

Taylor 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 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 3

- € Improve growth in student wellbeing with a focus on personal and social capabilities.

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

In 2022 our school supported this Strategic Indicator through – Priority 1

- € Improve growth in student performance in writing achievement standards across all year levels

To centre teaching and learning around students as individuals

In 2022 our school supported this Strategic Indicator through – Priority 1 and 2

- € Improve growth in student performance in writing achievement standards across all year levels
- € Improve growth in student performance in reading comprehension, across all year levels, maximising the potential of learners.

Reporting against our priorities

Priority 1: **Improve growth in student performance in writing achievement standards across all year levels**

Targets or measures

By the end of 2023 we will achieve:

- 25% of students (K-6) are achieving above standard for writing
- % of students in the top two bands are equal to similar schools based on a three year average.
- 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher provides me useful feedback about my school work'
- For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.

In 2022 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring
- PLC

Student learning data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 5 2023
25% of students (K-6) are achieving above standard for writing	12.3%	22.8%	25.37%	30.71%	22.9%	
% of students in the top two bands is equal to similar schools based on a three year average.	30.6% - YR 3	43% YR 3	N/A	46.3% YR 3	28.3% YR 3	
	3.3% YR 5	SSSG 63.3%		SSSG 67.3%	SSSG 63.5%	
		25% YR 5		18.4% Yr 5	9.5% YR 5	
		SSSG 19.5%		SSSG 26.2%	SSSG 30%	

Perception Data

Targets or Measures	Base	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023

3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher provides me useful feedback about my school work' Source: Student- School satisfaction survey	75.58%	85%	82%	75%	79%	
	School type	77%	74%	72%	71%	
	difference	^9%	^8%	^4%	^8%	

School program and process data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 2023
For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.	50%	50%	91.7%	N/A	N/A	

What this evidence tells us

- Overall decrease in both year 3 and 5 in the top 2 bands in NAPLAN writing.
- Student satisfaction data reports a positive 8% increase over same type school around receiving useful feedback.
- Slight decrease in students achieving above standard in writing to 22.9%

Our achievements for this priority

Develop staff capacity

o Continue to develop agreed whole school practice in writing

- Developed and implemented a staff capacity matrix to develop experts and teachers requiring support in agreed practices.
- implemented workshops facilitated by teachers for teachers around Structured Word Inquiry, formative assessment, Writers' workshop and student friendly rubrics.

o Developed staff knowledge and practice in the 10 essential literacy practices

- Staff PLC meeting focused on unpacking essential literacy practices led by our literacy champion Annette Raats
- Teams developed goals based on their self-reflection of the essential literacy practices and worked through the goal cycle in PLC over the year.

Our school's contribution to whole-of-system Strategic Indicators

To facilitate high quality teaching we have made professional learning and coaching mentoring a priority to build the capacity of all educators.

- Enhance teacher knowledge and practice in the teaching of reading and writing through professional learning
- Develop teacher capacity in the use of student data to enrich learning.

Challenges we will address in our next Action Plan

- Build common formative assessment practices in writing
- Establish coaching and mentoring practices
- Strengthen teacher capacity to give effective student feedback in writing

Priority 2: Improve growth in student performance in reading comprehension, across all year levels, maximising the potential of learners.

Targets or measures

By the end of 2023 we will achieve:

- 50% of students (K-6) are achieving above standard for reading
- NAPLAN achievement places the school in the second quartile of 'like' schools
- The 3 year average meets the 3 year average of P-6 in the same school type of the ACT for the question 'I receive useful feedback about my work at this school?'
- For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.

In 2022 we implemented this priority through the following strategies.

- Professional Learning Communities
- Coaching and Mentoring

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 2019	Year 2020	Year 3 2021	Year 4 2022	Year 2023
50% of students (K-6) are achieving above standard for reading	28.5%	26.32%	50%	46.82%	35.8%	
NAPLAN achievement places the school in the second quartile of 'like' schools	Bottom	N/A	N/A	Data is no longer organised in this format. Adding average NAPLAN scores overtime		
Average NAPLAN SCORES for reading over time compared to SSSG	year 3	455 SSSG 445.10	N/A	452.3 SSSG 450.1	402.3 SSSG 450.26	
	year 5	533.2	N/A	512.5	509.3	

		SSSG 516.61		SSSG 517.73	SSSG 516.50	
70% of students (K-6) are achieving at or above benchmark (PM/Probe).						

Perception Data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 2023
3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'I receive useful feedback about my work at this school?' Source: Teacher- School satisfaction survey	75.58%	85%	82%	75%	79%	
	School type	77%	74%	72%	71%	
	difference	^9%	^8%	^4%	^8%	

School program and process data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 2023
For all students, you would see evidence of goal setting that is appropriate to their individual ability in reading.	50%	N/A	41.7	N/A	N/A	

What this evidence tells us

- School reporting data shows that 35.8% of students are achieving above standard in reading.
- Goal setting information was not collected in 2022 but will be re established in 2023
- School satisfaction data shows 79% of students receive useful feedback about my work at this school 8% higher than same type schools.
- NAPLAN shows our year 3 cohort is significantly below similar schools average
- NAPLAN shows our year 5 cohort in slightly below similar schools average

Our achievements for this priority

Develop staff capacity

- o **Continue to develop agreed whole school practice in Reading**
 - Developed and implemented a staff capacity matrix to develop experts and teachers requiring support in agreed practices.
 - implemented workshops facilitated by teachers for teachers around Readers' workshop, formative assessment, Using PAT assessment data to inform planning
- o **Developed and implemented consistent data gathering and analysis**

- Staff PLC identified reading data used across the school and narrowed down to the key assessment we use to measure reading across the school.
- developed and implemented whole school reading data tracker using PM and probe to track students growth across their primary school years and inform response to intervention.
- Teams design methods to use literacy progression to measure and set reading goals for students.

Our school’s contribution to whole-of-system Strategic Indicators

PLC model that aligns with strategic improvement goals to build teacher capacity.

- Enhance teacher knowledge and practice in the teaching of reading and writing through professional learning
- Develop teacher capacity in the use of student data to enrich learning

Challenges we will address in our next Action Plan

- Review the implementation of the essential instructional practices for literacy.
- Build coaching mentoring framework to develop whole staff capacity in Readers’ workshop
- Explicit PL on effective feedback in reading
- Establish a response to intervention model
- Utilise the Literacy progressions to develop student reading goals.
- Develop staff capacity to team teach with their partner class and LSA

Priority 3: Improve growth in student wellbeing with a focus on personal and social capabilities.

Targets or measures

By the end of 2023 we will achieve:

- 60 % of students in years 3-6 ‘negotiate and resolve conflict’ ALWAYS
- 65% of students in years 3-6 develop respectful relationships ALWAYS
- 3 year average is higher than the 3 year average of P-6 in the same school type of questions ‘I feel safe at my school?’
- Maintain and continue to increase the number of students who can effectively engage in ‘fixing social problems’

In 2022 we implemented this priority through the following strategies.

- Professional Learning Communities
- Coaching and Mentoring

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 2019	Year 2020	Year 3 2021	Year 4 2022	Year 5 2023

60 % of students in years 3-6 'negotiate and resolve conflict' ALWAYS Consistently (updated 21.9.20)	45.59%	58.82	59.21%	73.86%	61.90%	
65% of students in years 3-6 develop respectful relationships ALWAYS Consistently (updated 21.9.20)	52.94%	64.71%	57.89%	75%	78.83%	

Perception Data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 5 2023
'I feel safe at my school?'	64%	72%	82%	75%	76%	
Source- Students School satisfaction Survey	School type	72%	71%	71%	69%	
	difference	0%	^10%	^4%	^7%	

School program and process data

Targets or Measures	Base	Year 1 2019	Year 2020	Year 3 2021	Year 4 2022	Year 2023
Have you had a problem with a friend this week?	40%	N/A	N/A			
What did you do?	89.3%		Reviewing purpose of target			
Did you know how to fix the problem?	70%					
If you can't fix the problem, where can you get help to solve a friendship problem?						

What this evidence tells us

- The target of 60% of students in years 3-6 'negotiate and resolve conflict' ALWAYS has been reached and maintained in 2022
- There has been a significant growth in the target 65% of students in years 3-6 develop respectful relationships ALWAYS to 78%
- Student satisfaction survey 76% of student

Our achievements for this priority

Develop staff capacity to support students 'health and wellbeing'

- o Continue to develop an inclusive and connected school.

- Staff developed transition plan for all students which included class visits, teacher teacher interviews, sharing of student assessment and collecting parent information.
- Use of Seesaw, PBL communication aligned to learner dispositions has led to a more confident and safer learning environment for students.

o **Continue to implement Positive Behaviour for Learning (PBL) Framework**

- Implemented the PBL framework in whole school systems.
- Introduced the PBL framework to classroom systems through implementing effective classroom practices covering the classroom environment and relationships.
- Staff received professional development to implement these practices.
- On track to move to Tier 2 of the framework in 2023

Our school’s contribution to whole-of-system Strategic Indicators

To centre teaching and learning around students as individuals.

In 2022 our School supported this Strategic Indicator through - Priority 1, 2, and 3:

- Continue to embed the PBL (Positive Behaviour for Learning) Framework
- Continue to build inquiry skills, knowledge of learning assets and dispositions to be a successful learner
- Use the personal and social capabilities to monitor and plan for student learning.

Challenges we will address in our next Action Plan

- PBL classrooms to now transfer culture and expectations
- Continue to strengthen community partnerships through the P&C, School Board and Community consultation.

Reporting on preschool improvement

See QIP

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