

Garran Primary School

Network: South Canberra/ Weston

Impact Report 2019

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 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 Indicators 2018-2021

To promote greater equity in equity in learning outcomes in and across ACT Public Schools. In 2019 our school supported this Strategic Indicator through Priority 1 Curriculum and Pedagogy.

To facilitate high quality teaching in ACT Public Schools. In 2019 our school supported this Strategic Indicator through Priority 1 Curriculum and Pedagogy.

To centre teaching and learning around students as individuals. In 2019 our school supported this Strategic Indicator through Priority 2 Student Wellbeing.

Reporting against our priorities

Priority 1: Curriculum and pedagogy

Targets or measures to 2021

- Student growth as measured by NAPLAN in years 3 and 5 will follow similar patterns – consistent with, or better than like schools (SSSP) in reading, writing and numeracy
- Using NAPLAN data, analyse whether student achievements are in the top 50% of like schools in reading, writing and numeracy
- Continuing the high success in percentage of students K-2 meeting and exceeding PM reading benchmarks -K – 97%, Y1 – 96%, Y2 – 95%
- A preschool ACEQA rating of ‘excellent’ in QA1 (educational program and practice) and QA4 (staffing)

In 2019 we implemented this priority through the following strategies.

- Designing responsive school plans for literacy and numeracy
- Enacting assessment processes with judgements moderated by colleagues
- Implementing a contemporary, dynamic, integrated curriculum
- Utilising data and research to improve teaching and learning outcomes
- Further refining the design and implementation of Garran’s professional learning model

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

NAPLAN AVERAGE SCORES OVER TIME

This is ‘overview’ data. A detailed analysis follows which shows comparisons against the ACT as well as against similar high performing schools (SSSG) from across Australia. As a school we have aspirational targets, which may take longer than this five year planning cycle to achieve.

YEAR 3 Grammar and punctuation	School	SSSG	ACT
2017	494.5	513.5	444.47
2018	467.1	500.0	437.7
2019	472.6	511.3	448.1
Year 5 Grammar and punctuation	School	SSSG	ACT
2017	532.0	574.8	506.4
2018	561.9	572.7	509.2
2019	528.7	567.4	505.8

YEAR 3 Numeracy	School	SSSG	ACT
2017	468.7	472.9	416.3
2018	446.9	464.4	413.6
2019	449.9	466.8	414.8

Year 5 Numeracy	School	SSSG	ACT
2017	535.4	556.7	499.6
2018	541.0	556.0	499.8
2019	538.5	553.8	501.4

YEAR 3 Reading	School	SSSG	ACT
2017	503.5	508.1	437.0
2018	471.9	495.9	437.7
2019	465.8	494.3	437.0
Year 5 Reading	School	SSSG	ACT
2017	557.4	571.1	509.2
2018	574.4	574.9	511.4
2019	544.0	561.6	509.1

YEAR 3 Spelling	School	SSSG	ACT
2017	476.1	482.9	426.1
2018	440.0	474.7	426.5
2019	447.3	476.3	428.6
Year 5 Spelling	School	SSSG	ACT
2017	533.1	555.8	507.6
2018	545.5	554.23	508.5
2019	536.9	552.1	508.3

YEAR 3 Writing	School	SSSG	ACT
2017	455.0	461.1	421.0
2018	445.0	450.3	414.3
2019	440.9	456.5	429.7
Year 5 Writing	School	SSSG	ACT
2017	501.8	517.8	478.0
2018	505.0	510.9	470.3
2019	505.4	515.4	479.2

Perception Data

Data from School Satisfaction Surveys which were completed by students and families.

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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	2017	2018	2019			
Students in year 5 felt they'd had the chance to show how well they could write but some felt their response was limited by different factors including their typing proficiency and also some confusion about the genre	N/A	64% satisfied 46% some concerns	70% satisfied 30% some concerns			
Parental satisfaction that teachers at this school expect children to do his or her best	97%	96%	95%			
Parent satisfaction that their child likes being at school	94%	95%	96%			
Parental satisfaction their child is making good progress at school	91%	93%	90%			
Parental satisfaction that teachers expect children to do their best	96%	96%	95%			
Parental satisfaction that this school has high expectations in all that it does	92%	96%	93%			
Overall parent satisfaction of children's education at this school	94%	95%	93%			
Overall student satisfaction that teachers expect them to do their best	94%	97%	95%			

School program and process data

Data analysed from School Satisfaction Surveys completed by students and families, and comparisons made with high performing schools Nationally 'like schools'.

All teachers collaboratively collect and analyse evidence to inform teaching to achieve student growth in literacy and numeracy. Writing is currently the school focus area, with literacy and the implementation of Daily 5 to build consistency of practice.

What this evidence tells us

- The school is continuing to offer a strong and robust academic program and is performing well on almost all criteria compared with like schools. A breakdown of raw NAPLAN data shows the school's pattern of achievement is usually consistent with some increases in the number of students at lower achievement levels (bands 1-4 or 3-4).

Our achievements for this priority

The school continues to perform well in its own right and also in comparison with like schools.

- Some predicted trends are becoming clear with the examination of year by year results. The first is a small increase in the number of students in the lowest three bands. There is some evidence of a decrease in the number of students performing in the highest bands. These trends can most likely be attributed to the change of enrolment requirements and a consequent loss of out of area enrolments in the gifted and talented program (ALP). The increased performance by like schools (SSSPs) for students in the middle bands gives direction to the future endeavours of the school.
- There is clear evidence that the work being done in the school to foster and encourage the support and engagement with parents has enhanced the school's ability to be confident of parental support when issues arise concerning their child. The staff has accepted the reality that many Garran families involve busy professionals and that their time is limited, but they are confident that parents will be fully engaged in activities and with information relating to their own child's education, and its general education practices.
- The professional learning agenda was strategically considered and evidence highlights a growing staff awareness and understanding of school data which is being transferred to a classroom level. Professional learning communities engaged in action research to further the school goals. This outstanding work of teachers and staff was presented in a forum at the end of the year with feedback indicating that more differentiated and autonomy over professional learning was valued and appreciated by staff to promote their learning and understanding of pedagogical practices. Coaching and Mentoring was also valued with all staff indicating that they would like to continue the approaches the school implemented in 2019. Professional growth and intrinsic motivation of staff to collaborate with each other and provide feedback to further improve individual strengths and pedagogical practices is highly evident across all year levels and also with staff other than teaching staff. This has resulted in higher levels of consistency of teaching practices across the school as well as providing common language and approaches to work with students and liaise with families.

Challenges we will address in our next Action Plan

- The detail of NAPLAN results for years 3 and 5 deserve careful examination. When considering students performing in the highest bands, Garran usually performs well compared with similar schools in all domains, except Writing, which will be a curriculum focus in 2020.
- Close examination of all domains, compared with like schools, indicate that careful attention should be paid to lifting the scores for an increased number of middle performing students.
- A continued focus on writing and building consistency of pedagogical practices in literacy and numeracy across classrooms.
- Build consistency in the implementation of Daily 5 in classrooms, as well as writing strategies.

Priority 2: Student wellbeing

Targets to 2021

- Increased student response by a minimum of 5 percent *Teachers at this school treat students fairly* as measured in School Satisfaction Survey and compare results with like schools
- Increased student response by a minimum of 5 percent *Students behaviour is well managed at this school* as measured in School Satisfaction Survey and compare results with like schools
- Maintain the high level of parent satisfaction response *Student behaviour is well managed at this school* and compare results with like schools.
- 100 percent of staff utilising school selected data from behaviour management and assessment tools related to student emotional and social growth to enhance student engagement.

In 2019 we implemented this priority through the following strategies.

- Communicating a holistic, proactive approach to maximise student engagement and wellbeing in a safe and stimulating setting

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. The school is proud of the school culture of overall excellent behaviour and engagement of students in their learning. There are strong relationships between teachers and students, and the school reflects a happy and harmonious learning culture.

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3	Year 4	Year 5
Students – Teachers at this school treat students fairly	67%	71%	70%			
Parents – Teachers at this school treat students fairly	86%	92%	88%			
Students – Student behaviour is well managed at this school	63%	68%	74%			
Parents – Student behaviour is well managed at this school	88%	90%	89%			
Staff – Student behaviour is well managed at this school	96%	83%	100%			

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4	Year 5
Australian Council Educational Research- Social and emotional wellbeing survey Primary 3-6	79.8	85.0	89.7			

What this evidence tells us

- Garran staff and parents agree that students are very satisfied with the school’s practices and programs They are very satisfied that students are amenable and that school strategies implemented to manage student needs are increasingly making an impact on improving engagement, positive psychology, and emotional wellbeing.
- There is evidence that staff has increased use of hard data to measure factors affecting student wellbeing and analysed collected data with playground and classroom strategies adjusted to suit needs of students

- Garran students were markedly better than like schools in relation to general aggression and general victimisation, with overall behaviours and engagement demonstrated as being excellent. This is supported by school data relating to classroom and playground behaviour, behaviour on excursions and during cultural visits and events. The school is proud of the overall high level of excellent student behaviours and engagement in learning, and its reputation in the community of this.
- Garran students were ahead of the average of other like schools in almost all areas including school identification, happiness, life satisfaction, extracurricular involvement, shared values and approach, academic emphasis, classroom disruption and student relations in school satisfaction surveys.
- Staff have worked to give parents timely information if they have a concern about a child and parents value and have confidence in the advice staff provides.
- The staff are confident that interactions with parents can be expected to be constructive and with a shared problem solving focus – and parents agree.
- Using the Australian Council for Education Research – Social and Emotional Wellbeing Survey: Primary 89.7% of students in Years 3-6 had a developed or higher level of social and emotional wellbeing. 85.1% of students in other schools (18 082 students) demonstrated a developed or higher level of social and emotional wellbeing.
- At a developed level the students typically experiences positive feelings and is less likely to lose her or his temper or under-achieve. Feelings of loneliness, stress and unhappiness are decreasing. The students can also typically demonstrate strengths such as solving

problems without conflict, making new friends, following rules and demonstrating learning skills and a positive attitude towards learning. That said, staff also indicate that there are increasing numbers of complex social/emotional/medical issues that present particularly in younger children started school, that challenge school 'norms' and community perceptions.

Our achievements for this priority

- Professional learning continues to support teachers in further developing their skills in implementing the both Growth Mindset strategies, supporting student wellbeing and nurturing social skills and appropriate behaviours. This has resulted in a higher consistency in teacher practice of the way staff approach resolving student issues or problems in the playground.
- Playground, classroom and school data is collected regularly and discussed in PLC teams and in different groups across the school to analyse what student needs are, and how to continually adjust strategies and school approaches to suit the needs of students.
- Positive Behaviour strategies for enhanced wellbeing and positive engagement in learning continues to be a focus. The school practices reflect a whole-school systems approach where positive social expectations are consistently reinforced throughout the school community. School procedures demonstrate our commitment to fostering lifelong learners in a respectful and safe environment. Whole school professional learning occurred throughout the year to unpack the school-wide practices and support consistent implementation including school rules, visuals such as classroom posters.
- Parents and staff continued to work collaboratively with School Master Planning committee to improve play areas and learning spaces. The P& C continue to support major projects on alternative years to further rejuvenate the school grounds. This is a gradual process as the works to be completed are significant and costly.

Challenges we will address in our next Action Plan

- Further developing staff knowledge and understanding of more complex student needs.
- Consultation with families to continue to develop helpful, timely and meaningful information for parents about their child's progress.
- Implementation of strategies to continue focus on fostering and enhancing student health, happiness and wellbeing.
- In relation to the maintenance of the school, it is recognised that the sloping school grounds make it difficult for students to play large ball games. In addition, the slope, plus water restrictions mean the grounds are dry and dusty. The school continues to seek support from the Education Directorate and P & C to upgrade and refurbish facilities.