

## Impact Report 2023

### The purpose of this document

This document flows directly from our Action Plan for 2023 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*

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

In 2023 our school supported this foundation through:

Priority 1 Improve student performance in reading P-6 by

- A focus on professional learning for teachers that supports individualised instruction and small group conferencing to meet the reading needs of each student.
- Students are invited and encouraged to have voice and agency in some of their reading materials and negotiate with the teacher their reading learning goals and areas for development, understanding who they are as a reader and the next steps for progress.

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

- Reinvigorating Professional Learning Communities within the secondary sector. We will adopt a uniform approach using the Spiral of Inquiry framework to ensure cohesive and effective development across all teaching faculties, enhancing teacher reflection, capability, and professional growth.
- Continue to implement disciplinary literacy strategies in the classroom.

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

In 2023 our school supported this foundation through – Priority 1

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

## Reporting against our priorities

### Priority 1: Improve student performance in reading across K-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 2023 we implemented this priority through the following strategies

- Embed the 10 Essential Literacy Practices in P-6, in particular Essential Literacy Practices 1, 2, 3 and 9
- Embed high 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

**Target/Measure:** Improve student growth from year 3 to 5 in NAPLAN Reading (average increase in students moving from 'Needs additional support' to 'Developing' or moving from 'Developing' to 'Strong' or moving from 'Strong' to 'Exceeding'.

Baseline 2023			Year 1 2024			Year 2 2025			Year 3 2026		
Year 3 2023: Reading			Year 3 2024: Reading			Year 3 2025: Reading			Year 3 2026: Reading		
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	11	9	Needs additional support			Needs additional support			Needs additional support		
Developing	33	30	Developing			Developing			Developing		
Strong	50	45	Strong			Strong			Strong		
Exceeding	6	5	Exceeding			Exceeding			Exceeding		
Year 5 2023: Reading			Year 5 2024: Reading			Year 5 2025: Reading			Year 5 2026: Reading		
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	10	14	Needs additional support			Needs additional support			Needs additional support		
Developing	23	34	Developing			Developing			Developing		
Strong	47	69	Strong			Strong			Strong		
Exceeding	20	30	Exceeding			Exceeding			Exceeding		

\*Please note NAPLAN scores in 2023 and onwards are not comparable to previous results. The student growth reports for 2022 (due to COVID) and 2023 (due to change in testing conditions) cohorts are unavailable.

We are at the beginning of measuring the data as the way the data is collected has been adjusted. We will need to compare the data from 2021 and 2022 with the data from 2023 once the SPR team explain how the data sets are connected.

NAPLAN is one way of measuring to gain a complete picture of our student data. Whilst the data gives us consistency, it is important to note that the data may not show a true representation of where all students are sitting.

Moving into the next year of the plan, we aren't currently able to compare historical data from 2021 and 2022 as the way that scores are measured have changed.

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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%	98.8%		

#### What this evidence tells us

The implementation of explicit instruction of the Letters and Sounds program, targeted small group instruction, the use of formative assessment to respond to student's needs in a timely manner to maintain engagement and continue a growth trajectory over the year has contributed to this target and increase in growth in Literacy across the cohort.

BASE provides a comprehensive report on the data gathered for both start and end of year, the integrity of the data is maintained as we have used one person to administer the tests at the beginning and end of year. Analysing the data is valuable for teachers of both preschool and Kindergarten cohorts, this is done after the testing periods with both teams using a disciplined dialogue to look at the various aspects of the data. We will revisit the test results and identify areas for improvement from previous years testing at the beginning of 2024.

Continue to embed high quality literacy practices based on the 10 Essential Literacy Practices in both the preschool and Kindergarten teams that will contribute to achievement in BASE.

#### Perception data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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. <i>*unable to separate the year groups, we may need to change this measure in Action Plan</i> <i>**can separate 4-6 data now using SEE dashboard- Teachers in the classroom perception- Student)</i>	-4.7%	*+9% Weak: 4% Neutral: 12% Strong: 84%  Amaroo: 64.2%	Weak: 5% Neutral: 13% Strong: 82%  Amaroo: 61.3%		

		Others: 55.8%	Others: 53.1%		
<i>Data used to focus and drive collaborative improvement and evaluate impact on learning</i>					
<b>Emerging</b> Teams meet but use limited formative and summative student data to evaluate the impact on student learning in their meetings. Data dialogues in relation to the impact of instruction on students' progress and achievement are not the focus of the work of teams.	<b>Evolving</b> The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. Data is used in PLC meetings to support curriculum planning.	<b>Embedding</b> PLCs track and monitor individual students, subgroups and whole school progress. PLCs are agile and effective at using a wide range of data for improvement. PLCs use a range of evidence to provide feedback on teaching practice and student learning.	<b>Excelling</b> Data and evidence informs and drives all the work of PLCs. Teachers and leaders are fully data literate. They routinely analyse data at individual student, sub-group, class, and year group. Multiple sources of evidence are used to drive and inform the PL needs of the team.		
2.4%	34.1%	56.1%	7.3%		

<i>Curriculum planning and assessment</i>			
<b>Emerging</b> Teachers plan and assess independently based on the Australian Curriculum. There is differential student progress and attainment within and across classes. Assessment is primarily evaluative rather than informing teachers' instruction.	<b>Evolving</b> Teachers consider student data, context, engagement and prior learning and deliver the Australian Curriculum. Curriculum plans and assessment tasks are in place and teachers are supported and expected to follow these. Time is allocated to enable teachers to moderate student work to ensure that learning has occurred and that judgements are consistent.	<b>Embedding</b> PLCs support teachers to use a range of evaluative strategies to assess student understanding and progress. They incorporate focused and differentiated feedback to support the progress and achievement of every child. The school values staff with excellent subject knowledge and support those who are less confident in aspects of the curriculum.	<b>Excelling</b> Curriculum planning, assessment and feedback are driven by a deep knowledge of the curriculum and a deep knowledge of students' progress and achievement developed through use of high-quality assessment tasks and rigorous moderation processes. Feedback to students is purposeful and highly effective in supporting progress and achievement towards ambitious targets for all.
0%	41.5%	43.9%	14.6%

\*PLC Maturity Matrix – new measure introduced in 2023

### What this evidence tells us

The 2023 results indicate a slight decrease in the number of students agree/strongly agree to receiving useful feedback from their teacher. This may be due to an unintended lack of focus on this part of the priority. Professional learning in this priority was sacrificed to make way for other school needs, Team Teach training.

In reflection we believe that measuring teacher capacity to analyse data that drives collaborative improvement and evaluates impact will provide us with growth opportunities for staff and in turn growth opportunities for students.

In 2024 we will use the PLC Maturity Matrix in two key elements,

- Data used to focus and drive collaborative improvement and evaluate impact on learning
- Curriculum, planning and assessment

We will build the capacity of school leaders to move staff's understanding of the work of PLCs in these two elements

### School program and process data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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%	Year 2: 26.7%  Year 6: 15.8%		

### What this evidence tells us

2023 indicates a decrease of 13.5% in year 2, whilst not quite the 16% this data demonstrates that the year 2 is on the correct trajectory to achieve the five-year target.

2023 data of 15.8% of year 6 students are in the bottom 3 stanines, indicating that year 6 is on the correct trajectory for achieving five-year target.

Presently PAT is the most effective target as it is the most consistent for both students and teachers.

In 2024 we will keep the time of the year for PAT testing consistent, to ensure data continues to build the trend.

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

- **Narrow the focus** for PLTs in the two priority elements of the PLC maturity matrix. Remove the 'teachers give useful feedback' target from the School Satisfaction Survey to PLC maturity matrix elements to directly link the measure and the collective capacity building.
- **Share the plan** for building capacity with all staff which prioritises the 2024 strategic goals.
- **Specify the actions and accountability measures** in the Action Plan for all School Leaders to action and understand their role in implementing the improvement strategies.
- **Increase visibility of the accountability** across the school with school sharing/emails or in PLTs about how all teams are tracking in accordance with the Action Plan/PLC element work, also within SLA, SLB and SLC twice a term meetings.
- **Reflect on impact** using student learning data and Spirals of Inquiry and long-term (individual teacher goal setting in PDPs).
- Professional learning that deepens the understanding and strategies for small group conferencing and individualised instruction to **meet the diverse needs** of their students.
- Improve **tracking and monitoring** of individual students and subgroups.

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

#### Targets or measures

By the end of 2026 we will achieve:

- enhanced critical and creative thinking by developing students' abilities to inquire, explore, organise information, and effectively communicate ideas through writing.
- writing strategies rooted in research based disciplinary literacy strategies. This approach emphasises the distinct vocabulary, ideas, concepts, and themes that are unique to the language of each subject area.
- From Years 7 to 10, students will engage in consistent, research-based disciplinary literacy strategies across all faculties. This approach is designed to significantly improve student writing outcomes.

In 2023 we implemented this priority through the following strategies.

- Embed Disciplinary Literacy strategies.
- Embed the Spiral of Inquiry in our PLTs.

*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

**Target/Measure:** Improve student growth from year 7 to 9 in NAPLAN Writing (average increase in students moving from 'Needs additional support' to 'Developing' or moving from 'Developing' to 'Strong' or moving from 'Strong' to 'Exceeding'.

Base 2023			Year 1 2024			Year 2 2025			Year 3 2026		
Year 7 2023: Writing			Year 7 2024: Writing			Year 7 2025: Writing			Year 7 2026: Writing		
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	13.3	32	Needs additional support			Needs additional support			Needs additional support		
Developing	30.4	73	Developing			Developing			Developing		
Strong	49.3	119	Strong			Strong			Strong		
Exceeding	7	17	Exceeding			Exceeding			Exceeding		
Year 9 2023: Writing			Year 9 2024: Writing			Year 9 2025: Writing			Year 9 2026: Writing		
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	3.2	12	Needs additional support			Needs additional support			Needs additional support		
Developing	28.5	55	Developing			Developing			Developing		
Strong	48.7	94	Strong			Strong			Strong		
Exceeding	16.6	32	Exceeding			Exceeding			Exceeding		

\*Please note NAPLAN scores in 2023 and onwards are not comparable to previous results. The student growth reports for 2022 (due to COVID) and 2023 (due to change in testing conditions) cohorts are unavailable.

### Perception data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
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.	-4.7%	*+9%	*+8.2%		
		Amaroo: 64.2%	Amaroo: 61.3%		
		Others: 55.8%	Others: 53.1%		
<i>*Unable to separate the year groups, we may need to change this measure in Action Plan</i>					

Data used to focus and drive collaborative improvement and evaluate impact on learning			
Emerging	Evolving	Embedding	Excelling
Teams meet but use limited formative and summative student data to evaluate the impact on student learning in their meetings. Data dialogues in relation to the impact of instruction on students' progress and achievement are not the focus of the work of teams.	The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. Data is used in PLC meetings to support curriculum planning.	PLCs track and monitor individual students, subgroups and whole school progress. PLCs are agile and effective at using a wide range of data for improvement. PLCs use a range of evidence to provide feedback on teaching practice and student learning.	Data and evidence informs and drives all the work of PLCs. Teachers and leaders are fully data literate. They routinely analyse data at individual student, sub-group, class, and year group. Multiple sources of evidence are used to drive and inform the PL needs of the team.
22.2%	50.8%	22.2%	4.8%

### Curriculum planning and assessment

Emerging	Evolving	Embedding	Excelling
Teachers plan and assess independently based on the Australian Curriculum. There is differential student progress and attainment within and across classes. Assessment is primarily evaluative rather than informing teachers' instruction.	Teachers consider student data, context, engagement and prior learning and deliver the Australian Curriculum. Curriculum plans and assessment tasks are in place and teachers are supported and expected to follow these. Time is allocated to enable teachers to moderate student work to ensure that learning has occurred and that judgements are consistent.	PLCs support teachers to use a range of evaluative strategies to assess student understanding and progress. They incorporate focused and differentiated feedback to support the progress and achievement of every child. The school values staff with excellent subject knowledge and support those who are less confident in aspects of the curriculum.	Curriculum planning, assessment and feedback are driven by a deep knowledge of the curriculum and a deep knowledge of students' progress and achievement developed through use of high-quality assessment tasks and rigorous moderation processes. Feedback to students is purposeful and highly effective in supporting progress and achievement towards ambitious targets for all.
6.3%	52.4%	34.9%	6.3%

\*PLC Maturity Matrix – new measure introduced in 2023

### What this evidence tells us

- The secondary school have achieved the target of 5% above system average for '*Teachers give useful feedback*'. Although the school percentage was lower by 2.9% from 2022, the system average also lowered by 2.7% in 2022.
- The secondary school have discontinued the e-write test due to validity issues including students using other examples of writing copied from other sources and as a result was not valued by students and not an accurate reflection of student capability. In its place the secondary school are developing a specific writing rubric aimed at evaluating ongoing and in-class writing pieces.

### Our achievements for this priority

- Increased the use of spirals of inquiry across all faculties through a consistent template to guide school leaders and teachers through the process, collecting and measuring student learning data (small data) and monitoring student growth and teacher impact.
- Sharing our implementation of spirals of inquiry across the school to build collective efficacy and demonstrate the reading and writing connection.
- Analysis and unpacking of student perception of writing through survey, interviews, and focus groups.
- 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

- **Narrow the focus** for PLTs in the two priority elements of the PLC maturity matrix. Remove the teachers give useful feedback target to PLC maturity matrix to directly link the measure to the priority area.
- **Share the plan** for building capacity with all staff which prioritises the 2024 strategic goals.
- Increase supports for school leaders to deepen spirals of inquiry.
- **Codesign** and embed the use of the pre-writing measuring tool aimed at collecting data of student opportunity to make connections, inquire and organise information prior to formal writing.
- **Improve school wide analysis** of student growth and achievement using the pre-writing measuring tool to provide an additional school-based data source in 2024.
- **Reflect on impact** using student learning artefacts and the pre-writing measuring tool in both short term (team cycles of inquiry) and long-term (individual goal setting in PDPs).
- Deepen the use of systems to support teachers to use data to **meet the diverse needs** of their students.
- Improve **tracking and monitoring** of individual students and subgroups