

Gordon Primary School Tuggeranong Network

Impact Report 2018

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 Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

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

As this is still a work in progress all Impact Reports will only report that the data sets are still being compiled by the Directorate.

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)

As this is still a work in progress all Impact Reports will only report that the data sets are still being compiled by the Directorate.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

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)

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

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Reporting against our priorities

Priority 1: Improve Learning Outcomes in Literacy and Numeracy

Targets or measures

By the end of 2021 the school will achieve:

- 70% of within school matched students demonstrate expected growth, or better, in Year 3 to Year 5 NAPLAN Numeracy (improved from 55% in 2016)
- Of all within school matched students, 80% achieve 60% of expected growth or better in NAPLAN Numeracy
- 85% of Kindergarten students achieve expected growth or better in PIPS Numeracy (improved from 82% mean 2013-16)
- 75% of Kindergarten students achieve expected growth or better in PIPS Reading (improved from 70% mean 2013-16)
- 65% of students demonstrate expected growth in Writing in the Gordon Primary School Writing Assessment (K-Y6)
- 80% of student achieve at least 60% of the expected growth in the Gordon Primary School Writing Assessment (K-Y6)
- 80 percent of student achieve at least 60 percent of the expected growth in the NAPLAN Writing Assessment (K-Y6) (achieved 70% in 2017) – or alternative assessment if NAPLAN not available

In 2018 we implemented this priority through the following strategies.

- Refine and Expand the RTI approach in Numeracy including enhanced instructional strategies for Tiers 2 and 3.
- Develop and implement a Response To Instruction (RTI) approach for writing (Tiers 1,2 and 3).

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: By the end of 2018 the school will have achieved:	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
60% of within school matched students demonstrate expected growth, or better, in Year 3 to Year 5 NAPLAN Numeracy	55%	47%	59%			
Of all within school matched students, 80% achieve 60% of expected growth or better in NAPLAN Numeracy	71%	70%	87%			
85% of Kindergarten students achieve expected growth or better in PIPS Numeracy	82% mean 2013 16	88%	65%			
75% of Kindergarten students achieve expected growth or better in PIPS Reading	70% mean 2013-16	75%	84 %			

School program and process data

Targets or Measures By the end of 2021 the school will have achieved:	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
65% of students demonstrate expected growth in Writing in the Gordon Primary School Writing Assessment (K-Y6) (NAPLAN)	No data available	55%	57%			
80% of student achieve at least 60% of the expected growth in the NAPLAN Writing Assessment (K-Y6)	No data available	70%	73%			

What this evidence tells us

The data indicate that Gordon Primary School is progressing towards the targets set for 2021. In general, in NAPLAN and PIPS there has been a consistent narrative of growth. There was a dip in the PIPs Numeracy data in 2018, going against an upward trend. The school had planned on using a school based Writing Assessment tool to measure student growth. Issues around the consistent and effective use of this tool has seen the school continue to use NAPLAN data up to the end of 2018. In 2019 a more explicit and refined Gordon Writing Ruler will be implemented and used with all students and it is anticipated that this will give teachers a more detailed and effective set of data with which to analyse student performance and plan learning.

The school has a long history of engaging staff in targeted Professional Learning and Action Research. This has been refined in 2019 to include Impact Research with a strong explicit focus on student outcomes. The school will also restructure how it provides “Duties Other Than Teaching”, (DOTT), to ensure the best and most effective focus on the impact of teaching on learning. Learning gained at the Harvard Graduate School of Education Data Wise January 2019 program has enabled implementation of new and improved processes for analysing student data. School based systems to track student growth will also be further refined in 2019.

Our achievements for this priority

The achievement in this priority is the narrative of growth against the targets. In the system-based student learning data, in 2018, the school surpassed the target of 80 percent of students achieving 60 percent of expected growth or better in NAPLAN Numeracy (achieving 87 percent). The PIPS data show success in Reading with 84 percent achieving expected growth or better. This was true for PIPs Numeracy in 2017 but dipped to 65 percent in 2018.

Challenges we will address in our next Action Plan

The challenge for the school in 2019 will be to maintain this trend of growth. A further challenge will be to restore the pattern of growth in PIPS Numeracy. The school will continue to work on progressing the targets set for 2021.

Priority 2: **Improve students' sense of satisfaction, enjoyment of learning and sense of wellbeing**

Targets or measures

By the end of 2021 the school will have sustained for 2 years a/an:

- 82 % positive responses to the statement *'Teachers at my school treat students fairly'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 76% positive response in 2016
- 80 % positive responses to the statement *'I feel safe at School'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 70% positive response in 2016
- 80 % positive responses to the statement *'I can talk to teachers about my concerns'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 67% positive response in 2016
- 65% positive responses to the statement *'Student behaviour is well managed'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 31% positive response in 2016
- 85 % positive responses to the statement *'I like being at school'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 72% positive response in 2016
- 85 % positive responses to the statement *'The school celebrates the achievements of students'* within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 70% positive response in 2016

In 2018 we implemented this priority through the following strategies.

- Plan for the explicit teaching and learning of Social Skills, values and Choice Theory concepts for all students
- Empower Staff to support an optimal learning environment for every student all of the time (including social skilling, application of Choice Theory, Reality Therapy, restorative practices, etc).
- Establish an ongoing system to monitor students' satisfaction and other student well-being information.
- Refine systems for student management processes.
- The ongoing celebration of student demonstration of Gordon Values.

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.

Perception Data

Targets or Measures By the end of 2021 the school will have sustained for 2 years a/an:	Base 2016	Year 1 2017	Year 2 2018	Year 3	Year 4	Year 5
82 % positive responses to the statement 'Teachers at my school treat students fairly' within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 76% positive response in 2016	76%	86%	84%			
80 % positive responses to the statement 'I feel safe at School' within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 70% positive response in 2016	70%	80%	80%			
80 % positive responses to the statement 'I can talk to teachers about my concerns' within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 67% positive response in 2016	67%	83%	87%			
65% positive responses to the statement 'Student behaviour is well managed' within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 31% positive response in 2016	31%	54%	62%			
85 % positive responses to the statement 'I like being at school' within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 72% positive response in 2016	72%	89%	89%			
85 % positive responses to the statement 'The school celebrates the achievements of students' within the Gordon Primary Yr 3-6 Student Satisfaction Survey having improved from a 70% positive response in 2016	70%	95%	91%			

What this evidence tells us

In all of the items, except for one, the school has met or exceeded the targets set for the completion of the plan in 2021. We are only at the end of the second year of the five-year plan. In many of these items there has also been steady growth from the 2016 base. In the one item yet to see success in meeting the target set, 'Student behaviour is well managed', the school has consistently improved from year to year and in 2018 is only 3% from achieving this target. It is important to note that this result is above that of the system average for primary schools.

The implication of this success has been to enable the school to maintain the work in this area while adding a third priority to the improvement plan. Consequently, in the 2019 Action Plan there will be a new priority to **Develop collaborative learners who are curious and self-directed problem solvers.**

Our achievements for this priority

The achievements of Gordon Primary in this priority have been to successfully create a culture and learning environment where students are happy, seek and enjoy learning and feel safe.

Contributing to this achievement has been, in addition to the ongoing work of teachers and the Wellbeing Team, the introduction of the Positive Behaviours for Learning program, the Friendship Hub, the PlayPod and the updating of Gordon's Year 6 Graduation with Merit system. A further factor has been the refinement of arrangements for providing staff resources to support student exhibiting highly challenging needs and complex behaviours.

Challenges we will address in our next Action Plan

The two main challenges are to maintain the momentum of this work so that the results are at or above the targets in each of the items and to meet the targets of the new third priority viz. Develop collaborative learners who are curious and self directed problem solvers..