

# Weetangera Primary School

Network: Belconnen

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## Impact Report 2020

### The purpose of this document

+This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

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

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

#### Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Develop whole school beliefs and expectations of curriculum planning and delivery.

#### Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Build staff understanding of curriculum in order to plan for effective teaching and learning

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Review whole school beliefs and expectations of curriculum planning and delivery

## Reporting against our priorities

### Priority 1: Improve the rate of growth in writing for all students

#### Targets or measures

By the end of 2020 we will achieve:

#### *Student learning data*

**Target or measure:** 64% of our year 5 students will be achieving at/ or above expected growth from year 3 to year 5 in writing. The target was set by considering the gain performance of a sample of ACARA “similar schools”.

**Source:** NAPLAN growth data as available through SCOUT

**Starting point:** Our baseline data point is 56% determined as the average of the last 3 years of year 3 to year 5 growth in NAPLAN writing.

**Target or measure:** Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA “similar schools” for year 3 and year 5.

**Source:** NAPLAN top two bands in writing data as available through SCOUT

**Starting point:** Our baseline data point for year 3 is 53% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 67.64%. The average gap was 14.64%.

Our baseline data point for year 5 is 14.5% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 27.98%. The average gap was 13.48% from 2015 to 2019.

#### *Perception data*

**Target or measure:** Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% by 2024.

**Source:** Staff satisfaction survey; school based survey undertaken at the end of each term

**Starting point:** Staff satisfaction survey average of 2015 – 2018 was 80%; Base for school developed confidence survey established in 2020

#### *School program and process data*

**Target or measure:** Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs.

**Source:** School based survey based on AITSL standard 1.5; 1= Graduate, 2 = Proficient, 3 = Highly Accomplished, 4 = Lead.

**Starting point:** Baseline to be established 2020

In 2020 we implemented this priority through the following strategies.

- Develop whole school beliefs and expectations of curriculum planning and delivery.
- Build staff understanding of curriculum in order to plan for effective teaching and learning.

*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
64% of our year 5 students will be achieving at/ or above expected growth from year 3 to year 5 in writing	56%	N/A				
Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA "similar schools" for year 3 and year 5.	Year 3 is 53% Year 5 is 14.5%	N/A				

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase staff confidence and 'use results from system testing and system processes to inform planning' for learning to 95%	80%	85%				

### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs	54%	72%				

### What this evidence tells us

- Teaching staff are increasing their confidence in using system testing and system processes to inform Writing teaching and learning plans through PLC structure and data meetings
- 18% point increase in teaching staff proficiency level to differentiate writing instruction to meet specific learning needs

### Our achievements for this priority

#### **Develop whole school beliefs and expectations of curriculum planning and delivery for Writing**

- Whole School Pedagogical Framework developed
- Writing Pedagogical model established
- Whole School writing belief statements developed

#### **Build staff understanding of curriculum in order to plan for effective teaching and learning.**

- Writing planning document/template (K-6) created
- Curriculum Elaborations (A-E) created
- Writing awards school process implemented
- Writing analysis tool created

## Challenges we will address in our next Action Plan

- Time is set aside for the discussion of data and the implications of data on classroom practices
- Summarising, displaying student outcome data for the school
- Implement the annual data plan, analyse the full range of data

## Priority 2: Improve the rate of growth for numeracy in all students

### Targets or measures

By the end of 2020 we will achieve:

#### *Student learning data*

**Target or measure:** 62% of our year 5 will be achieving at/ or above expected growth from year 3 to year 5 in Numeracy. The target was set by considering the gain performance of a sample of ACARA “similar schools”

**Source:** NAPLAN growth data as available through SCOUT.

**Starting point:** Our base line data point is 52.2% determined as the average of the last 5 years of year 3 to year 5 growth in NAPLAN Numeracy.

**Target or measure:** To match and surpass the average gap in percentage of students achieving in the top two bands in year 3 Numeracy compared with ACARA “similar schools” and reduce the average gap in percentage of students achieving in the top two bands in year 5 Numeracy by 12 percentage points compared with ACARA “similar schools”.

**Source:** NAPLAN top two bands in numeracy data as available through SCOUT.

**Starting point:** Our base line data point for Year 3 is 57% determined as the average of the last 5 years of students in the top two bands in Numeracy. ACARA similar schools average was 59.24%. The average gap was 2.24%.

Our base line data point for Year 5 is 35 % determined by the average of the last 5 years of the students in the top two bands in Numeracy. ACARA similar schools average was 47.5%. The average gap was 12.5% from 2015 to 2019.

#### *Perception data*

**Target or measure:** Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% by 2024.

**Source:** Staff satisfaction survey; school based survey undertaken at the end of each term

**Starting point:** Staff satisfaction survey average of 2015 – 2018 was 80%; Base for school developed confidence survey established in 2020

#### *School program and process data*

**Target or measure:** Increase the proficiency level of staff to differentiate numeracy instruction to meet specific learning needs.

**Source:** School based survey based on AITSL standard 1.5; 1= Graduate, 2 = proficient, 3 = Highly accomplished, 4 = Lead.

**Starting point:** Baseline to be established 2020

In 2020 we implemented this priority through the following strategies.

- Review whole school beliefs and expectations of curriculum planning and delivery.

*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*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
62% of our year 5 will be achieving at/ or above expected growth from year 3 to year 5 in Numeracy.	52.2%	N/A				
To match and surpass the average gap in percentage of students achieving in the top two bands in year 3 Numeracy compared with ACARA “similar schools” and reduce the average gap in percentage of students achieving in the top two bands in year 5 Numeracy	Year 3 is 57% Year 5 is 35 %	N/A				

#### *Perception Data*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95%	80%	85%				

#### *School program and process data*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Increase the proficiency level of staff to differentiate numeracy instruction to meet specific learning needs	54%	74%				

#### *What this evidence tells us*

- Teaching staff are increasing their confidence in using system testing and system processes to inform Mathematics teaching and learning plans through PLC structure and data meetings
- 18% point increase in teaching staff proficiency level to differentiate numeracy instruction to meet specific learning needs

#### *Our achievements for this priority*

**Reviewed whole school beliefs and expectations of curriculum planning and delivery for Mathematics**

- Whole School Mathematics belief statements created
- Whole Shared Vision for teaching and learning of mathematics
- Revised Planning, Assessment and Coaching timetable
- Mathematics planning document/template (K-6) developed
- Mathematics Pedagogical model created
- Curriculum Elaborations (A-E) for Mathematics

### Challenges we will address in our next Action Plan

- Time is set aside for the discussion of diagnostic tools and the implications of data on classroom practices
- Refine and define Number sense teaching strategies expected in every classroom

## Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*.

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