

Lyneham Primary School

Network: North Canberra/ Gungahlin

Impact Report 2020

The purpose of this document

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, 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 measures 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

In 2020 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

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 Education 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 National Assessment Program Literacy and Numeracy (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 2020 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 professional learning communities (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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
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	N/A		
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	Below by 8.66	N/A		

			Average mean score			
Decrease the percentage of K-4 students achieving below the ACT Education Benchmark Reading range from 12.2% (2015-2017 average) to 8% (2018-2022 average)	12.2% Students below average benchmark	10.4% below benchmark	16.1% below benchmark	14% 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	N/A	N/A		
<ul style="list-style-type: none"> 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	N/A	N/A		
<ul style="list-style-type: none"> 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	Above by 4.5 Growth score	N/A		
<ul style="list-style-type: none"> 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	N/A	N/A		

<ul style="list-style-type: none"> 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	Year 3 below by 16.00 Year 5 below by 37.00	N/A		
<ul style="list-style-type: none"> 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	Below by 5.00	N/A		
<ul style="list-style-type: none"> 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	7.7% of students in Band 4 (3 year average)	N/A		
<ul style="list-style-type: none"> 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.	8% of students in Bands 1 & 2 (3 year average)	N/A		
<ul style="list-style-type: none"> 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	N/A	N/A		

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<ul style="list-style-type: none"> Strengthen students' proficiency in Mathematics 	Started using Progressive Assessment Test (Mathematics)					

What this evidence tells us

- The school has reprioritised its focus in Semester 2. This is reported in the adjusted priority below.

Our achievements for this priority

- See adjusted actions below.

Challenges we will address in our next Action Plan

- See adjusted actions below.

Adjusted 2020 Priorities

Following significant environmental and health disruptions experienced by schools in 2020, the school reprioritised its focus in semester 2.

The school reviewed the original 2020 Action Plan as a staff and made adjustments to which actions we would continue during Semester 2. This resulted in 4 modified actions for the remainder of 2020 instead of the original 7. These were:

- Develop a data plan to guide teaching and learning.
- 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.
- Strengthen the implementation of PLCs with a focus on data analysis and action learning.

What evidence was collected to inform impact

- Student reading and maths data.
- Staff feedback on well-being
- School Satisfaction Data

What successes will continue to be included and monitored in future Action Plans

Develop a data plan to guide teaching and learning

- Individual tracking during the year
- Consistent use of PAT and analysis of data
- PAT Maths and Reading completed across all years 1-6
- PAT Wellbeing survey trialled
- Discussion on alignment of Fountas and Pinnel and PM benchmarks.

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

- Purchased SeeSaw full version to support sharing of student learning
- Virtual Assemblies to showcase learning across the school during restrictions
- Learning at home Google Site during remote learning
- Virtual Learning Journey video in the absence of regular learning journeys
- Forest Classroom project.

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

- All staff completed Team Teach training
- Drafting of new Safe and Supportive School framework
- Investment in staff wellbeing
- Discussion about restorative practices and possible training for staff
- Student Achievement Meetings ensured targeted support for teachers, students and families
- Increased strategic support and resources for challenging students having a positive impact on student achievement and engagement
- ILP process was refined for clearer and more consistent communication between teachers and families.

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

- Leadership PLCs have a clear focus and uses research on best practice to build capacity of all leaders
- PLCs are well planned and facilitated
- PLCs regularly focus on data analysis and improving teaching and learning
- Data and assessment conversation supported by ACARA work samples
- Preschool PLC focussed on NQS and strengthening processes and pedagogy

Challenges we will address in our next Action Plan

The 2021 Action Plan will include the strategies that were left out during Semester 2, 2020. These are:

- Develop a pedagogical framework (English and mathematics)
- Implement a model for learning walks
- Develop an inquiry pedagogical framework of agreed teaching practices.

Many of our Semester 2, 2020 strategies will also carry over into 2021.

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% (2016-2017 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% (2016-2017 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 2020 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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
▪ Increase the number of students at Always from 62% (2016-2017 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 management and self-awareness	59% of students rated as always in self management and self-awareness	n/a	n/a		
▪ Increase the number of students at Always from 73% (2016-2017 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	n/a	n/a		

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Increase the percentage of staff answering questions as Definitely True in the National	69% of staff	57% of staff	n/a	n/a		

Safe School Audit from 69% to 79% (overall percentage)	answered definitely true in the National Safe School Audit	answered true in the National Safe School Audit				
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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 and as reports changed we need to change wording
- 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 Action Plan? 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
- Whole staff PLC and PLC teaching teams using learner assets for team charters, PLC agenda
- Seesaw posts 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 Market Day & Forest Classroom
- Produce from the garden being sold at Market Days and to community
- The physical changes and improvements to the sustainability program have attracted the community's interest and volunteers are on the increase-Forest Classroom.

Challenges we will address in our next Action Plan

- 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.

Downer Preschool QIP 2020 https://docs.google.com/document/d/1-lhsYKGNyQEaom0Rh7QZI_pOGMDPwPARwKdW3O9Ysw0/edit?usp=sharing

Lyneham Preschool QIP 2020

https://docs.google.com/document/d/1LZSgwxjmY2OeVDBhnA-C4QY2xaDmfTOIGuW-_d0L_VM/edit?usp=sharing

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