

## Impact Report 2022

### The purpose of this document

This document flows directly from our Action Plan for 2021 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 2022 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Aligned SEL programs across the school
- Reinforced General Capabilities and cross curricular priorities to support connectedness and relevance to students learning.

#### Education Directorate Strategic Indicator 2018-2021

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

In 2022 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Developed evidence based pedagogical practices to meet student need within writing (P-5)
- Implemented observation processes for all staff

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2022 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Working towards a proactive approach to well-being
- Reinforced General Capabilities and cross curricular priorities to support connectedness and relevance to students learning.

## Reporting against our priorities

### Priority 1: Increase individual student growth in writing across all year levels

#### Targets or measures

By the end of 2024 we will achieve:

- Increase the proportion of year 5 and 7 students achieving at/or above expected growth from year 3 to 5 and year 5 to 7 in writing
- Increase the proportion of year 9 students achieving at/or above expected growth from year 7 to year 9 writing.
- Increase the proportion of students who show growth in phonological awareness skills (K-3) and MaLit
- Increase the proportion of students who show growth in comprehension skills (Years 3-5)
- Increase the proportion of students showing at or above growth in English Achievement Standards
- Increase the proportion of students who students agree or strongly agree that “My teachers provide me with useful feedback about my schoolwork”

In 2022 we implemented this priority through the following strategies.

- Implement General Capabilities
- Embed 10 Essential Instructional Literacy Practices P-5 with regular goal setting
- Implemented Workshop model for P-5
- Implement the ‘10 Guiding Principles of Writing’ with staff
- Discipline Dialogue termly K-5
- Action Learning Inquiries P-5
- Started Disciplinary Literacy 6 -10

*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
▪ Increasing the proportion of students who achieve at or above expected writing in Years 5, 7, & 9	Yr 5: 58% Yr 7: 55% Yr 9: 44%	N/A	Yr 5: 76% Yr 7: 59% Yr 9: 64%	Yr 5 – 86% Yr 7 – 86.6% Yr 9 – 58.5%		
▪ Increase the proportion of students who show growth in phonological awareness skills (K-3)	92%	92%	94%	84%		
▪ Increasing the proportion of students who show growth in comprehension skills (Years 3-5)	93%	90%	91%	90.3%		
• Increase the proportion of students showing at or above growth in English Achievement Standards			73.9%	70.64%		

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase in the percentage of students that agree or strongly agree that 'teachers at this school provide students with useful feedback	49.9%	46.1%	46%	45%		

### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Growth in students school based writing data	89%	92%	87%	84%		

### What this evidence tells us

What does this evidence indicate about your school's progress towards its five-year targets?

- The target of 'Increasing the proportion of students who achieve at or above expected writing in Years 5, 7, & 9' indicates growth across years 5 & 7, indicating the strategies we are implementing are successful for lifting those that are not at level. There has been a decrease in year 9, although still above our base level, which could be attributed to the need to upskill teachers on explicit writing instruction.
- There is a decrease in the proportion of students who show growth in phonological awareness skills (K-3), which could be attributed to some students already achieving this knowledge and therefore not showing any growth on the tests.
- There is a slight decrease in the proportion of students who show growth in comprehension skills (Years 3-5), although this is still a high percentage. The slight decrease could be due to some student's reluctance to complete assessment tasks, as well as the implementation of a new model for teaching reading being introduced (workshop model)
- Our target of 'Increase the proportion of students showing at or above growth in English Achievement Standards' has slightly decreased this year which could be due to staffing pressures and disruption to learning programs.
- There has been a slight decrease in the percentage of students that agree or strongly agree that 'teachers at this school provide students with useful feedback, this maybe due to significant staffing challenges and consistency of learning programs
- There was a slight decrease in students showing growth in our school based writing data, which can be attributed to need to further upskill teachers on explicit writing instruction

Have any of your data sources changed over time? If so, why?

- All of our data sources remain the same

What implications does this evidence have for your next AP?

- Implementation of Action Learning Cycles across the whole school on writing
- Embedding phonological awareness intervention
- Embedding the 10 Essential Literacy practices
- Continued Professional Learning on writing (including the Guiding Principles of Writing) is needed
- Establishment of teacher observation processes and protocols

## Our achievements for this priority

### Action Inquiry cycles on writing

- Staff were upskilled on each section of the Inquiry cycle. Using this knowledge, each year identified a criterion to focus on for the year, following the action learning cycles. This year we implemented smaller 5-week cycles which were highly effective. These cycles allowed cohort teachers to focus on improving one area of students writing, decided upon by analysing school data. The impact of this was an increase in students writing, both in the targeted area as well as other areas of writing. There was also an increase in teacher collaboration and sharing of ideas to improve students writing.
- Teams presented their findings at a whole primary meeting, demonstrating strategies they gained through research and sharing their student's growth in writing

### Intervention for Phonological Awareness

- Identified intervention teacher for targeted support on phonological awareness. The focus of this intervention will be on both Mini-Lit and identified areas of need as identified through the administration of a Phonological Awareness Skills Mapping test. The intervention will run in either small cycles lasting for a set number of weeks, or for a full term. Students will access this intervention through analysing student data.

### LINK cycles on writing

- Data collected from writing samples was analysed using both a school rubric and discipline dialogue questions at ePACT meetings. Groups were formed following this, with extra executive resource provided. Student numbers in the lower groups were smaller than the higher achieving students. Goals were set for each group and reflected on at the end of the cycles.
- PAT data used to form LINK cycles. Work samples was shared and moderated. Cross year level groups in years 6, 7 & 8.

### Termly Discipline Dialogue on consistent writing samples in Primary

- Students completed a consistent termly writing sample, which were moderated against a school based rubric. The scores were entered onto the data wall, focusing on one area (linked to action learning focus). Discipline dialogue questions were used within a PLT to determine next steps for continued improvement in student outcomes.

### 10 Essential Literacy practices

- This is embedded within planning documents

### Implemented Disciplinary Literacy

- Utilisation of scaffolded templates to assist disciplinary within each KLA

## Challenges we will address in our next Action Plan

- Embedding Coaching and mentoring
  - > PL on the coaching and mentoring
  - > Creation of coaching and mentoring documents
  - > Time in sector meetings for coaching and mentoring discussions to occur
- Ensuing consistent pedagogy across the whole school
  - > PL on linking 10 Guiding Principles of Writing
  - > Implementation of Disciplinary Literacies model for years 6 - 10

- > PL on linking 10 Essential Literacy Practices and 10 Guiding Practices
- > PL on Right to Write – professional learning based on the 10 Essential Literacy practices (TQI approved)
- Staffing to allow for Learning Walks to occur within teams, sectors, whole school and interschool

## Priority 2: Improve levels of wellbeing and connectedness for all stakeholders

### Targets or measures

By the end of 2024 we will achieve:

- Reducing the percentage of negative incidents recorded in Sentral
- Increasing the percentage of positive incidents recorded in Sentral
- Improvements in students stating they feel safe and connected to school
- Increase student's sense of belonging to the school

In 2021 we implemented this priority through the following strategies.

- Aligned the SEL program across the school through the development of a Scope and Sequence documents
- Implemented the 4 R's SEL program (Respect, Rights, Responsibility and ???)
- Embed a whole school approach through Positive Behaviours for Learning in both non-classroom setting and classroom settings

*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	Base	Year 1	Year 2	Year 3	Year 4	Year 5
• Increase in students reporting they feel safe and connected to their learning at KSS.	40.3%	41.9%	44%	34%		
• Student experience a greater level of differentiation in the learning experiences with appropriate feedback in their classrooms	49.9%	46.1%	46%	45%		
• Student behaviour is well managed at my school	20.1%	23.3%	Removed in 2021	23%		

### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
• Reducing the number of negative incidents recorded in Sentral	3,472	3, 531	2 548	Minor – 1787 Major- 1551 Total – 2838		
• Increasing the number of positive incidents recorded in Sentral.	35,026	30,865	N/A	100314		
• Increasing the number of students being acknowledged for receiving PBL rewards	32,761	23,230	N/A	1467		

## What this evidence tells us

What does this evidence indicate about your school's progress towards your five-year targets?

- There is a decrease in students reporting they feel safe and connected to their learning at KSS, which could be due to significant disruption to staffing, consistency of staffing and the support options for student support. Lack of support staff such as psychologist, school health nurse and Indigenous Education Officer also has impacted on students feeling connected to school.
- There has been a slight decrease in the percentage of students that agree or strongly agree that 'teachers at this school provide students with useful feedback, this maybe due to significant staffing challenges and consistency of learning programs. This could also be explained by the school focus not being on differentiation
- The target of 'students feel behaviour is well managed' was reintroduced this year and it is the same percentage as in previous year. This could be attributed to the lack of consistent teachers and behavioural support staff and allied health decreased the schools capacity to address behavioural needs of students.
- We have slightly increased our number of negative incidents from the previous year, however this is still below our base years number. Factors influencing this a whole school focus on entering data and providing time for this to occur.
- The data for increasing the number of positive incidents has significantly increased, more than tripled this year. This can be attributed to the allowance of time for staff to enter data, as well as a more consistent approach to entering incidents. Staff were also reminded of the value of entering incidents regularly.
- There has been significant decrease in the number of students who have been recognised for receiving PBL awards this year, however this can be explained by how we acknowledge PBL awards. This year we have implemented recognising students who a set number of awards (High-Flyers) through the award of bronze, silver, gold, platinum, emerald. This is the number we have reported on this year.

Have any of your data sources changed over time? If so, why?

- The target of 'Student behaviour is well managed at my school' was reintroduced in the Schools Satisfaction Survey this year.
- Our understanding of the data for the targets of students recognised for receiving PBL awards has deepened through the use of the PBL dashboard.
- We have changed our data collection for receiving PBL awards to focus the number of students that receive additional PBL awards, such as bronze, silver, gold, platinum and emerald rather than reporting on the number of High-Flyers received.

What implications does this evidence have for your next AP?

- Focus on PBL in the classroom setting
- Focus on differentiation led by the Inclusive Education strategic team

## Our achievements for this priority

- PBL Dashboard
  - During 2022 PBL had a dedicated strategic team to support school-wide consistent teacher pedagogy, data collection, awards for students from preschool to Year 10 and embed the PBL expectations with students.
  - Teachers from the strategic team used the functions in the dashboard to gather data to report back to primary sector teachers and high school teachers. Using the data teachers

agreed to work on goals to improve wellbeing in the targeted areas. Goal for the primary school was to reduce the number of incidents of aggression behaviours and the high school goal was to reduce truancy incidents. The dashboard also provided information regarding particular students who require Tier 3 support. The PBL team also engaged in professional learning with our external mentor in the areas of Essential Classroom Practices. The PL was then delivered to their colleagues in the primary and high school areas.

#### Embedded SEL programs across the school

- The 'RRRR' (Resilience, Rights and Respectful Relationships) has been implemented across the whole school. This provides a sequenced and spirals SEL program. Resources for this have been produced and distributed to all staff and lessons have been discussed at Sector meetings.

#### Scope and Sequence document

- Staff were inducted into using the Personal and Social Capabilities scope and sequence developed by the School Curriculum PLT. The coding system was referred to, allowing staff to easily identify the all General Capabilities elements into their planning, ensuring all capabilities are taught.

#### Creation of a school wide wellbeing framework

- All well-being process and procedures are recorded in this document

#### Zones of Regulation

- Staff were provided with PL on the Zones of Regulation and were supported to introduce this within their classrooms. We established a Zones of Regulation Champion who provides resources and suggestions at sector meetings. There is now starting to be consistent language using the Zones both in class and on the playground.

#### Curriculum of Giving

- The aim of Curriculum of Giving was to give students the opportunity to take authentic leadership opportunities and use them to give back to the community. Students worked individually or in small groups to develop initiatives, run programs or implement projects to boost student well-being, help the environment, build a positive school culture or help people in need. Students were then offered the opportunity to reflect on their contributions with a focus on how giving to others made them feel.

### Challenges we will address in our next Action Plan

- Creation of whole school response to behaviour documents and processes
- Action Learning cycles with a focus on well-being and connectedness
- PL on Essential Classroom practices through the PBL framework
- Implementation of PATSEW across the school
- Inquiry cycles on using multiple sources of evidence
- Embed Zones of Regulation