

# 2020 Tarroona Primary School ANNUAL REVIEW

Priorities & Targets	Review of Progress on Targets	What might this mean for 2021?																												
<p><b>Priority #1:</b></p> <p>Growth for all students across the domains of wellbeing, engagement, agency and key learning areas.</p> <p><b>Targets:</b></p> <ol style="list-style-type: none"><li>Increase high wellbeing across the following indicators in the 2020 Student Wellbeing Survey:<ul style="list-style-type: none"><li>Connections to adults at school</li><li>Emotional engagement with teachers</li><li>Engagement (flow)</li><li>School belonging</li><li>Peer belonging</li></ul></li><li>Increase wellbeing measures for all 'At Risk' students in Rumbles Quest 2019.</li><li>Structure for school-wide tracking of student growth in key areas: PAT Maths, PAT Reading, e-Write.</li><li>100% students show growth in tracked data sets</li><li>Increase quantitative and qualitative measures of flow and engagement and management of behaviour.</li></ol>	<p>During 2020, resources were directed towards future-focused pedagogies and student directed learning (inquiry, authentic problem solving, nature play and project-based learning) as well as learner agency (Student Parliament, Debating and Zones of Regulation / Positive Education).</p> <p>Professional Learning for staff predominantly focused on the use of ICT tools and resources to support learning at home, data literacy and collaborative team planning for inquiry and student directed learning.</p> <p>Actions to support student directed learning:</p> <ul style="list-style-type: none"><li>Student-developed, independent learning schedules (K-6)</li><li>Genius hour (Year 3-4)</li><li>Tournament of the Minds (Year 5-6)</li><li>Weekly Nature Play Sessions (K-6)</li><li>Inquiry based learning sequences (K-6)</li></ul> <p>Actions to support learner agency:</p> <ul style="list-style-type: none"><li>Whole of school approach to positive decision making – ‘Stop, Walk Talk’</li><li>Whole of school approach to using Zones of Regulation and Social Thinking</li><li>Wellbeing / Kindness group established (self-selected, K-6)</li><li>Fortnightly Student Parliament schedule (elected student leaders, Y3-6)</li><li>Structured leadership mentoring session with THS leaders (elected Student Parliamentarians, Y3-6)</li><li>Debating opportunities (self-selected, Y3-6)</li><li>Expansion of leadership planning day at end of Term 2 to include representatives from broader learning community (20 x students P-6, teachers and leadership team) to inform future directions for T3 and T4</li><li>MYLP student inquiry leaders (SIL) attended 2 sessions with coalition schools</li></ul> <p>I. 2020 Student Wellbeing Survey data (2% = 3 responses @ TPS in 2019 &amp; 20)</p> <table><tr><th>Indicator</th><th>TPS 2019 High %</th><th>TPS 2020 High %</th><th>Tasmania 2020 High %</th></tr><tr><td>Important adults at school</td><td>65</td><td>65</td><td>64</td></tr><tr><td>Connectedness to adults at school</td><td>73</td><td>69</td><td>58</td></tr><tr><td>Emotional engagement with teachers</td><td>82</td><td>78</td><td>66</td></tr><tr><td>Engagement (flow)</td><td>24</td><td>20</td><td>22</td></tr><tr><td>School belonging</td><td>61</td><td>54</td><td>37</td></tr><tr><td>Peer belonging</td><td>59</td><td>59</td><td>48</td></tr></table> <ul style="list-style-type: none"><li>TPS 2020 High Wellbeing % dropped across all measures except ‘Important Adults at School’ and ‘Peer Belonging’ which remained unchanged from 2019.</li></ul>	Indicator	TPS 2019 High %	TPS 2020 High %	Tasmania 2020 High %	Important adults at school	65	65	64	Connectedness to adults at school	73	69	58	Emotional engagement with teachers	82	78	66	Engagement (flow)	24	20	22	School belonging	61	54	37	Peer belonging	59	59	48	<p><b><u>Achievement / Progress on targets</u></b></p> <p><i>Review of 2020 targets SIP#1 demonstrates the success of resourcing future focused pedagogies, student directed learning, and trialling of strategies that increase learner agency.</i></p> <p><i>Staff review of the 2020 data sets and key actions achieved identified the following:</i></p> <ul style="list-style-type: none"><li><i>Relative growth as key measure provides clarity of teacher effectiveness and identifies areas of future focus in teaching and learning</i></li><li><i>Enthusiasm and motivation for improved understanding, and closer interrogation of data at an individual level (learner growth and teacher effectiveness)</i></li><li><i>The focus areas of SIP#1 are aligned and relevant</i></li><li><i>All actions implemented in 2020 are genuine, authentic and practical</i></li><li><i>Improvement and growth in both academic and wellbeing has been positive, despite disruptions from COVID-19</i></li><li><i>Specific literacy intervention has yielded strong and consistent progress in growth for targeted students</i></li></ul> <p><i>The quantitative data sets that focus on individual growth show strong progress against aspirational and time-bound targets 2 (Rumbles Quest at risk students), 3 (Key Learning Areas standardised testing) and 4 (growth for all learners in tracked data sets).</i></p> <p><i>The quantitative data sets that focus on cohort growth do not show expected progress for specific targets 1 (identified indicators from Students Wellbeing Survey) and 5 (measures of flow and engagement, including behaviour). This has identified gaps in our understanding of the Student Wellbeing reporting and data sets and will inform our future target setting to include more precise targets that provide evidence of growth in our focus area.</i></p>
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- TPS 2020 High Wellbeing % is above Tasmania 2020 High % for all indicators except 'Engagement (flow)'.

We have not achieved our target to increase high wellbeing across the selected indicators. However, our review has identified gaps in our understanding of the Student Wellbeing Survey questions and data set. This greater understanding will inform our future target setting to include more precise targets that provide evidence of growth in our focus area.

## 2. Rumbles Quest 2020

60% (9/15) of identified vulnerable students (2019) moved into expected wellbeing range in all domains in 2020.

## 3. Structure for School Wide Tracking

Actions:

- Updated 2020 Assessment Schedule for collecting, analysing and moderating school wide data sets, Prep-Year 6
- Longitudinal Data Project – collating data longitudinally for individual children
- 4. Tracked Data Sets

### PAT Maths 2020

2019 ▶ 2020	% within expected growth
Year 5 ▶ Year 6	94%
Year 4 ▶ Year 5	95%
Year 3 ▶ Year 4	85%
Year 2 ▶ Year 3	88%

### PAT Reading 2020

2019 ▶ 2020	% within expected growth
Year 5 ▶ Year 6	85%
Year 4 ▶ Year 5	83%

### SWST 2019 – 2020

Marker 2019 – 2020 P-6	% growth scale scores (relative gain)
Average growth	7%
Above average growth	49%
Tier 1 ECE Intervention students average growth (n=8)	100%
Tier 1 ECE Intervention students above average growth	62.5% (5/8)

### Gaps identified in data sets

#### Quantitative measures:

- *Student Wellbeing Survey (SWS) data to include Medium & High instead of only High for identified indicators*
- *Track longitudinal individual and cohort growth (eg. yr 5 2019 to Yr 6 2020) in target areas SWS and e-write*
- *Include % of achievement of expected growth for all students on ILPs*

#### Qualitative measures:

- *Broader measures to capture evidence of flow and engagement*
- *Learner perspectives of new pedagogies and practices*

Our SIP priority area #1 focus area for 2021 will continue to be **Growth for all students across the domains of wellbeing, engagement, agency and key learning areas.**

#### Actions to be continued:

#### Personalise Learning

- *More targeted use of data school wide*
  - *Revise assessment schedule*
  - *Faces on the data*
  - *Correlate data sets*
- *Increase differentiation practices in response to data*
- *Consolidate teacher practice in future-focused pedagogies*
  - *Inquiry*
  - *Digital technologies*
  - *Authentic problem solving*
- *Continue to consolidate student directed learning, e.g.*
  - *Play and project-based learning*
  - *Genius hour*
  - *RuMAD*

#### Learner Agency

- *Developing opportunities and allocating resources for increasing student voice*
  - *Student parliament*
  - *Debating*
  - *On Air - Pacific Island Voices project*



#### ECE growth sets 2019 – 2020

	% expected growth (RR) / improvement similar or more than state-wide cohort (BASE, KDC)
Reading (running records)	85.5%
BASE Numeracy	85% (28/33)
BASE Literacy	91% (30/33)

#### Pivot Data

As part of the MYLP children in Years 3 – 6 completed the PIVOT survey, aligned to the AITSL standards, to inform teacher practice.

TPS Data shows: *Standard 4: Create and maintain safe and supportive learning environments* school average has increased from 3.6 (Nov 2019) → 4.1 (Sept 2020)

Reflections from teachers recognised that it was a positive shift in focus to growth as our key measure of success and the subsequent impact on teaching practices and student learning.

Many of the key actions listed in our 2020 School Improvement Plan Priority #1 were unable to be fully implemented this year due to COVID-19.

- *Teach the language and concepts of wellbeing*
  - *Positive Education*
  - *Zones of Regulation*
  - *Meta-language of wellbeing through meta-cognition (flow, engagement etc)*

#### *Inquiry wonderings regarding actions to be refined*

- *How could we better measure flow and engagement, apart from student self-report in SWS?*
- *How might we better capture engagement from a learner perspective of new pedagogies and practices?*
- *How could we better collect data through more regular, diverse and inclusive opportunities for student voice throughout the year to inform progress and future directions?*
- *What further distributed leadership opportunities could there be for broader teaching staff and learners to engage in strategic review and planning throughout the year?*
- *What school wide structures and practices may enhance opportunity for flow? (eg, reviewing daily structures, specialist timetables, Nature Play timetables)*

#### *Professional Learning*

- *Leadership team use NSIT #2 resources to increase teacher focus on data literacy and assessment practices. Include opportunity to continue to highlight and measure growth as part of data literacy professional learning and to inform planning.*
- *Leadership team use NSIT #7 resources to increase teacher focus on differentiation practices through PLCs, in-school and external (including online) PL*





<p><b>Priority #2:</b> Use of effective feedback strategies to raise standards in writing</p> <p><b>Targets:</b></p> <p>1. <b>NAPLAN Writing</b> Increase Year 3 &amp; 5 mean scores for both paragraphing and punctuation</p> <p>2. <b>e-Write</b> Increase individual scale scores for all Year 6 students. Increase individual criterion scores for all Year 6 students in Paragraphing, Sentence Punctuation and Punctuation within Sentences.</p> <p>3. <b>6 + 1 Traits Assessments</b> Staff will track one student per class to monitor impact of feedback</p> <p>4. <b>Teaching practice goal:</b> Increased confidence in use of writing metalanguage to deliver feedback and structure future focus</p>	<p>Following analysis of our Learning at Home student, family and teacher data, our Literacy priority for 2021 changed to <i><b>use of effective feedback strategies to raise standards in writing</b></i> (from <i>leveraging technical elements to empower and enable students to capably write for authentic purposes and specific audiences</i>).</p> <p>1. <b>NAPLAN Writing:</b> N/A 2020</p> <p>2. <b>e-Write: Year 5 ▶ 6 Growth</b></p> <ul style="list-style-type: none"> <li>100% (47/47) increased or remained stable in Paragraphing. 60% (28/47) increased.</li> <li>94% (44/47) increased or remained stable in Sentence Punctuation. 43% (20/47) increased.</li> <li>98% (46/47) increased or remained stable in Punctuation within Sentences. 34% (16/47) increased.</li> <li>Average scale score has increased by 35 points from Feb to Nov (399 ▶ 434)</li> <li>75 % (35/47) have increased individual scale scores</li> </ul> <p>3. <b>Single Word Spelling Test Growth: Years 1-6</b></p> <ul style="list-style-type: none"> <li>95% of student progress scores fall within expected growth range</li> <li>7% achieved average growth in SWST Scale scores</li> <li>49% achieved above average growth in SWST Scale scores</li> </ul> <p>4. <b>6+1 Traits:</b> All students assessed against Australian Curriculum using 6+1 marking mat in writing (At Standard, Above Standard, Well Above Standard, Below Standard) as part of updated Assessment Schedule.</p> <p>5. <b>Teacher Practice Goal: Metalanguage of Feedback</b> Staff report - average 5/10 confidence in using writing metalanguage for delivering feedback. From teacher reflections on feedback - staff value: “quality provocations/models; immediate feedback balance; digital opportunities; scaffolding to include student voice; valuing student voice; modelling student writing; importance of collaboration.”</p> <p>6. <b>Pivot Data</b> As part of the MYLP children in Years 3 – 6 completed the PIVOT survey, aligned to the AITSL standards, to inform teacher practice. TPS Data shows: <i>Standard 5: Assess, provide feedback and report on student learning</i> school average has increased from 3.7 (Nov 2019) →3.9 (Sept 2020)</p> <p>7. <b>Literacy Professional Learning</b> Delivery of x2 Whole of School PL sessions on Purpose of Feedback in writing Teaching staff and TA's in attendance at PL session from School Speech &amp; Language Therapist re Phonics and Phonemic Awareness Middle Years Literacy Project:</p>	<p><b><u>Achievement / Progress on targets</u></b></p> <p><i>Due to COVID-19 there was a shift in priority and targets to focus on technical elements to empower students as effective communicators through writing for authentic purposes and specific audiences.</i></p> <p><i>Staff review of the 2020 SIP#2 data sets and key actions achieved identified the following:</i></p> <ul style="list-style-type: none"> <li><i>Success of phonics / PA targeted intervention approach for students who are demonstrating less than expected growth. Supported by both quantitative (SWST, 6+1 marking mats and qualitative data (parent feedback, teacher assessments, student confidence)</i></li> <li><i>Value of sharing educator practice within team</i></li> <li><i>Need for further PL in phonics, phonological awareness and meta-language of writing</i></li> </ul> <p><b><u>Gaps identified in data sets</u></b></p> <ul style="list-style-type: none"> <li><i>Alternative ways to track writing in addition to e-write and 6+1 marking mats</i></li> </ul> <p><i>Our SIP priority area #2 focus area for 2021 will continue to be in improving understanding and use of effective strategies to improve writing. The specific targets and refined areas of practice are not yet finalised and will be determined by teaching team as part of the SIP development in early 2021.</i></p> <p><b><u>Actions to be continued / modified</u></b></p> <p><i>Literacy Coach (0.4 FTE) will work with the Teaching and Leadership Teams to:</i></p> <ul style="list-style-type: none"> <li><i>Develop teacher understanding of the metalanguage of writing, for the purpose of giving feedback to students</i></li> <li><i>Continue synthetic phonics/PA approach - universally in ECE, as well as targeted intervention in P-6</i></li> <li><i>Focus on Spelling program in Years 3-6</i></li> <li><i>Continue to enhance and develop intervention programming, monitoring, review and reporting</i></li> <li><i>Consideration of PLC structures and peer observations to support sharing of effective practice</i></li> </ul>
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	<ul style="list-style-type: none"><li>• Members of the Leadership Team, including Literacy Coach, participated in x2 Instructional Rounds with Tarooma Coalition schools</li><li>• x6 Student Inquiry Leaders (SIL)s from Years 5 and 6 participated in x2 sessions with Tarooma Coalition schools, gathering student voice and applying their thinking with guest authors and teachers, in writing</li></ul> <p>x2 staff attended ALEA Readers as Writers, Writers and Readers PL</p> <p>x1 staff attended ALEA Poetry PL</p> <p>x5 staff attended ALEA Morphological Word Families PL</p> <p><b>8. Interventions</b></p> <p>Tailored Phonics/Phonemic Intervention Program developed and rolled out across P- 4 target students</p> <p>Intervention Student growth in tracked student A:</p> <ul style="list-style-type: none"><li>- 25 (June '20) - 34 (Oct '20) /35 graphemes recognised</li><li>- 100% of CVC, Consonant blends decoded (Alphacheck) from 20% (June '20)</li><li>- 70% of Consonant digraphs/ trigraphs decoded from 13% (June '20)</li><li>- 80% of long vowels: silent e decoded from 0% (June '20)</li><li>- SWST Progress Score = 34 (average gain Year 1 = 16.6)</li></ul> <p>100% of ECE students on Tier 1 intervention achieved SWST progress scores within normal growth range</p> <p>62.5% (5/8) ECE students on Tier 1 intervention achieved SWST progress scores above average growth.</p> <p><b>9. Coaching</b></p> <p>Inquiry question: How can we efficiently and effectively leverage the full potential of feedback to improve student writing?</p> <ul style="list-style-type: none"><li>• Ongoing delivery of model lessons across ECE (P-2) focus on differentiation in spelling</li><li>• Weekly co-teaching sessions in Y1-2 classrooms</li><li>• Intervention training and support for teachers ECE (P-2) – June 2020</li><li>• Ongoing intervention support for targeted students</li><li>• Ongoing classroom support in spelling across ECE (P-2)</li></ul> <p>Many of the key actions listed in our 2020 School Improvement Plan Priority #2 were unable to be fully implemented this year due to COVID-19.</p>	<ul style="list-style-type: none"><li>• <i>Reconsider Assessment Schedule, including review of PAT assessments available that will support evidence of literacy</i></li><li>• <i>Extend coaching to 3-4 team</i></li></ul> <p>Involvement in the Middle Years Literacy Project Instructional Rounds PL and processes.</p>
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