

## 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

- Developing individual children's knowledge, skills and dispositions to engage in their learning.

### Reporting against our priorities

Priority 1: Students will be engaged, challenged and learn successfully.

#### Targets or measures

By the end of 2023 we will achieve:

- 85% or greater of students (K-2) achieve PM reading benchmark
- The percentage of students showing similar or greater growth in PIPS than the two year average 2017/18 will remain at or above the starting points.
- 60% of students in Years 3 and 5 achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)
- % of students in the top two proficiency bands in Reading, Writing and Numeracy is within 5% points of similar schools
- Decrease the percentage of students in the lower two bands in Reading, Writing and Numeracy by 5% points or greater
- Increase the percentage of 'in-school matched' students achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy

In 2022 we implemented this priority through the following strategies.

- Utilized pedagogical practices across the school
- Monitored student growth by analysing multiple sources of data
- Embed formative assessment

- Implemented the readers workshop model

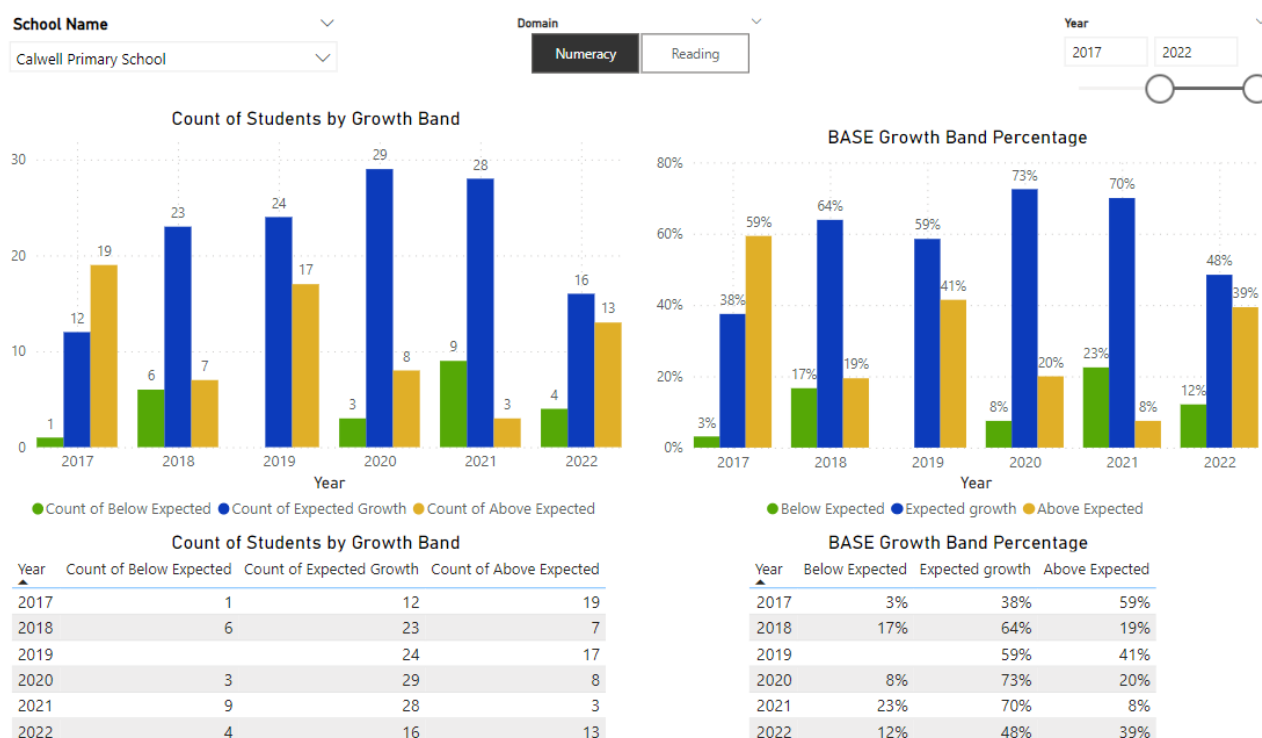
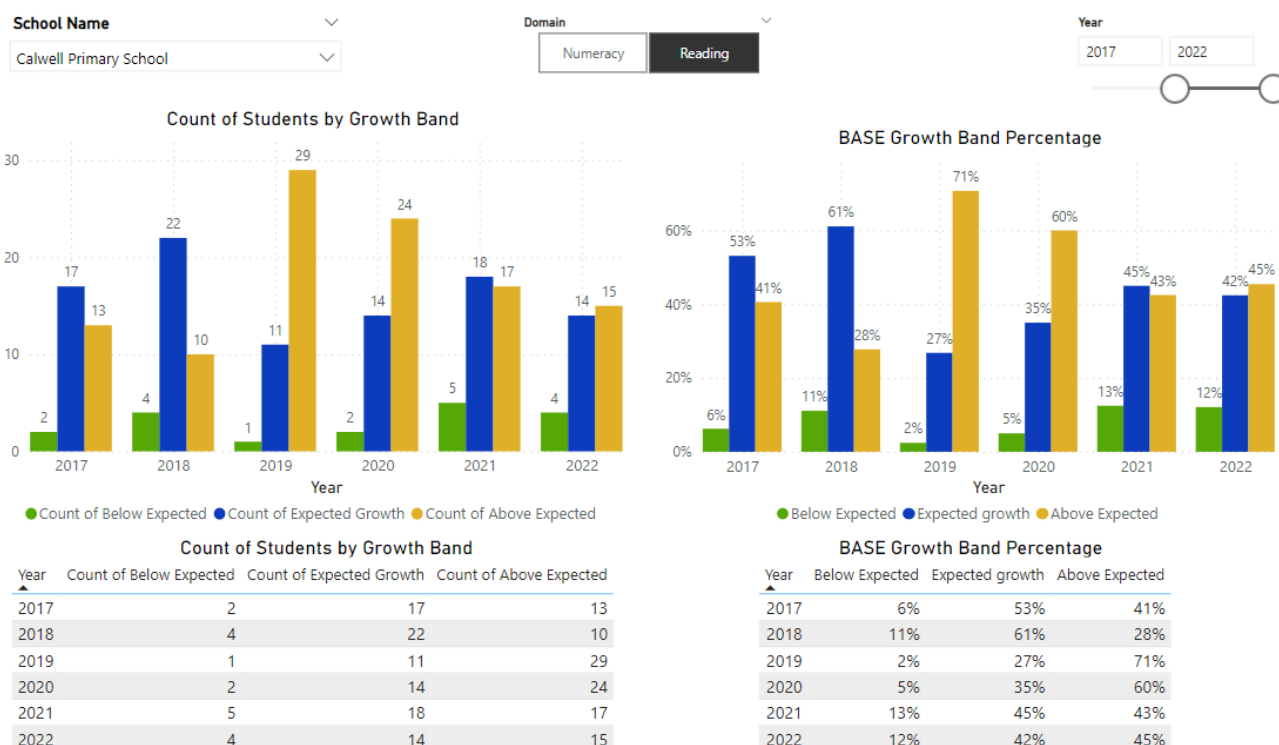
*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

#### *Student learning data*

Targets or Measures	Baseline		2019	2020	2021	2022
85% or greater of students (K-2) achieve PM reading benchmark (October 2019)	85%		92%	95%	89%	86%
The percentage of students showing similar or greater growth in PIPS than the two-year average 2017/18 will remain at or above the starting points.	Reading	82%	98%	Base replaced PIPS *From 2020 target were adjusted to reflect BASE see table below		
	Number	81%	100%			
60% of students in <b>Year 3</b> achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)	Comp	NA	88.2%	83.9%	46.3%	58.9%
	Spell	NA	88.2%	96.8%	67.5%	60.9%
	Maths	NA	91.2%	100%	65%	72.5%
60% of students in <b>Year 5</b> achieve an expected scaled growth score that matches or exceeds ACER scaled projections in PAT testing (Comprehension, Spelling and Mathematics)	Comp	NA	82.9%	82.9%	67.7%	84%
	Spell	NA	85.7%	82.4%	74.1%	72%
	Maths	NA	57.1%	75%	48.3%	72%

NAPLAN - Target or Measure	Area	Baseline	2019	2020	2021	2022
<b>Year 3</b> The percentage of students in the lower two bands in Reading, Writing and Numeracy <b>is less by 5% points than similar schools</b>	Reading	22.2	2.3		4.4%	0.6%
	Writing	3.9	0.5		5.4%	4.7%
	Numeracy	8.4%	8.0%		6.3%	9.1%
<b>At or Expected growth - CPS compared to SSSG</b>	Reading				-0.9%	NA
	Writing				11.6%	NA
	Numeracy				-4.8%	NA
<b>Year 5</b> The percentage of students in the lower two bands in Reading, Writing and Numeracy <b>is less by 5% points or greater than similar schools</b>	Reading	4.7%	7.1%		5.5%	4.6%
	Writing	0.6%	0.2%		4.2%	7.3%
	Numeracy	3.8%	3.1%		3.7%	1.2%

Increase the percentage of ‘in-school matched’ students achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy	Reading	77%	55%		61%	NA
	Writing	69%	54%		67%	NA
	Numeracy	64%	49%		50%	NA
Note: Some growth data is unavailable due to NAPLAN not being completed in 2020						



### Perception data

Targets or Measures	Baseline	2019	2020	2021	2022
Year average is at or above the ACT average in the following Satisfaction & Climate Survey questions					
Teacher's give useful feedback	+11.4%	+10%	+16%	+2%	+9.3%
Teachers motivate me to learn	+3.39%	+8.4%	+16.6%	6.3%	-2.3%
My teachers expect me to do my best	+3.80%	+2.6%	+9.3%	+4.5%	+2.3%

### School program and process data

Targets or Measures	2019	2020	2021	2022
% positive responses to the school Learning Survey Years 3-6 <i>1 = Not true, 2 = Somewhat true, 3 = Very true</i>	% based on 3 = very true			
I understand my learning goals	55.3%	71.2%	67.5	46.2%
Teachers give me feedback to help me learn	61.9%	67%	70.7	44.5%
I am interested in what I learn at school	29%	49.2%	39.8	44.5%
My teacher shares learning intentions with the class	60.3%	96.7%	87	55.5%
I know what the next steps are to improve my learning	51.8%	66.9%	61.8	41.2%

### What this evidence tells us

2022 data sets indicate that student learning has been impacted by 3 years of disrupted schooling due to the pandemic. Some growth data is not available due to NAPLAN not being administered in 2020.

- PM reading targets were met in 2022 although by a very small margin (1%). Over the course of the strategic plan PM reading data has remained relatively stable.
- 87% of kindergarten students achieved at or above growth in BASE reading and numeracy assessments.
- Year 3 PAT comprehension data shows growth although still below the target of 60%
- Year 3 NAPLAN numeracy have improved since 2019 although they have declined in 2022 (-9.1%) against similar schools
- Average NAPLAN scores declined in 2022 with below average performance and below expected growth. In 2022 we had a lower proportion (than similar schools) of students in top 2 bands (32.4% compared to 40.5%).
- BASE to NAPLAN trends (2019-2022) indicate an increase in proportion of students making low growth for reading.
- 2022 school program and process data which is ascertained by a school-based learning survey indicates a drop in the key areas. These results may have been impacted by the timing of the survey and school-based implementation processes.
- Students' responses to *teachers motivate me to learn* may have been impacted by ongoing impact of covid and the impact of teacher absences in 2022. Staff have been focusing on feedback and implementing conferencing. This is reflected in the increase in students' response to teachers giving useful feedback.

### Our achievements for this priority

- Professional learning on the readers workshop model and conferencing
- Whole school professional learning on writing
- Maintained a focus on spelling in the senior years
- School wide PLC conversations about data

## Challenges we will address in our next Action Plan

2023 priorities include;

- Maintain a focus on PLC conversations which focus on student achievement data
- Strengthen our ability to respond to individual needs through differentiated teaching
- Continue to focus on building teacher capacity through targeted professional learning and in school coaching and mentoring
- Reintroduce formal coaching and mentoring systems and approaches (in a staged approach)
- Review assessment schedule and streamline assessment processes

## Priority 2: **Build a positive and inclusive school culture to support student well-being and social emotional development and learning.**

### Targets or measures

By the end of 2023 we will achieve:

- Wellbeing / School Culture - year average meets or is above average of P-6 same ACT school type in the following student Satisfaction & Climate Survey questions;
  - I feel safe at this school
  - I like being at my school
  - I can talk to my teachers about my concerns
  - Student behaviour is well managed at my school
  - Staff take students concerns seriously
- Parental Engagement / Home – School partnership. Year average meets or is above average of P-6 same ACT school type in the following Parent Satisfaction & Climate Survey questions:
  - This school takes parent's opinions seriously
  - This school works with me to support my child's learning
  - My child's learning needs are being met at this school
  - Student behaviour is well managed at this school
  - Teachers at this school treat students fairly
- PBL Data Sets and School Staff Survey shows positive impact of PBL Framework

In 2022 we implemented this priority through the following strategies.

- Continuing to embed PBL throughout the school
- Delivering an explicit SEL program
- Established a focus on learning assets
- Strategically targeted resources to meet the needs of students

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.

#### Perception data

Targets or Measures	Base 2018	2019	2020	2021	2022
Well Being / School Culture - year average meets or is above average of P-6 same ACT school type in the following student Satisfaction & Climate Survey questions					
'I feel safe at this school'	+6.66%	+3.4%	+9%	+5%	+0.9%
'I like being at my school' / I'm happy to be part of this school (2021 change)	-5%	-6.4%	+14.1%	- 8.6%	-9.3%
'I can talk to my teachers about my concerns'	-5.96%	+2.1%	+22.2%	+10.8%	+1.4%
'Student behaviour is well managed at my school'	-10%	+12%	+38.1%	NA	-8.6%
'Staff take students concerns seriously'	-0.49%	+6.9%	+21.5%	+17.5%	2.8%

Targets or Measures	Base 2018	2019	2020	2021	2022
Parental Engagement / Home – School partnership. Year average meets or is above average of P-6 same ACT school type in the following Parent Satisfaction & Climate Survey questions:					
This school takes parent's opinions seriously/ This school is active in seeking parents' opinions and ideas for making important decisions (2021)	+2.14%	-1.1%	-7.8%	-7%	-17.2%
This school works with me to support my child's learning	-0.64%	+1.5%	-3.3%	+6.9%	-13.3%
My child's learning needs are being met at this school / My child is making good progress at this school (2021) change	+1.60%	+2.8%	+2.8%	6.1%	-9.4%
Student behaviour is well managed at this school	+2.95%	+3.4%	-6.4%	+7.2%	-12.7%
Teachers at this school treat students fairly' / Staff at this school treat students with respect (2021 change)	-3.92%	+3.2%	-5.2%	-2.9%	-11.8%

### School program and process data

Targets or Measures	Base	2019	2020	2021	2022
PBL Data Sets and School Staff Survey shows positive impact of PBL Framework	SET 92%	100%	100%	100%	NA
% positive student responses to a school Well-being Survey Years 3-6 <i>1=Not true, 2= Somewhat true, 3= Very true</i>	% based on 3 = very true New in 2019				
<i>'I feel I belong at this school'</i>		47.1%	70.8%	Covid prevent ed data collectio n	52.1%
<i>'Students at this school get along with each other'</i>		11.2%	34.2%		44.6%
<i>'Students at my school respect each other'</i>		14.8%	26.7%		38%
<i>'I don't give up when things are difficult'</i>		58.7%	59.2%		57.9%
<i>'I know how to manage my emotions when things are difficult'</i>		40%	72.5%		73.6%
% families engaging with Seesaw P-Yr6		76%	100%		NA

### What this evidence tells us

2022 data indicates there has been a significant decrease in positive school culture reported from parents, staff and students. Due to the 2021 student survey not being conducted it is unclear if 2022 is the start of a downward trend or if the data is impacted by the challenges, stress and fatigue faced at the end of the pandemic. 2022 data may be impacted by the reduced number of parents completing the satisfaction and climate data survey.

- The data indicates that there is 10% growth in student data towards 'students getting along with each other'
- 73% of students have indicated they are able to manage their emotions which is stable over 2020-2022.
- Students sense of belonging has decreased by 18.7% in the period 2020 – 2022. This could be impacted by school disruptions during the pandemic and students feeling disconnected from school
- There has been a 10% decrease in parents' response to 'This school is active in seeking parents opinions and ideas for making important decisions'

### Our achievements for this priority

- A school wide focus on learning assets and embedding these into teaching and learning
- PBL has been maintained across the school
- The school P&C has been re-established and is focusing on building community
- Communication through Seesaw, school newsletter and social media has continued

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

2023 priorities include;

- Re-establish home school partnerships
- Report comments in academic reports will be re-established
- Undertake community surveys to seek community voice
- Focus on student and staff wellbeing to grow a positive culture
- Focus on communication with families and students to provide information on behaviour management processes
- Build student voice and agency

### Reporting on preschool improvement

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