

Gowrie Primary School

Network: Tuggeranong

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, suitability of targets.

Set up for Success and Future of Education Strategies

Foundation

Valuing educators, values children, Empowered learning professionals.

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

- developing staff skills in meeting student diversity at point of need
- engaging all staff as members of literacy or numeracy committee groups, with responsibility for strategy and embedding coherent practice

Reporting against our priorities

Priority 1: Improve the percentage of students making above average progress in numeracy

Targets or measures

By the end of 2025 we will achieve:

- Learning differentiated for each student by product, process and content.
- An explicit connection between skills taught and real-life experiences.
- Opportunities for students to apply their mathematical learning in practical real-life contexts.
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities.
- Students benefiting from quality feedback involving goal setting and conferencing.
- A purposeful data set allowing for the tracking of individual students to target teaching and monitor growth.
- A consistent common language across the school for the teaching of mathematics.
- Students who are confident mathematicians who bring a positive attitude to their learning (growth mindset).
- A collaborative teaching team working as Professional Learning Communities to move all students forward.

In 2022 we implemented this priority through the following strategies.

1. Standardised testing data introduced to inform teaching programs and target student needs

2. Discussing maths pedagogy in PLCs - Professional Learning Communities

3. Participation in Professional learning and coaching of the Maths Initiative - Finding the Balance

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
52% or more (approx. 18 or more students) of our students will be making at or above average progress in numeracy. The target was set by averaging the three highest percentages of students making above average progress at the school over the last six cohorts i.e. since 2012.						
	<ul style="list-style-type: none">2015-217, 68.2% of students achieved at or above expected growth.2016-2018, 52.4% of students achieved at or above expected growth.2017-2019, 42.9% of students achieved at or above expected growth.2019-2021, 31.0% of students achieved at or above expected growth.					

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Target or measure: 83% or more (approx. 85 students) students agree or strongly agree that Teachers explain what we are learning and why. The target was set by referring to the percentage of agree or strongly agree in 2019 - 2020 for all ACT P-6 schools.	N/A	72%	73%	81%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Improve the percentage of students making above average progress in numeracy in relation to PAT maths, BASE and SENA data.	N/A	26%	24%	22%		

What this evidence tells us

As a school we need to create opportunities for students to extend themselves in mathematics.

The school needs a focus on differentiation.

Concepts need to be explicitly taught to gain understanding

Develop a strong culture of learning in mathematics, through quality PLC's.

Our achievements for this priority

- PAT data testing achieved from 3-6. (Include year 2 2023)

- Maths committee established
- Professional Learning, Balanced Numeracy
- Real data collected on students as mathematics
- Common language of mathematics across the school
- Mathematical displays across school to assist student learning

Challenges we will address in our next Action Plan

- Establishment of whole school data plan
- Implementation of Guided Numeracy to ensure true differentiation
- Ability to track student progress
- Develop a strong culture of learning in mathematics, through quality PLC's.

Priority 2: Priority 2: Improve student performance in writing

Targets or measures

By the end of 2025 we will achieve:

At the end of the 5 Year plan, in our classrooms this priority will look like

- Quality literature is used to promote writing in the classroom
- Learning differentiated for each student by product, process and content.
- Opportunities for students to apply their writing skills in a practical real-life context.
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities.
- Students benefiting from quality feedback involving goal setting and conferencing.
- A purposeful data set allowing for the tracking of individual students to target teaching and monitor growth.
- A consistent common language across the school for the teaching of writing.
- Students who are confident writers who bring a positive attitude to their learning (growth mindset).
- A collaborative teaching team working as Professional Learning Communities to move all students forward.

In 2022 we implemented this priority through the following strategies.

1. Analysis of student writing data - using multiple sources of evidence to inform teaching and target student needs
2. Professional discussions in PLCs - Guiding Principles and 10 Essential Practices in Writing
3. Participation in the Early Years Literacy Initiative - Christine Topfer and Instructional Mentors.

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
---------------------	------	--------	--------	--------	--------	--------

To increase the percentage of year 3 students in the top two bands of writing to 56% (approx. 24 students) or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools over 2016-2019.	N/A	38.1%	40%	46.2%		
To decrease the percentage of year 3 students in the bottom two bands of writing to 5% (approx. 2 students) or less. The target was set by averaging the percentage of students in the bottom two bands of writing for similar schools over 2016-2019.	N/A	9.5%	11.4%	10.3%		

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results. *[Delete text if not relevant to your school]*.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
92% (approx. 94 students) or more of our students agree or strongly agree that My teachers expect me to do my best. The target was set by averaging the percentages of agree or strongly agree for this item over 2018-2020 for similar ACT P-6 school type.	N/A	N/A	91%	90%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
72% of students achieving at or above benchmark on the writing marking guide.	N/A	65%	71%	74%		

What this evidence tells us

Some change in NAPLAN Data indicates possible impact of actions taken.

Routines for data collection and analysis are embedded.

We need to continue to strengthen the school wide focus on individual growth in writing and teacher and student identification of authentic audiences and purposes for text construction.

Our achievements for this priority

- Building the capacity of leaders and teachers in literacy through a structured professional learning program.
- Provided high quality personalised literacy interventions for students that supported access to all disciplines.
- Collaborative planning and moderation.
- Continued implementation of systems to support teachers to use data

Challenges we will address in our next Action Plan

- Differentiated action learning goals for all staff

- Differentiated professional learning
- Establish Coaching model
- Improve consistency of PLC cycle

Priority 3: Improve student identification with the school

Targets or measures

By the end of 2025 we will achieve:

At the end of the 5 Year plan, across our school this priority will look like

- Positive Behaviours for Learning are embedded across the school.
- Student voice is evident in learning decisions and school-based decision making.
- A visible connection in classrooms to the PBL behaviours and school values.
- Students benefiting from quality feedback on their learning and social development.
- A consistent common language across the school to describe expected behaviours and learning goals.
- A collaborative teaching team working as Professional Learning Communities to move all students forward in their learning and social and emotional development.

In 2022 we implemented this priority through the following strategies.

1. Analysis of PBL Wellbeing data on the School Administrative System (SAS) and multiple sources of evidence
2. Professional discussions in PLCs of personal and social capabilities and cross curricular priorities to support connectedness and relevance to student learning
3. Embed a whole school approach to wellbeing through Positive Behaviours for Learning

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
77% or more of our students agree or strongly agree that I like being at my school. The target was set by averaging the percentages of agree or strongly agree over 2016-2019 for all ACT P-6 school type.	92%	68.4%	76%	77%		
To increase the percentage of students engaging with their learning at school to 85% (approx. 87 students) or more. This domain includes student active participation in learning and student interest in what they are learning. The target was set by averaging the percentage of students engaging with their learning for all ACT P-6 schools over 2017-2020.	72%	76%	81%	86%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
80% (approx. 82 students) or more of our students agree or strongly agree that My school gives me opportunities to do interesting things. The target was set by averaging the percentages of agree or strongly agree over 2018-2020 for all ACT P-6 school type.	72%	61%	62%	60%		

--	--	--	--	--	--	--

What this evidence tells us

- Students are relating more positively to the school
- Positive Behaviour for learning is having an affect
- A visible connection between PBL and school behaviours.

Our achievements for this priority

- Positive Behaviour for learning is strong across the school
- Data is being collected on major/minor/ positive behaviours.

Challenges we will address in our next Action Plan

- Changeover of executive staff leading PBL
- Ability to measure accurate data from different co-horts
- Moving from co-horts back to whole school
- Create opportunities for student voice.

Reporting on preschool improvement

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