

Fraser Primary School

Network: Belconnen

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure and suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and *Future of Education* Strategies

Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 1: Improve student performance in literacy across all year levels:

- Applying evidence-based pedagogical practices to meet student need within literacy
- Use of a common template to explicitly plan for differentiation in all learning environments.

In 2022 our school supported this foundation through – Priority 1 and 2:

Foundation: Every child has a story, Strong communities for learning

In 2022, our school supported this foundation through – Priority 3: Improve the wellbeing of students at school:

- Being an inclusive and connected school
- Supporting the social and emotional wellbeing of students
- Implementation of the PBL framework to improve behaviour and foster respect, engagement and safety.

Reporting against our priorities

Priority 1: Improve the percentage of students making expected growth in numeracy

Targets or measures

By the end of 2025 we will achieve:

- Differentiated Mathematics learning experiences, planned to meet individual student needs
- A consistent common language and approach across the school for the teaching of Mathematics
- Opportunities for students to apply their mathematical learning in practical real-life contexts
- Students working with teachers to receive quality feedback and set individual goals
- Purposeful collection and analysis of data that tracks individual students and allows teachers to target teaching and monitor growth.

In 2022 we implemented this priority through the following strategies:

- Development of a consistent approach across K-6 for the planning, teaching and assessment of Mathematics
- Ensuring a systematic approach to collecting, analysing and acting on numeracy data is used across the school.

Student learning data

Targets or Measures	Base	2021	2022	2023	2024	2025
59% (or more) of students will be at or above expected growth in numeracy	45%	40%	N/A			
To increase the percentage of students achieving high growth in Mathematics in PIPS/BASE to 41% or more	34%	41% (PIPS)	10.1% (BASE)			

Please note student growth reports for the 2022 cohort are unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	2021	2022	2023	2024	2025
95% or more students agree or strongly agree that 'My teachers provide me with useful feedback about my school-work'.	91.75%	86%	77%			

School program and process data

Targets or Measures	Base	2021	2022	2023	2024	2025
Increase the 3-year rolling average of improvement between Year 3 Pat Maths Assessment and Year 5 Pat Maths Assessment to 7.5, using the Maths scales score means for each student	5.02	3.9	5.3			

What this evidence tells us

The evidence against set targets indicates that we are making progress towards improving the percentage of students making expected growth in numeracy. This in turn is leading to improved results in Mathematics more broadly. Unfortunately, there is no comparative Year 3, 2020 Mathematics data to measure expected growth against, for Year 5, 2022 students. There are encouraging signs for the target of increasing the 3-year rolling average of improvement between Year 3 Pat Maths Assessment and Year 5 Pat Maths Assessment and we experienced our largest single year result in 2022, between the two assessments. Fraser Primary School will continue to work with staff and students regarding what constitutes quality feedback and will certainly look to improve in this area.

We believe the change in Kindergarten assessment from PIPS to BASE has impacted the data regarding the target of increase in the percentage of students achieving high growth in Mathematics in PIPS/BASE to 41% or more. We have experienced a significantly lower number of students represented in high Mathematics growth. Our small data set, including trackers representing 5-point scales in a range of mathematical assessments is consistent with previous years results. This is a target that we will be monitoring closely in 2023.

Our 2023 School Plan is significantly focused on this priority area. We are implementing an extra two strategies in addition to our 2022 strategies. 2023 strategies are:

1. Embed coaching to support student learning based on the systematic review of student mathematical data
2. Use common Mathematics templates to explicitly plan for differentiation in all learning environments
3. Consistent collecting, analysis and action on numeracy data across the school
4. Develop evidence based pedagogical practices to meet student need within numeracy.

Our achievements for this priority

Development of a consistent approach across K-6 for the planning, teaching and assessment of Mathematics.

1. Embed coaching to support student learning based on the systematic review of student mathematical data
 - Review and update of agreed practice document
 - Data Plan review
 - Resource stocktake
 - Investigated a 'Maths area for growth form'.
2. Use common template to explicitly plan for differentiation in all learning environments
 - Resource stocktake.

Our work in this area has led to improved coaching which has had a positive impact on students through greater teacher understanding of content and pedagogy. Once developed and implemented in 2023, the Maths area for growth form will work in parallel with our Teacher Register of Expertise and allow teachers to self-identify areas for growth and allow them the ability to work with an expert in this field.

Develop a systematic approach to collecting, analysing and acting on numeracy data used across the school.

1. Consistent collecting, analysis and action on numeracy data across the school
 - Data Plan review
 - Assessment audit (folder update, KESA JESA quality assurance).

2. Develop evidence based pedagogical practices to meet student need within numeracy
 - Maths area for growth form
 - Resource audit.

A review of the Data Plan did not lead to any major updates. The review did impact students' assessment in that we have identified two of our primary Mathematics assessment tools have become misaligned with the Australian Curriculum and may be leading to incorrect representation against Achievement Standards. This work continues in 2023.

Challenges we will address in our next Action Plan

Fraser Primary School leadership team and staff will more broadly engage in actions to address challenges in this priority area in 2023. A significant improvement strategy employed in whole school engagement is in vertical School Improvement Teams. Specific to this priority area will be the Mathematics School Improvement Team.

Specific challenges we will address include:

- Staffing shortages – 2022 posed a very challenging environment in which to collaborate as a whole school in school improvement processes. When staffing levels and staff well-being were adequate, we found innovative ways to collaborate and improve. 2023 may provide an environment more conducive to whole school collaboration and school improvement engagement.
- We will be engaging in the specific actions of:
 - > Differentiated Professional Learning.
 - > Review and engagement with Fraser Primary School's Mathematics Agreed Practice Documents
 - > Review and engagement with Fraser Primary School's Data Plan
 - > Coaching plan for all Fraser Primary School teachers
 - > Whole of school Professional Learning Plan
 - > Refinement in consistent whole school structured planning for Mathematics learning
 - > Planning documents reflecting differentiated groupings and instruction
 - > Student data being used to regroup students across year levels
 - > Ensuring all students are learning at a rate/pace appropriate to themselves
 - > Ensuring all students are engaged in their learning and feel confident as learners
 - > Personalised goals for students in Mathematics
 - > Improved handover of Mathematics data at the end of each year
 - > Review agreed lesson structure
 - > Investigate high impact research-based Mathematics Framework for potential implementation in 2024
 - > Investigate intervention tools in Mathematics
 - > Agreed practice and metalanguage articulation.

Priority 2: Improve student performance in literacy across all year levels

Targets or measures

By the end of 2025 we will achieve:

- A consistent common language and approach across the school for the teaching of reading and writing
- Students working with teachers to receive quality feedback and set individual reading and writing goals
- A clear and strong connection between early childhood literacy learning and upper primary literacy learning
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities.

In 2022 we implemented this priority through the following strategies:

- A consistent common language and approach across the school for the teaching of reading and writing
- Students working with teachers to receive quality feedback and set individual reading and writing goals
- A clear and strong connection between early childhood literacy learning and upper primary literacy learning
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities.

Student learning data

Targets or Measures	Base	2021	2022	2023	2024	2025
Increase the percentage of Year 5 students in the top two bands (7 & 8) of writing to 20% or more	17%	22.7%	27%			
Increase the percentage of Year 5 students in the top two bands (7 & 8) of reading to 43% or more	40%	36.3%	41.20%			
Decrease the percentage of Year 5 students in the bottom two bands (3 & 4) of writing to 12% or less	19%	16.7%	7.90%			
Decrease the percentage of Year 5 students in the bottom two bands (3 & 4) of reading to 9% or less	15.7	4.5%	3%			
58% or more of Year 5 students will be making above average progress in writing	47%	N/A	N/A			
Increase the percentage of students achieving high growth in reading in PIPS/BASE to 51% or more	42%	26.1%	TBA			

Please note student growth reports for the 2022 cohort are unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	2021	2022	2023	2024	2025
96% or more of our staff agree or strongly agree that we encourage students to take responsibility for their own learning	94%	94%	95%			

School program and process data

Targets or Measures	Base	2021	2022	2023	2024	2025
Increase the percentage of students at or above benchmark to 75%	67%	67%	67%			

What this evidence tells us

The evidence against set targets indicates that we are making excellent progress towards improving the percentage of students making expected growth in literacy. This in turn is leading to improved results in literacy more broadly. There are encouraging signs with the target specific to NAPLAN bands. Broadly, our goal was to increase student representation in the top two (2) bands for Year 5 in both reading and writing assessments and to decrease student representation in the bottom two (2) bands for Year 5 in both reading and writing assessments. At this point in time, we have surpassed our five (5) year targets specifically in increasing students in the top two (2) bands and decreasing students in the bottom two (2) bands. Unfortunately, there is no comparative Year 3, 2020 reading or writing data to measure expected growth against, for Year 5, 2022 students.

We believe the change in Kindergarten assessment from PIPS to BASE has impacted the data regarding the target of increase in the percentage of students achieving high growth in literacy in PIPS/BASE to 51% or more. At this stage Fraser Primary School is unable to access correct data and will work closely with the ACT Education Directorate's School Improvement Team to report against this target when correct data is available.

Progress towards the target; *I encourage students to take responsibility for their own learning* has been complicated by the ACT Education Directorate's Staff Satisfaction specific survey question being changed from:

- *I encourage students to take responsibility for their own learning*

To

- *I encourage students to try out new ideas (Think independently).*

Fraser Primary School feels that there is enough similarity and intent in the changed question to continue tracking this target in its original form. The progress towards the target of 96% of staff agreeing or strongly agreeing remains excellent and steady at 95%.

The final target of 75% of students reaching benchmark reading levels by 2025 remains the same as 2021, at 67%.

Our 2023 School Plan is significantly focused on this priority area. We have improved the strategies in this priority to:

- Embed the systematic school wide application of Readers' and Writers' Workshops as evidence-based pedagogical practices to improve literacy outcomes
- Develop a clear and strong connection between early childhood literacy learning and upper primary literacy learning through continuing to build capacity in the 10 Essential Literacy Practices across K to 6.

Our achievements for this priority

Embed the systematic school wide application of Readers' and Writers' Workshops as evidence-based pedagogical practices to improve literacy outcomes.

1. Teachers have developed a deep understanding of the 10 Essential Literacy Practices.
2. Students have experienced a culture of inquiry, collaborative learning and reflective practice.

3. Readers' Workshop and Writers' Workshop models have both been embedded across the school via:
 - Differentiated professional learning for teachers
 - Learning walks focusing on Readers' and Writers' Workshops
 - Teacher feedback focusing on Readers' and Writers' Workshops.

Support student learning based on the systematic review of student literacy data

1. The Fraser Primary School Data Plan has been updated to reflect current practices and assessments.
2. The Fraser Primary School Teacher Register of Expertise has now had three (3) data sweeps of teacher expertise in specific learning areas, including literacy. This data has led to the implementation of differentiated Professional Learning for teachers, including Readers' and Writers' Workshops. The latest data sweep (December 2022) indicates an increased self-identified proficiency in the implementation and understanding of the Readers' and Writers' Workshop models.
3. Professional Learning Community (PLC) engagement with literacy data has been a highlight of this priority. Teachers have engaged on a weekly basis with spirals of inquiry into literacy data, showing a clear improvement focus.

Challenges we will address in our next Action Plan

Fraser Primary School leadership team and staff will more broadly engage in actions to address challenges in this priority area in 2023. A significant improvement strategy employed in whole school engagement is in vertical School Improvement Teams. Specific to this priority area will be the English School Improvement Team.

Specific challenges we will address include:

- Staffing shortages – 2022 posed a very challenging environment in which to collaborate as a whole school in school improvement processes. When staffing levels and staff well-being were adequate, we found innovative ways to collaborate and improve. 2023 may provide an environment more conducive to whole school collaboration and school improvement engagement.
- We will be engaging in the specific actions of:
 - > Readers' Workshop model research
 - > Writers' Workshop model research
 - > Budget allocation for Professional Learning regarding PAT Reading as well as data collection and analysis
 - > Differentiated Professional Learning across all core literacy pedagogies
 - > Strengthening of the Fraser Primary Agreed Practice English documents
 - > Review and strengthen the Response to Intervention program – MacqLit, MiniLit and MultiLit
 - > Review and improve teacher understanding across student literacy assessments with a specific focus on running records
 - > Continue to strengthen teacher understanding of the 10 Essential Literacy Practices
 - > Ensure students experience a culture of inquiry, collaborative learning and reflective practice
 - > Ensure learning is visible and students can articulate their understanding
 - > Strengthen links in consistency of practice and understanding between senior primary (3-6) and junior primary (K-6)
 - > Improved integration of literacy learning into an inquiry focus.

Priority 3: Improve the wellbeing of students at school.

Targets or measures

By the end of 2025 we will achieve:

- Students displaying PBL expectations
- All members of the school community consistently displaying SCARF values
- Explicit learning in P-6 around values, behaviour expectations and social and emotional wellbeing
- Students exhibiting a strong voice regarding their learning environment
- Multiple connections between the school community and external organisations to enhance social academic and emotional outcomes.

In 2022 we implemented this priority through the following strategies:

- Implementing a range of Social Emotional Learning programs across the school
- Embedding a whole school approach to Positive Behaviours for Learning.

Student learning data

Targets or Measures	Base	2021	2022	2023	2024	2025
35% or more of our students claim to be very happy, a student wellbeing measure determined by the highest result for the school during 2018-2020	30%	30.2%	24%			

Perception data

Targets or Measures	Base	2021	2022	2023	2024	2025
Achieve a 4.5 score (out of 5) in the Staff Student Relations domain	4.4	4.4	4.2			
80% or more of our students will agree or strongly agree that student behaviour is well managed at our school	76%	N/A (Removed from Survey)	79.4%			

School program and process data

Targets or Measures	Base	2021	2022	2023	2024	2025
100% of K-6 students indicating that they feel safe in the classroom (internal Safe and Supportive Schools Survey)	95.3%	94.4%	94.8%			
100% of K-6 students indicating that they feel safe in the playground (internal Safe and Supportive Schools Survey)	83.4%	81.5%	84.9%			

What this evidence tells us

The evidence against set targets indicates that we are making steady progress towards improving wellbeing of students at Fraser Primary School. The percentage of students claiming to be very happy is below the set target of 35%. As a school we continue to unpack what 'very happy' means. Student perception data remains high and the school is well on track and equipped to meet the target of achieving a 4.5 score in the Staff Student Relations domain. We have already exceeded the target of 80% or more of our students agreeing or strongly agreeing that student behaviour is well managed at our school. The school program and process

targets are purposefully set at 100% as an aspiration goal. It is set to this extremely high benchmark to align with the school's belief that all students feel safe while at school, in all settings. The school has started the journey towards these targets from a very high baseline and there has been an upward trend in the data from 2021 to 2022.

Our 2023 School Plan is significantly focused on this priority area and we have a range of new initiatives to implement under the existing strategies of:

- Implement a range of Social Emotional Learning programs across the school
- Embed a whole school approach to Positive Behaviours for Learning.

Our achievements for this priority

Support the social and emotional wellbeing of students

- Re-instigation of Breakfast Club:
 - > Breakfast Club has had a positive impact on many areas in regard to our students, such as:
 - Student's health through improved nutrition and eating habits
 - Improved readiness to learn
 - Cognitive function and improved educational outcomes
 - Participation has reduced absenteeism, improved punctuality and enhanced engagement and productivity in the classroom
 - social development via building stronger relationships between students and staff and developing social and leadership skills.

Implement the PBL framework to improve behaviour and foster respect, engagement and safety

- > Fraser Primary School has had significant success in establishing and utilising the school PBL Team to consistently implement PBL across the school. This has greatly impacted the students in their ability to be engaged, safe and respectful
- > We have successfully engaged with an outside PBL Coach
- > Staff have been supported in the intentional delivery of feedback associated with PBL. This has in turn impacted students in their understanding and engagement with our PBL expectations.

Challenges we will address in our next Action Plan

Fraser Primary School leadership team and staff will more broadly engage in actions to address challenges in this priority area in 2023. A significant improvement strategy employed in whole school engagement is in vertical School Improvement Teams. Specific to this priority area will be the Wellbeing School Improvement Team.

Specific challenges we will address include:

- Staffing shortages – 2022 posed a very challenging environment in which to collaborate as a whole school in school improvement processes. When staffing levels and staff well-being were adequate, we found innovative ways to collaborate and improve. 2023 may provide an environment more conducive to whole school collaboration and school improvement engagement.

- We will be engaging in the specific actions of:
 - > Specialised agencies attending school to support student learning and wellbeing, i.e.,
 - Speech therapy
 - Sporting organisations
 - AFP (including Kenny Koala)
 - Occupational therapy
 - External provider support
 - > Engaging an ESO service for a specific support
 - > Developing a community partnership plan
 - > Furthering strong ties with the Parents and Community (P&C)
 - > Engaging with an Indigenous Education Officer – Kane Allen
 - > Employing a Community Coordinator at 0.6 FTE to support student wellbeing and to engage with the community – Jess Potts
 - > Employing a Youth Worker – Mitch Souter
 - > Continuing the capacity building of Fraser Primary School’s Learning Support Assistants
 - > Engaging the whole school with trauma informed strategies to support students with complex needs.

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 report progress and achievements either within their QIP or in the section below.

Fraser Primary School has reported progress and achievements within our Quality Improvement Plan (QIP).

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