Lyneham Primary School

Network: North Canberra/ Gungahlin

Impact Report 2019

The purpose of this document

This document flows directly from our Annual Action Plan for 2019 which translated priorities into actions for the current year of our five-year school 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

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DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Education Directorate Strategic Indicator 2018-2021

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

In 2019 our school supported this strategic indicator through Priorities 1 and 2:

- Aligning assessment and feedback for students

- Extending teacher knowledge of curriculum

- Strengthening the effectiveness and consistency of teaching practice to meet student needs

- Implementation of Professional Learning Communities

- Researched, developed and monitor effective Inquiry learning pedagogy

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Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

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DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

Analysis → Priorities → Strategies → Actions → Impact (for student)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

In 2019 our school supported this strategic indicator through Priorities 1 and 2:

- Developed strategic partnerships with families and the wider school community

- Developed strategies for students to be active learners and citizens

- Aligning assessment and feedback for students

- Implement Professional Learning Communities with a focus on data

Reporting against our priorities

Priority 1: Improve students' English and Mathematics skills to support their learning

Targets or measures

By the end of 2022 we will achieve:

Reading

- Growth in years 3-5 reading similar (similar/greater) to students in like schools
- An above/substantially above average achievement score in reading in Year 5 in comparison to similar schools based on average mean score
- Decrease the percentage of K-4 students achieving below the ACT ED Benchmark Reading range from 12.2% (2015-2017 average) to 8% (2018-2022 average)
- Increase the number of students above standard (high/outstanding) in reading from 58% (2016-2017 average) to 68% (2018-2022 average) as evidenced in Semester 2 student reports

Writing

- An (above/substantially above) average achievement score in Years 3 & Year 5 in comparison to similar schools based on NAPLAN writing results
- Growth in years 3-5 writing similar (similar/greater) to students in like schools
- Increase the number of students above standard (high/outstanding) in writing from 38% (2016-2017 average) to 48% (2018-2022 average) as evidenced in Semester 2 student reports

Mathematics

- An (above/substantially above) average achievement score in Years 3 & Year 5 in comparison to similar schools based on NAPLAN numeracy results
- Growth in years 3-5 numeracy greater than students in like schools
- Decrease the percentage of students in Year 5 in Numeracy in NAPLAN band 4 from 9.7% to 5% (2018-2022 average)

- Decrease the percentage of students in Year 3 in Numeracy in NAPLAN bands 1 & 2 from 8.3% to 4% (2018-2022 average)
- Increase the number of students at/above standard in the number strand from 59% (2016-2017 average) to 64% (2018-2022) as evidenced in Semester 2 student reports

In 2019 we implemented this priority through the following strategies.

1. Strengthen the alignment of assessment and feedback for all students

2. Extend teacher knowledge of curriculum

3. Continue to strengthen the effectiveness and consistency of teaching practice to meet student needs

4. Implement Lyneham Primary professional learning plan with a focus on PLCs

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
Growth in years 3-5 reading similar (similar/greater) to students in like schools	Below by 4.3 Growth Score	Above by 3.96 Growth Score Gain of 20.6 points from 2017	Below by 1.59 growth score			
An above/substantially above average achievement score in reading in Year 5 in comparison to similar schools based on average mean score	Below by 33.94 Average Mean Score	Below by 2.45 Average Mean score				
Decrease the percentage of K-4 students achieving below the ACT ED Benchmark Reading range from 12.2% (2015-2017 average) to 8% (2018-2022 average)	12.2% Students below average benchmark	10.4% below benchmark				
Increase the number of students above standard (high/outstanding) in reading from 58% (2016-2017 average) to 68% (2018-2022 average) as evidenced in Semester 2 student reports	58% above standard.	56% above standard				

Analysis → Priorities → Strategies → Actions → Impact (for student)

• An (above/substantially above) average achievement score in Years 3 & Year 5 in comparison to similar schools based on NAPLAN writing results	Year 3 Below by 34.95 average achievement score Year 5 Below by 31.56 average achievement score	Year 3 Below by 30.72 average achievement score Year 5 Below by 22.65 average achievement score				
• Growth in years 3-5 writing similar (similar/greater) to students in like schools	Above by 9.46 Growth Score	Above by 16.65 Growth Score				
• Increase the number of students above standard (high/outstanding) in writing from 38% (2016-2017 average) to 48% (2018-2022 average) as evidenced in Semester 2 student reports	38% of students above standard	31% of students above standard				
• An (above/substantially above) average achievement score in Years 3 & Year 5 in comparison to similar schools based on NAPLAN numeracy results	Year 3 Below by 30.11 Year 5 Below by 29.52	Year 3 Below by 24.79 Year 5 Below by 19.90				
• Growth in years 3-5 numeracy greater than students in like schools	Below by 8.89 average growth score	Above by 1.83 average growth score				
• Decrease the percentage of students in Year 5 in Numeracy in NAPLAN band 4 from 9.7% to 5% (2018-2022 average)	9.7% of students in Band 4	3.1% of students in Band 4				
• Decrease the percentage of students in Year 3 in Numeracy in NAPLAN bands 1 & 2 from 8.3% to 4% (2018-2022 average)	8.3% of students in bands 1 and 2.	14.1% of students in bands 1 and 2.				

Analysis → Priorities → Strategies → Actions → Impact (for student)

	Base	Year 1	Year 2	Year 3	Year 4	Year 5
▪ Increase the number of students above standard (high/outstanding) in the number strand from 59% (2016-2017 average) to 64%	59% of students at or above standard	50% above standard				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Decrease the percentage of K-4 students achieving below the ACT ED Benchmark Reading range from 12.2% (2015-2017 average) to 8% (2018-2022 average)	12.2% Students below average benchmark	10.4% below benchmark				
▪ Strengthen students' proficiency in Mathematics	Started using PAT Maths					

What this evidence tells us

- ▪ What does this evidence indicate about your school's progress towards your five-year targets? *The school is on track to reach its targets for 2022.*
- ▪ Have any of your data sources changed over time? If so, why**? Changes to reports have meant that we have adjusted data sources, as well as using PAT Maths and Reading for longitudinal analysis.**

Our achievements for this priority

Students achieving at or above expected growth and growth in mean scale scores

- Growth in **Writing** with 67.3% students achieving at or above expected growth is above similar schools and all schools. Growth of mean scale scores (61.7 scale scores) is also good and above similar schools and all schools.
- Growth in **Reading** is satisfactory and just below similar schools for the 64.0% of students achieving at or above expected growth. Growth in mean scale scores is better with good growth of student scores who did achieve at or above expected growth.
- **Numeracy** growth is low with only 42.3% students achieving at or above expected growth. This is well below similar schools and all schools. These results have decreased over the last 3 cohorts.

Trend line over 2013-2019 for mean scale scores

- The year 3 trendline for **Reading, Writing and Numeracy** is below similar schools but above all ACT and NSW schools for **Reading** and **Numeracy**. Results have improved for **Numeracy**.

Analysis → Priorities → Strategies → Actions → Impact (for student)

- The year 5 trendline for **Reading, Writing** and **Numeracy** is below similar schools and either close to or above all schools. Results improved for **Writing** in 2019 but decreased for **Reading** and **Numeracy.**

Percentage of students in top and bottom bands
- The year 3 students are well distributed across the bands with few students in the bottom bands and more students in the top bands for all domains.
- The year 5 cohort have more students in the bottom bands and fewer in the top bands particularly for **Writing** (13 students) and **Numeracy** (15 students).

Challenges we will address in our next Action Plan

Strengthen the implementation of PLCs with a focus on data analysis and action learning

Develop a data plan to guide teaching and learning

Implement a model for learning walks

Develop a pedagogical framework (English and Mathematics)

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Priority 2:   Equip students with the capabilities and dispositions to learn and live successfully in a learning environment that is inclusive and respectful and a culture that promotes learning and well-being

Targets or measures

By the end of 2022 we will achieve:

- Increase the number of students at Always from 62% (2016-1017 average) to 72% (2018-2022 average) in self-awareness and self management as evidenced in Semester 2 student reports
- Increase the number of students at Always from 73% (2016-1017 average) to 83% (2018-2022 average) in social awareness and social management as evidenced in Semester 2 student reports
- Increase the percentage of staff answering questions as Definitely True in the National Safe School Audit from 69% to 79% (overall percentage).

In 2019 we implemented this priority through the following strategies.

- Research, develop and monitor effective inquiry learning pedagogy

- Develop strategic partnerships with families and the wider community to engage in children's learning and development

- Continue to improve learning environments

- Develop strategies for students to be active learners and citizens

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
▪ Increase the number of students at Always from 62% (2016-1017 average) to 72% (2018-2022 average) in self-awareness and self-management as evidenced in Semester 2 student reports	62% of students rated as always in self manage-ment and self-awareness	59% of students rated as always in self manage-ment and self-awareness				
▪ Increase the number of students at Always from 73% (2016-1017 average) to 83% (2018-2022 average) in social awareness and social management as evidenced in Semester 2 student reports	73% of students rated as always in social awareness and social management	67% of students rated as always in social awareness and social management				

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of staff answering questions as Definitely True in the National Safe School Audit from 69% to 79% (overall percentage	69% of staff answered definitely true in the National Safe School Audit	57% of staff answered true in the National Safe School Audit				

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets? We need a reliable data set for referencing and analysis. We need an explicit focus on student well-being
- Have any of your data sources changed over time? If so, why? National Safe School Audit Tool was changed.
- What implications does this evidence have for your next AP? A deeper focus on social and emotional capabilities linked to inquiry.

Our achievements for this priority

- Use of Curriculum plans, big questions, inquiry planning
- Use of questioning as an approach & practice
- Sharing of practice through PLCs
- Students taking action from learning in inquiries
- Participated in several Kath Murdoch workshops
- Year 5/6 team using learner assets for team charter, PLC agenda
- Student awards and Seesaw reflect language of learner assets
- Established community organisation partnerships with the Lyneham Commons, Canberra Environment Centre, Bunnings, Greening Australia, Mud Fun, Indigenous Leaders.
- Strengthening links between individuals in the parent community.
- Increased profile of sustainability as an everyday practice and as a central part of our school, it's community and that of the ACT.
- Outdoor space transformation from a wasted space into a productive, aesthetically pleasing working garden.
- Students have increased leadership and initiate projects themselves-such as Return and Earn, action days at school.
- Produce from the garden being sold at Market Days and to community
- Students making products such as Ginger Beer from their learnings and selling at Market Day
- New Reconciliation Garden and links with Indigenous leaders
- Landscape works in the playground with an environmental focus
- The physical changes and improvements to the sustainability program have attracted the community's interest and volunteers are on the increase.

Analysis → Priorities → Strategies → Actions → Impact (for student)

Develop a plan to strengthen and document community partnerships to enhance teaching and learning

Review our safe and supportive schools' framework with a focus on student and staff wellbeing

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.

QIP updated each term.

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