Macquarie Primary School

Network: Belconnen

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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.

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 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Restructure processes to enhance collaboration and whole school consistency of approach

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Build teacher skill and capacity through professional learning
- Collective focus on data collection and analysis

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Build teacher skill and capacity through professional learning
- Collective focus on writing
- Collective focus on data collection and analysis
- Implementation of Positive Behaviours for Learning (PBL)

Reporting against our priorities

Priority 1:   To improve student gain (growth) in writing and spelling

Student learning data

Target or measure By 2023 62.4% of 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 2015-2018 average of at or above expected growth in Writing of a sample of statistically similar schools in ACT and NSW.

Source: NAPLAN growth data

Starting point: 2018 result – 55.3% of year 5 students were at or above expected growth

Target or measure by 2023, increase the proportion of students at or above 'standard' in writing including spelling

Source: writing samples assessed against the achievement standard (writing element)

Starting point: establish baseline in 2019

Target or measure by 2023, 59.2% of year 5 students will be achieving at or above expected growth from year 3 to year 5 in Spelling. The target was set by considering the 2015-2018 average of at or above expected growth in Spelling of a sample of statistically similar schools in the ACT and NSW

Source: NAPLAN growth data

Starting point: 2018 result – 38.9% of year 5 students were at or above expected growth

Target or measure by 2023, students spelling attainment will be tracked termly using a spelling inventory.

Source: Words Their Way/BEE Spelling inventories

Starting point: establish base line in 2019

Perception Data

Target or measure By 2023 parent stakeholders are satisfied against the question "Overall I am satisfied the students are getting a good education in writing at this school".

Source: School based survey conducted annually

Starting point: baseline set in 2019

School program and process data

Target or measure Every team has met their professional goal in relation to using data to inform practice within a professional learning community.

Source: PLC plan/PL plan/TPDP evidence

Starting point: 2019 – goal setting development of a staggered data plan

Target or measure By 2023, teachers use the feedback about their teaching of writing twice each year to improve their practice.

Source: observation record keeping/planning documents/reflection documentation/PL records

Starting point: establish baseline in 2019

In 2019 we implemented this priority through the following strategies.

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

1. Build teacher skill and capacity through professional learning
2. Collective focus on writing
3. Collective focus on data collection and analysis

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
NAPLAN learning growth (yrs 3-5) Writing	55.3%	60.9%				
Writing at standard						
NAPLAN learning growth (yrs 3-5) Spelling	38.9%	63.9%				
Spelling learning – proportion of students being tracked	0%	20%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Parent satisfaction against "Overall I am satisfied the students are getting a good education at this school".		83.5%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Data goal established for staff	0%	20%				
Feedback on the teaching of writing	0%	50%				

What this evidence tells us

- We are developing our data tracking systems and building a consistent approach across the school.
- We need to continue to track learning growth over time to develop solid trend data.
- A challenge moving forward is to maintain momentum about increased use of data to underpin planning and delivery of learning programs.

Our achievements for this priority

Early Years Literacy Initiative Involvement

- All staff undertook professional development in the 10 Essential Literacy Practices delivered by Christine Topfer
- Early Years team worked with Christine Topfer, observing a lesson, co-planning and receiving feedback about their practice.

Development of Writing and Data focused teams within the school

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

- ▪ Data plan developed
- ▪ Reading data tracked across school
- ▪ Spelling data trial conducted
- ▪ Maths whole school assessment tool trial commenced
- ▪ Writing beliefs developed

Challenges we will address in our next Action Plan

> Continue to focus on writing and spelling as areas of focus across the whole school – changing staff and the need to continuously induct and build skill.

Priority 2:   To improve wellbeing and learning for all through the development of consistent practices and processes

Targets or measures

Student learning data

Target or measure by 2023, increase the percentage of students who attend 90% of the time from terms 1 to 3.

Source: SAS attendance data, monitored termly

Starting point: 2018 annual attendance rates – may need to review the target as the data gets better. (8% of students attended <90% of the year, terms 1-3, 2018)

Perception Data

Target or measure by 2023, each stakeholder agrees that 'student behaviour is well managed at this school' falls within the ACT P-6 school results.

Source: School satisfaction survey data

Starting point: staff -23.1%, students -21.5%, parents -70% 2018 SSS results

Target or measure by 2023, each stakeholder agrees that 'this school is well maintained' falls within the ACT P-6 school results

Source: *School satisfaction survey data*

Starting point: staff -26.9%, students -47.2%, parents -76.3% 2018 SSS results

Target or measure high expectations by 2023 all stakeholders will agree 'I am satisfied that this school has high expectations in all that it does' falls within the ACT P-6 school results

Source: School satisfaction survey data

Starting point: 2018 SSS results: staff -42.3%, students -50%, parents -72.5%

School program and process data

Target or measure by 2023 all classroom spaces are upgraded and maintained to enable contemporary pedagogical practice

Source: maintenance plan, budget, classrooms

Starting point: *2018 spaces documented (photographed), 2018 furniture audit.*

Target or measure by 2023 all teachers understand and implement PBL confidently

Source: termly feedback from all stakeholders

Starting point: *PBL baseline data – 2018/19*

Target or measure by 2023 all learning programs are consistently documented and centrally stored.

Source: G Drive and School Team Drive on Google

Starting point: *Provision of common planning template (from Kath Murdoch) provided from 2019*

In 2019 we implemented this priority through the following strategies.

- Commence Positive Behaviours for Learning (PBL) approach across the school
- Restructure processes to enhance collaboration and whole school consistency of approach

▪ Whole school approach to Social and Emotional Learning (SEL).

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
Attendance students who attend 90% or more	81%	80%				

Note: In year one we commenced sending reminder text messages about attendance.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
student behaviour is well managed at this school – survey results - staff	23.1%	57.1%				
student behaviour is well managed at this school – survey results -parents	70%	71.9%				
student behaviour is well managed at this school – survey results - students	21.5%	21.7%				
this school is well maintained -survey results - staff	26.9%	67.9%				
this school is well maintained -survey results - parents	76.3%	72.4%				
this school is well maintained -survey results - students	47.2%	41.7%				
I am satisfied that this school has high expectations in all that it does – survey results - staff	42.3%	75%				
I am satisfied that this school has high expectations in all that it does – survey results – parents	50%	47%				
I am satisfied that this school has high expectations in all that it does – survey results - students	72.3%	68%				

School program and process data

Classroom spaces upgraded through:

- Painted Jan 2019
- New fans installed Jan 2019 (Brindabella Building classrooms)
- New furniture: Kindergarten (Jan 2019), 2 x 1/2 Classes (Sept 2019), 4 x 5/6 classes (Dec 2019).

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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All staff understand and implement PBL confidently	0%					
All programs are consistently documented and centrally stored	0%	20%				

What this evidence tells us

- The school is progressing against all the actions. There is a dedicated PBL team, with representatives from all sectors of the school. The behaviour matrix has been collaboratively developed and is ready for implementation in 2020.
- The shift into providing time for teams to plan together is beginning to develop consistency across cohorts.
- Consistent use of data sources is still being developed.
- Ongoing training in PBL and MIndUp to ensure consistent approach will be key to the next plan.

Our achievements for this priority

Commence Positive Behaviours for Learning (PBL) approach across the school
- All staff engaged in professional learning in this Jan 2019
- Behaviour Matrix developed with input from all stakeholders, multiple opportunities for feedback
- Agreed behaviours decided and language agreed upon

Restructure processes to enhance collaboration and whole school consistency of approach
- Common planning time for teams with access to team leader
- Curriculum team mapping out content across year levels
- Development of common beliefs and practices for whole school

Whole school approach to Social and Emotional Learning (SEL)
- The use of MIndUp across whole school builds common language and understanding

Challenges we will address in our next Action Plan

- Continued consistent approach in PBL and SEL – ongoing training for new staff
- Continued investment to enable common planning time for teams to meet weekly

Priority 3:   To improve student gain in numeracy

Targets or measures

Student learning data

Target or measure by 2023, 55% of year 5 students 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 statistically similar schools and state average scaled growth for 2018 (SSS 56.9% and ACT 54.7%)

Source: NAPLAN data

Starting point: Year 5 2018 42.6% of students achieved above average growth from year 3 to 5.

School program and process data

Target or measure by 2023, all students will have their numeracy progression tracked using whole school data tracker.

Source: SENA, MYMC Assessment Tool, PAT Maths

Starting point: *Data SIT will identify whole school numeracy assessment tools and develop plan for implementation in 2019.*

In 2019 we implemented this priority through the following strategies.

- Whole school use of a resource to guide vertical alignment of numeracy education.
- School Improvement Team (SIT) focussed on data – specifically identifying assessment tools to measure and track numeracy attainment across the school.

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
NAP expected growth in Numeracy	42.6%	63.6%				

School program and process data

Data team have identified PAT Maths as the appropriate assessment to track numeracy progress over time. To be deployed in 2020.

What this evidence tells us

- Steady progress in the numeracy area.

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

- Time for collaborative planning is enabling a more consistent approach to numeracy education.
- Still need to embed tracking of learning over time.
- Next year will provide first year of whole school data.

Our achievements for this priority

Whole school use of a resource to guide vertical alignment of numeracy education.
- The use of Stepping Stones is supporting staff to provide content coverage and avoid learning gaps.

School Improvement Team (SIT) focused on data – specifically identifying assessment tools to measure and track numeracy attainment across the school
- PAT Maths identified as appropriate whole school assessment tool to provide learning information over time.

Challenges we will address in our next Action Plan

- Transitioning away from one resource to multi resource model after curriculum is well-mapped.
> Maintaining commitment to PAT Maths as tracking assessment tool

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.

- Preschool progress is recorded against our QIP using Directorate template.

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

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