

Aranda Primary School

Network: Belconnen

Impact Report 2023

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 2023 we implemented this priority through the following strategies:

- Continued to use the Maths Workshop model as defined in the Pedagogical Framework
- Renewed/updated maths component of Non-Negotiables, Curriculum delivery plan (to reflect the full range of data) and the school planning flow charts
- Embedded Rapid Cycles of Inquiry in Professional learning teams (PLTs)
- Regular agenda items in PLTs that allow teams to engage with and reflect on the use of the Maths Continuum.
- Consolidated and continued the use of the maths tracker for years P-6 with a clear and relentless focus on number

- Whole school engagement in the Maths Mania Day (Term 4 2023)
- Provided staff with PAT Maths data analysis training
- Established whole of community approach to the student attainment of times tables
- Continued to strive to embed effective means to engage with families to support students in authentic maths tasks and promoting positive attitudes towards Mathematics.

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 growth NAPLAN data	42.5%	No 2022 growth NAPLAN data due to no NAPLAN assessment in 2020	Cannot measure growth due to a change in NAPLAN reporting format:	
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	No data available Due to change in PAT assessment methods	YR 2: 1.1 (1.2) YR 3: 0 (0.1) YR 4: 1.3 (0.8) YR 5: 1.4 (1.3) YR 6: 1.2 (1.2) * data amended due to error	YR2 :4.1 YR3 :0.6 YR 4: -2.5 YR5 :1.5 YR6 :0.9	

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 4 or above out of a	50% (16 of 32 teachers scored 4 or above out of a	67% (21 of 31 scored 4 or above out of	66.7% 22 of 33 Teachers scored 4 or above out of a scale of 6)	58.8% 20 of 34 Teachers scored 4 or above out of a scale of 6)	

	scale of 6)	scale of 6)	a scale of 6)			
Increase the percentage of students who indicate 'I enjoy maths (Number)' to 85%	65%	65%	52.5%	55.4%	66.3%	

What this evidence tells us

- PAT data indicates growth in all grades 2-6 except in year 4.
- Despite targeted PL and discussions focused on Maths differentiation, teachers' confidence levels to differentiate have not improved. A high percentage of early educators has contributed to this result. It provides valuable reason to target differentiation in the teaching of Maths in our coaching and mentoring program in 2024.
- An increase in the percentage of our children stating they enjoy Maths in 2023. This was an increase of 10.8 percent from the previous year and possibly attributed to a whole school push of explicitly identifying maths components within relevant, authentic tasks in all subject areas.

Our achievements for this priority

- Continue to use the maths workshop model as defined in the Pedagogical Framework
- Being intentional in the use and reflection of
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- the Maths Continuum in PLT meetings.
- Establish whole of community approach to the student attainment of timetables
- Embedded practice of Rapid Inquiry Cycles (RICs) across all teaching teams. Baseline data used to identify intense student focus in Mathematics. Increase variation of student groupings and targeted approached to RICs.
- Embedded and refinement of Maths Milestones Continuum as an essential data component.
- RICs linked to the learning support model in a purposeful and deliberate way.
- Provided staff with PAT Maths data analysis training.
- Provided time for teachers to share creative ways individual teams managed and structured RICs to improve numeracy outcomes for students.
- Improved student perceptions of and attitudes towards Mathematics.
- Implementation of school-based Maths Challenge was linked to the maths milestones to ensure students are working on achieving growth.
- Through General Capabilities, identified authentic connections to numeracy in broad curriculum areas.

Challenges we will address in our next Action Plan

- Teacher confidence levels to differentiate Maths – this will be targeted through carefully planned coaching, mentoring and targeted professional learning.

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 2023 we implemented this priority through the following strategies:

- Consistency in reading pedagogy across the school.
- Reviewed how CAFÉ reading is taught from years 2-6
- Consolidated the use of data to formulate reading goals (whole staff PL Term 2)
- Embedded regular conferencing and progressive goal setting.
- Fostered positive classrooms that promote reading (Quality Literature).
- Focused on early intervention for Reading
- Promoted parental involvement in reading
- Used PAT Reading and SCOUT data to inform planning and set individual student goals
- PLT meetings focused on student reading data and reflection of class programs

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%	60.2%	97% (Strong and Exceeding).	
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%	82.6%	81.32%	

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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85% of parents with students K-2 believe they know how to support their child to become a better reader	Covid*	Covid*	93%			
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What this evidence tells us

- The percentage of students achieving at or above reading benchmark from K-6 varies between grades quite markedly. Kindergarten achieved slightly below the 90% target. Years 1 & 2 over 10% below the target. Years 3-6 all within a 10% range of the target.
- Parent Surveys from reading team were not distributed.

Our achievements for this priority

- Implemented Rapid Cycles of Inquiry (RICs) across all teaching teams from Term 1 through to Term 4 through which baseline data is used to identify intense student focus in English, impact measured, whole school sharing
- RICs linked to the learning support model
- Kindergarten and Year 1 teaching teams shared videos/slides specifically for parents about how to support their children with the home reading program. Face to face workshops presented to parents/community with a focus on how parents could support student reading at home.
- CAFE reading focused on classroom visits for beginning teachers.
- Staff PL: Staff regularly shared Café reading strategies and RIC cycles

Challenges we will address in our next Action Plan

- Maintain effective -student identification, targeted teaching, student growth tracking through the use of RICs
- Effective processes to identify student needs for both support (particularly in the early years) or enrichment.
- 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.
- Effectively communicate and support parents to support their child's reading at home (all year levels)
- Commit to gathering parent perception data.