecting student wellbeing. They have analysed the data and playground and classroom strategies that have been adjusted to suit needs of students. Playground data indicates that in 2020 there has been an increase in students following the school rules and playing well together. Additionally, there have been reduced incidents of disruptive behaviours in classrooms. This is a credit to the teachers, staff and families who are consistent with expectations and the Garran way of doing things.

Overall Garran Primary has excellent behaviour demonstrated by students, and the school aims to extend the benefits to enhance students' engagement and application to learning. This will also be accompanied by staff ideas to further increase student motivation.

That said, we acknowledge that there are increasing numbers of complex social/ emotional/ medical issues that present, particularly in younger children started school, that challenge school 'norms' and community perceptions. Trained staff and individual support plans are in place to ensure every child engages in curriculum and learning successfully.

Challenges we will address in our next Action Plan

Continue to seek student input through a survey to provide information which will become the next focus for learning. In 2020 the student survey provided broad themes which tended to be more specific to certain year levels however they will form an integral part of the program and skills, that can be taught to all, specifically,

- Communicating and controlling emotions
- Further strengthening resilience, persistence, grit
- Forming and maintaining positive friendships

APPENDICES

.Appendix 1: Garran PS PIPS Reading to NAPLAN Year 3 Reading Growth

Garran Primary School PIPS to NAPLAN Reading Growth							
Gain Year Range	No of Matched Students	PIPS End Reading Mean	NAPLAN Actual School Mean	Difference between Actual School Mean and NAPLAN Predicted Score	School Low Growth Proportion	School Expected Growth Proportion	School High Growth Proportion
2011-2014	54	149	494	24	15	50	35
2012-2015	54	149	488	15	15	65	20
2013-2016	58	162	518	22	9	64	28
2014-2017	61	153	508	30	10	54	36
2015-2018	66	146	470	4	18	58	24
2016-2019	56	129	461	21	16	54	30

Appendix 2: NAPLAN scores for Garran Primary School 2017-2019 for years 3 and 5 across the 5 domains of grammar and punctuation, numeracy, reading, spelling and writing and including scores for same schools groups as determined by ICSEA and also all ACT primary schools

YEAR 3 Grammar and punctuation	School	SSSG	ACT
2017	494.5	513.5	444.47
2018	467.1	500.0	437.7
2019	472.6	511.3	448.1
Year 5 Grammar and punctuation	School	SSSG	ACT
2017	532.0	574.8	506.4
2018	561.9	572.7	509.2
2019	528.7	567.4	505.8

YEAR 3 Numeracy	School	SSSG	ACT
2017	468.7	472.9	416.3
2018	446.9	464.4	413.6
2019	449.9	466.8	414.8
Year 5 Numeracy	School	SSSG	ACT
2017	535.4	556.7	499.6
2018	541.0	556.0	499.8
2019	538.5	553.8	501.4

YEAR 3 Reading	School	SSSG	ACT
2017	503.5	508.1	437.0
2018	471.9	495.9	437.7
2019	465.8	494.3	437.0
Year 5 Reading	School	SSSG	ACT
2017	557.4	571.1	509.2
2018	574.4	574.9	511.4
2019	544.0	561.6	509.1

YEAR 3 Spelling	School	SSSG	ACT
2017	476.1	482.9	426.1
2018	440.0	474.7	426.5
2019	447.3	476.3	428.6
Year 5 Spelling	School	SSSG	ACT
2017	533.1	555.8	507.6
2018	545.5	554.23	508.5
2019	536.9	552.1	508.3

YEAR 3 Writing	School	SSSG	ACT
2017	455.0	461.1	421.0
2018	445.0	450.3	414.3
2019	440.9	456.5	429.7
Year 5 Writing	School	SSSG	ACT
2017	501.8	517.8	478.0
2018	505.0	510.9	470.3
2019	505.4	515.4	479.2

Appendix 3: Breakdown of particular cohorts 2015-2017; 2016-2018; 2017-2019

Reading: 67% of students achieved above or at expected growth.

(As an explanation, this should be read to understand that most students fell into the high performance/ high progress quadrant while the remainder fell into the high performance/ slightly below expected growth quadrant).

2018-2019 results were below the results of the different cohort of students of 2016 – 2018 (77%) but considerably above the results for the cohort 2015-2017 (61%), but again, all students fell into the previously mentioned quadrants.

Writing: 64.4% of students achieved above or at expected growth. This was equivalent to the results of the different cohort of students of 2016 – 2018 (64.3%) but considerably above the results for the cohort 2015-2017 (51%) and again, all students fell into the previously mentioned quadrants.

Numeracy: 62% of students achieved above or at expected growth. This was above the results of the different cohort of students of 2016 – 2018 (53%) and the results for the cohort 2015-2017 (55%). All students again, all students fell into the previously mentioned quadrants.