

Lyneham Primary School

Network: North Canberra/ Gungahlin

Impact Report 2018

The purpose of this document

This document flows directly from our Action Plan (AP) for 2018 which translated our priorities into actions to be taken in the current year of our five-year school improvement cycle. This included continuing the emphasis on; improving student outcomes, monitoring and implementation of an inquiry approach to action school improvement, and monitoring and inquiry to inform daily teaching.

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

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

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

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

Education Directorate Strategic Indicator 2018-2021

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

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

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

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

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

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around 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:

- Improve students' reading skills across all year levels
- Improve students' proficiency in writing
- Strengthen students' proficiency in Mathematics

In 2018 we implemented this priority through the following strategies.

- **Strengthen the alignment of assessment and feedback for all students**
- **Extend teacher knowledge of curriculum**
- **Continue to strengthen the effectiveness and consistency of teaching**
- **Develop a Lyneham Primary professional learning plan**
- **Continue to improve learning environments**
- **Strengthen partnerships to improve student learning in all learning areas**

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 20.6 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	58% above standard.	56% above standard				

2 student reports					
<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 	<p>Year 3 Below by 34.95 average achievement score</p> <p>Year 5 Below by 31.56 average achievement score</p>	<p>Year 3 Below by 30.72 average achievement score</p> <p>Year 5 Below by 22.65 average achievement score</p>			
<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			
<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			
<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 	<p>Year 3 Below by 30.11</p> <p>Year 5 Below by 29.52</p>	<p>Year 3 Below by 24.79</p> <p>Year 5 Below by 19.90</p>			
<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			
<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			
<ul style="list-style-type: none"> Decrease the percentage of students in Year 3 in Numeracy in 	8.3% of students in	14.1% of students in			

NAPLAN bands 1 & 2 from 8.3% to 4% (2018-2022 average)	bands 1 and 2.	bands 1 and 2.				
<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				

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				
<ul style="list-style-type: none"> Strengthen students' proficiency in Mathematics 	Using PAT Maths					

What this evidence tells us

<ul style="list-style-type: none"> What does this evidence indicate about your school's progress towards your five-year targets? The strategies implemented have had positive impact on the NAPLAN targets Have any of your data sources changed over time? If so, why? Like schools data is based on SCOUT (ACT and NSW like schools) rather than MySchools which was national like schools. We'll be adding a PIPS and PAT Maths target to school process data Reading benchmark data now taken from F+P not PM. F+P has a greater focus on comprehension and easier to analyse student's comprehension. What implications does this evidence have for your next AP? Consolidating and aligning some of our key improvement strategies to be more specific

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:

- Students becoming independent and curious learners
- Students will be active in their learning with a growth mindset
- Improvement in social and emotional capability for all students

In 2018 we implemented this priority through the following strategies.

- **Strengthen the alignment of assessment and feedback for all students**
- **Research, develop and monitor effective inquiry learning pedagogy**
- **Develop strategic partnerships with families and the wider community**
- **Develop a Lyneham Primary professional learning plan**
- **Continue to improve learning environments**

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
<ul style="list-style-type: none"> ▪ 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				
<ul style="list-style-type: none"> ▪ 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				

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	57% of staff answered true in the				

	the National Safe School Audit	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 to work on obtaining more data that is timely, relevant and valid
 We need to work with staff on improving their perceptions and introducing focussed well-being sessions
- Have any of your data sources changed over time? If so, why?
 National Safe Schools' Audit Tool is no longer available-use the School Well-Being Check
 Use the climate survey tool in more detail for student data
- What implications does this evidence have for your next AP?
 Working with staff on reporting due to data needed and new reporting to be introduced

Our achievements for these priorities

- We have developed a Lyneham Primary professional learning plan
- We have researched, developed and introduced inquiry learning pedagogy
- Extended teacher knowledge of curriculum by using achievement standards for reporting
- Teachers using data to inform teaching and improve learning outcomes for students to enable analysis to identify issues of concern.
- Implemented PAT Maths for Years 3 to 6
- Implemented Fountas and Pinnell Reading Benchmarks
- Development of whole school curriculum plan focussing on the use of the Achievement Standards
- Development of a whole school curriculum framework focussing on Inquiry (Big Question)
- A pedagogical framework developed for Maths and English
- Furniture Audit Completed
- Purchase flexible furniture-conference tables, teachers chairs, update student furniture
- Improvement in outdoor environments- learning areas, turf, playground improvements, sensory garden, environment courtyard
- Continue to invest ICT to best fit the current enrolment
- Support Preschool to improve learning environments in relation to NQS
- Development of the Science courtyard as a way of “Taking action” within an inquiry learning approach

Challenges we will address in our next Action Plan

Data sources will change and using these in a more effective manner will assist with achievements.

Introducing a PLC model focussed on building capacity in teachers and on delivering priorities in Strategic Plan; limiting admin and other distractions

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.

- Development of updated planning templates
- Effective illness and injury management and hygiene practices and policies updated and implemented
- Each child’s health and physical activity continues to be supported and promoted
- Programs evidence explicit teaching of social and emotional skills
- Improvement in the children’s ability to engage with peers and manage peer relationships
- Families have been supplied with information about how Preschool staff support children to develop relationships with peers through a variety of methods

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