Amaroo School

Network: North Canberra/Gungahlin

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.

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 reading P-6 by

- Identifying non-negotiable elements of literacy practice that must be consistent across all classrooms in each grade level
- Developing structures within reading lessons to conference with small groups and/or individuals, supporting learning at the point of need

Priority 2 Improve student performance in writing across years 7-10

- Provided high quality personalised literacy interventions for students that supported access to all disciplines.
- Emphasis on formalising student voice opportunities when giving feedback on school programs, assessment and processes through student forums and PLT reflection cycles.
- Academic rigour emphasised through collaborative planning, moderation and PLT foci as evidenced in our satisfaction survey data

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through:

Priority 1 Improve student performance in reading P-6 by

- Providing an intentional and purposeful professional learning plan to build the capacity of all staff to implement the non-negotiable practices of the Essential Literacy Practices

- Building the capacity of all levels of leadership through PLT professional learning in particular, Spiral of Inquiry

Priority 2 Improve student performance in writing across years 7-10

- Systematic delivery of disciplinary literacy interventions to promote high quality writing instruction with a focus on subject specific vocabulary and formative assessment
- Building the capacity of leaders and teachers in disciplinary literacy

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

In 2022 our school supported this foundation through:

Priority 1 Improve student performance in reading P-6 by

- Negotiating individual reading goals with students, encouraging student voice in learning and progress towards goals
- Sharing reading goals and reading progress, self-efficacy with families through community events such as Student Led Conferences
- Valuing students perspective for the reading practices they are engaged in, seeking feedback and adjusting whole school practices as a result

Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through:

Priority 1 Improve student performance in reading P-6 by:

- Sharing school improvement priorities in the school newsletter with school community
- Partnering with families about student reading goals, strategies to achieve, progress and success, and repeating this cycle throughout the year
- Recording and analysing student reading data in a central location, Amaroo Reading data tool
- Using the Spiral of Inquiry to dive deeply into the learning history of individual student/s and decide, action next steps

Priority 2 Improve student performance in writing across years 7-10 by:

- Continued implementation of systems to support teachers to use data to meet the diverse needs of their students as evident in our P student profiles, *Amaroo Secondary Data*, *Report Data, and PBL dashboard*.
- A detailed professional learning plan to support the school improvement priority.

Reporting against our priorities

Priority 1: **Improve student performance in reading P-6**

Targets or measures

By the end of 2026 we will achieve:

- Students will experience consistent high-quality literacy teaching practice across Preschool to Year 6 and as they progress through their journey of education at Amaroo School.
- Students will access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school as defined by the Australian Curriculum.

In 2022 we implemented this priority through the following strategies.

- Implement and embed ELP 3 and 9 of the 10 Essential Literacy Practices in P-6
- Embed quality formative and summative assessment practices to determine next steps for teaching

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 average for Year 3 Reading to 451 mean scaled scores or more. The target was set by averaging the Year 3 Reading mean scale scores for similar schools over 2018 – 2021.	433	435.4				
To increase the percentage of students achieving expected/high growth in Reading in PIPS/BASE to 78% or more. The target was set by averaging the two highest percentages of students achieving expected/high growth over 2016-2019.	74%	95.7%				

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

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase to meet all school average for our Year 4-6 students agree or strongly agree that 'Teachers give useful feedback'. The target was set by averaging the percentages of agree or strongly agree over 2017-2020.	-4.7%	* +9% Amaroo - 64% Others - 56%				

Analysis ⯈ Priorities ⯈ Strategies ⯈ Actions ⯈ **Impact** (for student)

Targets or Measures						
unable to separate the year groups, we may need to change this measure in Action Plan						

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To decrease the percentage of students in the bottom three stanines of the PAT-Comprehension assessment to 16% of Year 2 students and 16% of Year 6 students.	Year 2: 20% Year 6 20%	Year 2: 40.2% Year 6: 20.4%				

Student Learning Data

What this evidence tells us:

- Amaroo School is tracking forward in a positive direction showing improvement in Year 3 mean scale scores for similar schools.
- The baseline was 433 and the 2022 NAPLAN data indicated a 2 point increase. This is a slight shift upwards with 3 years of significantly below, declining data (2018-2021).
- School professional learning is supporting teachers to unpack individual student data about progress, including longitudinally
- Student reading goals, and student voice is essential in identifying goals to work towards for improvement
- A focus of ELP 1, 2, 3 and 9 as a P-6 has increased consistency, as seen through classroom Walkthroughs, PLT reflections and student reading data (school based)

Perception Data

What this evidence tells us:

- Increased staff response rate 84% from 49% in 2021, parent carer remained consistent at 15%, student response rate also remained consistent (lower by 3%)
- 'Teachers give useful feedback', was 9% above the all schools average, (56%) and Amaroo School is 64%
- We currently have not been provided with have the Satisfaction Survey report which separates the grades 4-6 and 7-10 student response results
- 'Academic Emphasis' domain via the student responses indicates that Amaroo School is above 'like schools' in staff perception by 9% and 9% with parents and carers

School Program and Process Data

What this evidence tells us

Progressive Achievement Tests - school program data source 1

PAT was assessed in May (beginning of Term 2) the timeline changed for teachers to inform their teaching

- 82 Year 2 students completed PAT 40.2% are in the bottom 3 stanines
- 126 Year 3 students completed PAT 38.9% are in the bottom 3 stanines
- 151 Year 4 students completed PAT 33% are in the bottom 3 stanines
- 130 Year 5 students completed PAT 25.4% are in the bottom 3 stanines
- 137 Year 6 students completed PAT 20.4% are in the bottom 3 stanines

Analysis ⮕ Priorities ⮕ Strategies ⮕ Actions ⮕ **Impact** (for student)

In 2022 we implemented this priority through the following strategies

Embed the 10 Essential Literacy Practice (ELP) in P-6, in 2022 focusing on ELP 3 and 9

Embed high quality formative assessment practices to determine next steps for teaching

- Functional furniture supported teachers to plan for and implement small group instruction/individual conferencing through specifically designed tables that enable small group conferencing. All classrooms across primary 44 including EALD, small group and intervention spaces have these tables
- Student literacy learning goals (preschool - oral language; K-6 reading)
    - Literacy learning goals are evident for all students in P-6 and have continued to be set, reviewed, celebrated throughout the year
    - Goals can be seen visually in most classrooms, if not, students know where this is recorded (bookmarks) or teacher conferencing notes
    - Students are celebrated learning goals with their families through Seesaw posts and the Student Led Conference in Term 3 (sharing evidence)

Challenges we will address in our next Action Plan

Strategies with 2023 actions
Implement and embed the 10 Essential Literacy Practices in P-6
- Teachers focus on formative and summative assessment data to evaluate impact on student learning and plan for differentiation
- Effective formative assessments identified

Embed quality formative and summative assessment practices to determine next steps for teaching
- Protocols and practices developed for small group instruction/individual conferencing
- Focus on constructive individualised feedback that moves learning forward

Priority 2: **Improve student performance in writing across years 7-10**

Targets or measures

By the end of 2026 we will achieve:

● We will improve critical and creative thinking at Amaroo School through building student capacity to inquire, explore, organise information, and communicate ideas in writing
● Writing strategies will be grounded in disciplinary literacy which highlights vocabulary, ideas, concepts, and themes unique to each subject's language
● Students will experience consistent research based disciplinary literacy strategies across all faculties from Years 7 to 10 to improve student writing outcomes.

In 2022 we implemented this priority through the following strategies.
● Implement Phase 1 of Disciplinary Literacy strategies with a focus on targeted vocabulary instruction in every subject

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 decrease the percentage of year 9 students in the bottom two bands of Writing to 26% (approx. 53 students) or less. Band 6 is the national minimum standard.	38% 76 students	36.7% 62 students Band 1 — 5 Band 2 — 1 Band 3 — 1 Band 4 — 6 Band 5 — 14 Band 6 — 35 27 students are below the national minimum standard.				

Targets or Measures	Base	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
ACER eWrite	*First year of using eWrite*	Year 7 2022 Band 3 — 12 Band 4 — 28 Band 5 — 32 Band 6 — 38 Band 7 — 25 Band 8 — 5	Year 8 2023 Band 3 Band 4 Band 5 Band 6 Band 7 Band 8	Year 9 2024 Band 3 Band 4 Band 5 Band 6 Band 7 Band 8	Year 10 2024 Band 3 Band 4 Band 5 Band 6 Band 7 Band 8	

Analysis ▢ Priorities ▢ Strategies ▢ Actions ▢ Impact (for student)

Band 9	2	Band 9		Band 9		Band 9		Band 9	

Year 7 2021

Band 3	8
Band 4	33
Band 5	34
Band 6	44
Band 7	26
Band 8	6
Band 9	0

Year 8 2022

Band 3	26
Band 4	16
Band 5	34
Band 6	31
Band 7	13
Band 8	4
Band 9	4

Year 9 2023

Band 3	
Band 4	
Band 5	
Band 6	
Band 7	
Band 8	
Band 9	

Year 10 2024

Band 3	
Band 4	
Band 5	
Band 6	
Band 7	
Band 8	
Band 9	

Year 8 2021

Band 3	8
Band 4	19
Band 5	20
Band 6	36
Band 7	24
Band 8	3
Band 9	3

Year 9 2022

Band 3	22
Band 4	19
Band 5	16
Band 6	24
Band 7	19
Band 8	7
Band 9	23

Year 10 2023

Band 3	
Band 4	
Band 5	
Band 6	
Band 7	
Band 8	
Band 9	

Year 9 2021

Band 3	31
Band 4	9
Band 5	18
Band 6	26
Band 7	13
Band 8	5
Band 9	16

Year 10 2022

Band 3	29
Band 4	16
Band 5	13
Band 6	33
Band 7	16
Band 8	10
Band 9	15

Perception data

Targets or Measures	Base	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Increase to 5% above all school average for our Year 7-10 students agree or strongly agree that 'Teachers give useful feedback'. The target was set by averaging the percentages of agree or strongly agree over 2017-2020 for ACT 7-10 schools and aligns with improvement cycle in writing *unable to separate the year groups, we may need to change this measure in Action Plan*	3% above all school average	* +9% Amaroo - 64% Others - 56%				

What this evidence tells us:

- Professional learning has continued to support teachers unpack cohort, class and individual students learning data.
- Teacher confidence to explicitly teach the vocabulary of their discipline has improved. There is evidence in the eWrite data that vocabulary has improved.

Analysis 🡪 Priorities 🡪 Strategies 🡪 Actions 🡪 **Impact** (for student)

- There has been minimal movement in the bottom 2 bands of year 9 writing. Further analysis has identified a need to further unpack and understand what is happening to students in the middle two bands. Evidence has shown a large increase in the top band in Year 8 from 2021 to 2022.
- Professional learning in feedback has continued to be successful and is embedded into teacher practice. Next year professional learning will continue to build teacher capacity improving the types of feedback students receive and creating consistency in our summative assessments.
- The secondary school recognises the need for small student learning data that directly correlates to teacher intervention and classroom practice. Currently the large system data is too broad to capture individual student growth or teacher intervention.
- The secondary school will develop measures to support teachers to more effectively measure impact. The development of a Spiral of Inquiry template will assist in uniformity of process and allow for moderation between faculties and sectors and most importantly be a uniform measure of teacher impact that can be discussed across faculties

Our achievements for this priority
- **Systematic delivery of disciplinary literacy interventions** to promote high quality writing instruction with a focus on subject specific vocabulary and formative assessment.
- **Building the capacity of leaders and teachers in disciplinary literacy** through a structured professional learning program.
- **Provided high quality personalised literacy interventions** for students that supported access to all disciplines.
- **Emphasis on formalising student voice** opportunities when giving feedback on school programs, assessment and processes through student forums and PLT reflection cycles.
- **Academic rigour** emphasised through collaborative planning and moderation as evidenced in our satisfaction survey data.
- **Continued implementation of systems** to support teachers to use data to meet the diverse needs of their students as evident in our P student profiles, Amaroo Secondary Data, Report Data, and PBL dashboard.

Challenges we will address in our next Action Plan

- **Differentiated action learning goals** for faculties that are included as part of teachers PDP's.
- **Differentiated professional learning and coaching** to support each faculty's identified writing goals.
- **Improve consistency of PLC cycle** through short iterative spirals of inquiry with a uniform template to guide SLC's and staff through the process, collecting and measuring student learning data (small data) and improvement.
- **Analyse and unpack student perception** of writing through a survey, interviews and focus groups.
- **Refinement of School Learning Committees (eg EALD, Apollo, Cultural Integrity, Student Voice)** to build teachers capacity to meet all students.

Challenges we will address in our next Action Plan to support the connection between Priority 1 and 2 and across P - 10

- **Sharing our spirals of inquiry** across the school to build collective efficacy, sharing practice and demonstrating the reading and writing connection.
- **A coherent and consistent approach to formative assessment** from P - 10. Effective formative assessments are identified, teachers use formative assessment data to evaluate impact on student learning and plan for differentiation.

Analysis Priorities Strategies Actions **Impact** (for student)

- **Continue to focus on feedback,** developing protocols and practices that ensure students are receiving individualised feedback that moves learning forward.

Reporting on preschool improvement

1.3.1 The preschool is encouraged to continue to embed the planning cycle and ensure that children's learning is regularly analysed.
- An additional page was added to preschool teacher's planners to support ongoing reflection and adjustments to the planning cycle

1.3.2 Educators need to consider additional strategies to critically reflect on events, experiences and practices from multiple perspectives.
- Preschool staff are involved in sharing circles within PLTs and invited to networking events across our Directorate. The Preschool Pathways Partner has been a rich source of guidance and advice for additional reflection strategies

1.1.1 Consistent curriculum- decision making relating to each child's learning and development using the EYLF outcomes.
- Preschool staff reflect as a teaching team on the collection of observations and how future planning is recorded consistently in planning diaries in each of the classrooms to support students to improve outcomes against the EYLF. This year in PLTs a consistent process to planning read alouds and story baskets, was created. These are shared amongst each of the classrooms to provide an opportunity to develop pre-reading skills and increase vocabulary across all classes.

5.2.2 Improved positive relationships between students.
- Preschool staff and educators have trained in Zones of Regulation and have developed a restorative practices script to use with children as they navigate their own feelings and choices

7.2.1 Develop a system for how families are kept informed about the service's Quality Improvement against the National Quality Standard
- The QIP goals and progress to date is on display in the Preschool staffroom and the family information wall, mid-year this information was shared on Seesaw and families were invited to provide feedback through a Google Form. The feedback was collated and shared and additions made to the QIP as a result. This information was then communicated with our preschool families to ensure they know that their voice is valued and has contributed to the process of improvement.

2.1.3 Planning that reflects student agency into routines and guidelines of the preschool that relate to the comfort of individuals and the group.
- Evidence of the progressive eating a rest times offered daily has been formalised in weekly plans, this also includes indoor/outdoor play times. Reading planners reflect 'layered' group times. Planning grids are used to identify patterns and needs.

3.1.2 The preschool premises, furniture and equipment are safe, clean and well maintained.
- Term meetings with the Facilities Manager have been set up and implemented. The preschool uses the BSO logging systems for minor repairs and the SLC contacts the Facilities Manager directly for urgent repairs and maintenance problems.

4.1.2 Release planning allows for teachers to spend a similar amount of time with each class group over the week.
- School leadership have implemented feedback to allow for greater balance of staff on classes/groups for Semester 2 of 2022 and the 2023 school year

4.2.1 Maintain collaborative strategies across each of the rooms between staff.
- A range of cascading 'check-ins' were organised by the SLC to facilitate greater sharing leading to collaboration across the preschool classes and staff/educators. This includes weekly PLT agenda items, reflecting on Seesaw posts from across the groups, and the

Analysis ▢ Priorities ▢ Strategies ▢ Actions ▢ **Impact** (for student)

contributions by all staff to the preschool planning book

6.1.3 Build a strong relationship and foster connection between families and school community, other families and external agents that can support families.

- Ongoing school mechanisms continued this year. A renewed focus on Seesaw and the consistency across the groups was implemented. Several family events were held with the aim to connect families and community; Working Bee, Art Show, Grandparents and Special Friends morning tea, Learning Expo, end of year picnic under the trees and Kindergarten information sessions. SLC met with the Preschool P&C Committee to discuss opportunities and connections for families to introduce in Semester 2 and start with in 2023.

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

Analysis ⯈ Priorities ⯈ Strategies ⯈ Actions ⯈ **Impact** (for student)