

# Aranda Primary School

Network: Belconnen

---

## Impact Report 2021

### 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 the 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*

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

*To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through Priority 1 & 2 (see reporting for detail)

### Reporting against our priorities

**Priority 1:** Increase growth in student performance in Numeracy across all year levels.

### Targets or measures

By the end of 2025 we will achieve:

- 65% or more of our Year 5 students will be achieving at or above expected growth in numeracy. (NAPLAN) This target was determined by averaging percentages of students in SSSG achieving at or above expected growth over the previous three years
- PAT Maths data - Growth in the median scaled score for each year level at Aranda will be above that of the PAT norm median scaled score for Australian schools.

In 2021 we implemented this priority through the following strategies:

- Consistent approach to maths pedagogy across the school
- PLC's focusing on individual student growth
- Develop and embed a coaching model and culture across the school
- Maths as a focus in all PDPs
- Established consistency in the way Maths is tracked in the school (use of trackers in the planning process)
- Provided all staff with PAT Maths data analysis training
- PLT meetings used to develop individual student plans and to monitor growth

- Introduce the concept of Rapid Inquiry Cycles

*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	Baseline data (2019)	Year 1	Year 2	Year 3	Year 4	Year 5
65% or more of our year 5 students will be achieving at or above expected growth in numeracy (NAPLAN)	55%	No 2020 NAPLAN data	42.5%			
PAT Maths data - Growth in the median scaled score for each year level is above that of the PAT norm median scaled score (ACER PAT Maths Longitudinal Report)  Norm data: Year 2: 9.8; Year 3: 7.9; Year 4: 6.5; Year 5: 5.3; Year 6: 4.3	Yr. 3: -6.5 Yr. 4: -0.6 Yr. 5: -0.35 Yr. 6: -3.5	Yr. 3: 2.6 Yr. 4: -2.9 Yr. 5: -2.4 Yr. 6: 1.4				

#### *Perception Data*

Targets or Measures	Baseline data (2019)	Year 1	Year 2	Year 3	Year 4	Year 5
80% of teachers feel confident to differentiate maths (Expertise register score of 8 or above)	45%  (14 of 31 teachers scored 8 or above)	50%  (16 of 32 teachers scored 8 or above)	67%  (21 of 31 teachers scored 4 or above out of 6)			
Increase the percentage of students who indicate 'I enjoy maths (Number)' to 85%	65%	65%	52.5%			

#### *What this evidence tells us*

- Whilst teacher confidence levels are increasing, the number of Year 5 students achieving acceptable growth in NAPLAN is declining.
- 67% of teachers feel confident to differentiate Maths. This is not acceptable.
- Only half (52.5%) of our children enjoy Maths. This is a significant problem.

### Our achievements for this priority

- Differentiated PL with a focus on data analysis planned in Dec 2021 and delivered in Week 0 2022.
- All staff PDPs contained a team goal with a focus on maths. Whole school goal was - Provide effective feedback to students across the curriculum as often as possible - strategies for feedback had a focus on how to provide effective feedback in maths.
- Whole school maths tracker developed with a focus on number. Tracker will provide staff with a continuum of student understandings of number concepts from K-6. Teams developed specific success criteria for each outcome.
- PL was conducted by the maths AAP team in Week 0 with a focus on the analysis of maths data (IXL, PAT, Tracker)
- Concept of Rapid Inquiry Cycles/Quick Wins introduced and trialled by all teams. Will commence cycles in 2022 using PLT meetings twice a term. RICs will be linked to the learning support model.

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

- Provide time and resources for teachers to conduct Rapid Inquiry Cycles focused on improving numeracy outcomes for students.
- Embed the use of the Maths tracker.
- Change the perceptions of our student attitude towards Maths.
- Ensure that there is one year's worth of growth for each student.

## Priority 2: Improve student outcomes in Reading across all year levels

### Targets or measures

By the end of 2025

- Increase the number of students achieving in the top two bands for Reading in Year 5 NAPLAN to 65%.
- Increase the percentage of students achieving at or above reading benchmark from K-6 to 90%
- 85% of parents believe that they know how to support their child to become a better reader.  
This target relates to parents with children P-2. Source Parent Survey

In 2021 we implemented this priority through the following strategies:

- Consistency in reading pedagogy across the school.
- Regular conferencing and progressive goal setting.
- Students operating at their Zone of Proximal Development.
- Classrooms as an environment that promote reading (Quality Literature).
- Focus on early intervention for Reading
- Promote parental involvement in reading
- Explicit planning for Reading using the Reader's Workshop framework
- Use PAT Reading and SCOUT data to inform planning and set individual student goals
- PLT meetings focused on specific reading plans for students
- Communicated school priorities to the community in parent friendly language

*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
Increase the number of students achieving in the top two bands for Reading in Year 5 NAPLAN to 65%. 65% is the SSSG average over the last three years.	61% of students achieving in top two bands in reading (YR5)	No NAPLAN data 2020	72.4%			
Increase the percentage of students achieving at or above reading benchmark from K-6 to 90%	82% of students K-6 at or above reading benchmark at end of year.	87.3%	81.78%			

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
---------------------	------	--------	--------	--------	--------	--------

85% of parents with students K-2 believe they know how to support their child to become a better reader	Covid*	Covid*	93%			
---	--------	--------	-----	--	--	--

#### What this evidence tells us

- The gains experienced in Year 5 NAPLAN data are positive, however the average number of students at or above reading benchmark across the school is declining. This is of particular concern in the Year 1 cohort where 28.75% of students are below benchmark.
- Parents have shown a perception that they know how to support their child with their reading.

#### Our achievements for this priority

- Scope and sequence developed by Reading/Writing AAP team. This was presented and shared with staff in Term 3. Staff were asked to provide input and feedback.
- Beginning teachers all attended classroom visits with a focus on CAFE reading.
- Teachers on the reading team collected their team's digital resources for CAFE reading and collated them for teachers across the school to access.
- Whole school completed PAT Reading Years 1-6. Through PLT meetings, teachers worked to build capacity to use PAT Reading data. A school wide focus on using data during PLT meetings to create specific plans and target groups.

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

- Recognising quickly when students are not making progress, particularly in the early years.
- Reach the aspirational target of 90% of students achieving at or above benchmark in Reading K-6.
- Ensure that there is consistency across the school in Reading and Writing pedagogy.
- Effectively differentiate Reading lessons in all year levels.
- Improve parent understanding of reading comprehension.