

Richardson 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.

Due to the COVID19 pandemic of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or zero (0) has been entered.

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 2022 our school supported these Strategic Indicators through the following priorities:

- Improve the percentages of students making expected growth in reading
- Improve student performance in writing across all year levels
- Provide a safe, respectful, and inclusive school culture

Reporting against our priorities

Priority 1: Improve the percentage of students making expected growth in reading

Targets or measures

Student learning data

Target or measure: 56% or more of year 5 students will be making at or above expected growth in reading. The target was set by averaging the % of students from similar schools making at or above expected growth over the last three cohorts i.e. since 2015-2017.

Source: SCOUT data on % students making at or above expected growth.

Starting Point: Baseline data of 35% was determined by averaging the % of students making at or above expected growth over the previous three cohorts at our school i.e. 2015-2017 cohort to 2017-2019 cohort.

Perception data

Target or measure: 78% or more students agree or strongly agree that Students at this school are being equipped with the capabilities to learn and live successfully. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 76% agree or strongly agree was determined by averaging student responses for the school for Students at this school are being equipped with the capabilities to learn and live successfully over 2019-2020.

School program and process data

Target or measure: School based assessments show that each student makes a minimum of one year's growth on assessments taken one year apart and nine months growth for assessments administered at the beginning and end of the year.

Source: Pat Testing (12 months) and Reading benchmark data (9 months)

Starting point: To be determined from an annual starting point

In 2022 we implemented this priority through the following strategies.

- Embed an early intervention model to support students who are struggling to read
- Develop a consistent whole school approach to the teaching of reading (assessment, curriculum and pedagogy).
- Embed effective reading pedagogical practices
- Differentiate teaching and learning to ensure individual student progress in reading.

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.

NAPLAN data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
56% or more of year 5 students will be making at or above expected growth in reading.	35%	29%	N/A			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students						
78% or more students agree or strongly agree that Students at this school are being equipped with the capabilities to learn and live successfully.	76%	NA	52%			
Students, overall I am satisfied that I am getting a good education at this school.	82%	60%	54%			
Parents						
Parents agree or strongly agree that students at this school are being equipped with the capabilities to live and learn successfully.	81%	NA	84%			
Overall I am satisfied that my child is getting a good education at this school.	83%	84%	81%			

My child is making good progress at this school.	85%	86%	91%			
My child's learning needs are being meet at this school.	85%	80%	84%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
PAT Reading (Yrs 2-6)	NA	NA-First test	71%			
Reading Benchmarks	70%	62%	88%			
Student reading goals achieved	NA	NA	81%			
Students ILPs (disability)	100%	100%	100%			
Response to Intervention Data- Only 6 months teaching and learning as teacher had to go on class.(PMs and Letter Sound)	NA	NA	61%			

What this evidence tells us

- The evidence tells us that despite the high number of teacher and student absences in 2022 due to COVID related illness and the inability to secure relief staff due to the nation-wide teacher shortage, resulting in split classes across the school, even with these challenges affecting staff and student wellbeing, most of our students made progress with their learning.
- NAPLAN data aside, an examination of our school's reading program and reading process data demonstrates that students from K-6 have made growth in reading with our PM Benchmark data showing that the percentage of children making expected growth has increased this year to 88%.
- This year data about student reading goals was collected and this impressive benchmark will provide us with an extra measure to monitor our improvement strategies for the remainder of the plan.
- Teacher's mapping of students' reading behaviour using the ACARA Literacy Learning Progressions for reading also provide evidence that students were made reading growth.
- Another indication of our teachers' effectiveness is reflected in our Kindergarten pre and post system testing results. These data use a measure of student growth between the BASE start and end of year assessment.
- Data are reported against growth bands - Low, Expected and High. The bands are designed to deliver across ACT public schools approximately 25% of students in the Low growth band, 50% of students in the Expected growth band and 25% of students in the High growth band.
- The most notable trend over the recent 2021-2022 time period for Reading is substantial decrease in the proportion of students making below expected growth, increase in proportion of students making expected growth and there was substantial increase in the proportion of students making high above expected growth.



Our achievements for this priority

Delivered professional learning in one of the 'Big 5' of reading – phonological awareness, phonics, fluency, vocabulary and reading comprehension.

- All staff attended Christine Topfer's workshops on reading comprehension and guided reading. Although other workshops were planned to be delivered by members of the leadership team, due to staff absence and a desire to look after staff welling, these did not occur. Only 1/5 professional learning opportunities were achieved this year.
- Results from a pre and post Capacity Matrix show increased levels of teacher confidence in teaching reading.
- Our planning document reflect the 'Big 5'
- Strategy posters and think alouds visible in classrooms.

Staff were provided PL in data collection/assessment tools to inform the teaching of reading, with the aim of broadening teacher's repertoire beyond reading benchmarks to include focused observation, student self-assessments, think alouds from students, work samples, surveys, and questionnaires.

- A range of templates and artefacts were created by teachers to record observations of students reading behaviours (anecdotal grid) were used by staff to gather information
- Reading products such as self-assessments, think alouds, work samples, retells, surveys /questionnaires, tests, cloze procedures and oral reading were also used to build a picture of student's reading strengths and areas for development
- Recording of incidental conversations, scheduled conferences and interviews.

Collaborative planning and PLC time were used to embed reading curriculum, pedagogy and assessment.

- After PL was delivered to all staff on Tuesdays, SLC's followed up in PLC with their teams. This included discussion of assessment data and the investigation of teaching and learning strategies to move children
- Agendas will be created, and minutes taken
- Evidence of planning that links directly to assessment data
- Meetings were held in different classrooms so teachers could 'share' their progress with the teaching of reading and others provided feedback on the classroom environment (checklist of what's expected to be visible)

Staff set reading goals for students based on assessment data (Reading Progressions and/or the First Steps Map of Development)

- Individual reading goals were created based on the four sub strands of Reading – Understanding Texts, Phonic Knowledge and Word Recognition, Phonological Awareness and Fluency
- Teachers used the Reading Progressions to plot students and show growth over the year and shared these with parents at Three-Way Interviews.

Teachers/SLC's coached mentored and provided feedback to teachers about their reading pedagogy. Observation protocols included walkthroughs and focussed lesson observations.

- As a staff we decided upon what will constitute our 'look fors' as we commenced our walkthroughs
- Created a timetable to conduct walkthroughs and time to meet with staff to discuss observations
- Similarly with focused observations, a timetable was created for all exec to visit classes at least once a week to observe reading practice. Feedback was provided in the form of Two Medals and a Mission.
- All classes maintained a continued focus on phonological awareness and morphology through the explicit teaching of reading strategies and there was high quality reading texts in class libraries.

Challenges we will address in our next Action Plan

- > Deliver to reading PL that was planned for this year but did not get delivered, mainly fluency and vocabulary
- > Introduce the Readers' Workop Model
- > Introduce InitialLit in our K-6 classes

Priority 2: Improve student performance in writing

Targets or measures

Student learning data

Target or measure: To increase the percentage of year 5 students in the top two bands of writing to 9% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools over 2016-2019.

Source: NAPLAN % in bands available through SCOUT

Starting Point: Baseline data of 4% was determined by averaging the percentage of year 5 students in the top two bands of writing for the school over 2016 -2019.

Target or measure: To increase the percentage of year 3 students in the top two bands of writing to 36% or more. The target was set by averaging the percentage of year 3 students in the top two bands of writing for similar schools over 2016-2019.

Source: NAPLAN data available through SCOUT.

Starting Point: Baseline data of 18% was determined by averaging the percentage of year 3 students in the top two bands of writing for the school over 2016-2019.

Perception data

Target or measure: 83% or more of our students agree or strongly agree that, 'teachers give useful feedback.' The target was set by averaging the percentage of agree/strongly agree over 2016-2019 item from the (78%) plus 5%.

Source: School Satisfaction Survey

Starting point: Baseline data of 79% was determined by averaging the percentage of students who agree/strongly agree with 'teachers give useful feedback 'over 2016-2019.

School program and process data

Target or measure: 91% or more of our students make at least one year's growth on our school's writing assessment tool. This target was set by averaging the percentage of students who made a minimum of one year's growth in 2019 and adding 5%.

Source: Victorian Essential Learning Standards (VELS) for Writing Rubric

Starting point: 86% (2019 K-6 average)

In 2022 we implemented this priority through the following strategies.

- Embed a consistent whole school approach to teaching handwriting
- Ensure a balance of text forms and writing purposes are taught for inquiry and stand-alone units of work
- A refined collaborative audit of existing curriculum to ensure the school has a coherent, sequenced plan for systematic curriculum delivery that includes assessment and reporting procedures are aligned to the Australian Curriculum Achievement Standards

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 percentage of year 5 students in the top two bands of writing to 9% or more.	4%	12%	7%			
To increase the percentage of year 3 students in the top two bands of writing to 36% or more.	18%	20%	14%			

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students						
83% or more of our students agree or strongly agree that, 'teachers give useful feedback.	79%	63%	51%			
I see myself as a confident, capable writer	NA	NA	76%			
I think my handwriting is neat, legible with letters that are formed accurately and consistent in size	N/A	N/A	56%			
Staff						
Teachers give useful feedback	91%	100%	100%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
91% or more of our students make at least 9 months or more on our school's writing assessment tool.	86%	69%	85%			
Students at or above expected Australian Curriculum Standards <ul style="list-style-type: none"> English Maths 	71% 73%	81% 84%	73% 84%			
Students at or above expected adjusted curriculum, 'P' grades/personalised plans <ul style="list-style-type: none"> English Maths 	90% 88%	83% 100%	96% 96%			

What this evidence tells us

- The evidence tells us that although only one of our three planned actions for this priority were delivered, the impact of our school's writing approach this year has improved our students' writing performance. 85% of students made growth on their February to November pre and post assessment piece.
- Further investigation of the A-E grades for English is required in early 2023. Are there particular cohorts of students not achieving at grade level? Is this because the curriculum is not matching their academic needs and a personalised plan needs to be developed?
- This year perception data was collected to determine what percentage of students saw themselves as confident and capable writers. This baseline, as well as our handwriting benchmark, will provide another measure to determine the impact of our improvement strategies in the coming years.
- The interesting data to note here is the discrepancy between the perception of effective feedback being given. Only 51% of our students in years 4-6 believe they receive effective feedback from their teachers. This percentage has been decreasing over the life of the plan. While the 97% of teachers believe they provide useful feedback. This is need to be explored and strategies that include learning intentions, success criteria and feedback will need to feature in the following year's Annual Action Plan.

Our achievements for this priority

Please note that the following actions we planned for this year, however due to staff absence most of these were not addressed and will be carried over into the 2023 Annual Action Plan.

Teachers will use the gradual release of responsibility model to explicitly teach handwriting and provide guide practice and feedback.

- An "Essential Agreement" for the teaching of handwriting. This will include modelled, guided and independent sessions and agreement about the frequency and intensity of such lessons. It is to ensure that this skill is explicitly taught and reinforced and that the handwriting book is not just 'busy work' activity during a writing rotation
- SLCs to build this into their PLC agenda to check that this approach is being implemented.

Review our current scope and sequences for our units of inquiry to ensure that it is an explicit, coherent and sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn.

- A rubric will need to be sourced or created to assess each unit's suitability. Considerations include – is there a strong focus on the development of cross curricular skills and attributes eh critical and creative thinking, are learning experiences accessible, engaging and challenging for ALL students, assessment and reporting processes that are aligned to the
- Workshops and PL for staff to build their skills in curriculum planning and development.
- Year, term and unit and term plans.

The main achievement for this priority this year has been the audit of text forms taught across the school both inside and outside the program of inquiry. This process followed professional learning about the importance of teaching students a range of social purposes, audiences and

text forms for writing. The audit process resulted in several new text forms being added to teaching and learning programs across the school. Students are excited by the opportunity to decide what text form to use once purpose and audience is considered. Teachers anecdotally reported that students have increased their desire to write due to this student-centred choice approach.

Challenges we will address in our next Action Plan

- Writers' Workshop Model
- Focus on providing effective feedback to students (learning intentions and success criteria)
- Introduce InitialLit
- Teaching of handwriting and the presentation of bookwork
- Explore other writing assessment tools/ writing rubrics that can show students' writing growth
- A thorough curriculum audit and review of our scope and sequence documents and teaching and learning programs, informed by 2023 changes to the Australian Curriculum.
- Writing progressions
- Student writing goals.

Priority 3: Provide a safe, inclusive and respectful school culture

Targets or measures

Perception data

Target or measure: 73% or more of our students strongly agree that the perceived support and safety for students enables them to feel safe, close to others at the school and that the school is a nice place to be. It also includes believing that teachers care about students and that students can talk to their teachers about problems at school. The target was set by averaging the percentages of strongly agree over 2017-2020 for ACT public schools. *Please note that the target for this priority had to be altered and a base data % included- this was done because Analytics and Evaluation changed their way of calculating in Qualtrics from 'agree/strongly agree' to just 'strongly agree'. This changed the %values slightly.*

Source: Climate survey data from Qualtrics

Starting Point: Baseline data of 69% was determined by averaging the school data for students in this domain over 2017-2020

In 2022 we implemented this priority through the following strategies:

- Create a culture and environment that promotes learning and wellbeing
- Implement initiatives to meet the social, emotional and wellbeing needs of our 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	Year 1	Year 2	Year 3	Year 4	Year 5
Students						
73% or more of our students strongly agree that the perceived support and safety for students enables them to feel safe, close to others at the school and that the school is a nice place to be.	69%	57%	62%			
Behaviour is well managed at this school	42%	NA	35%			
I feel safe at this school	40%	50%	53%			
I like being at my school	67%	NA	46%			
Teachers at school treat students fairly	61%	49%	44%			
I can talk to my teachers about my concerns	70%	NA	52%			
Staff						
Staff- Students feel safe at this school	65%	NA	77%			
Staff- Parents at this school can talk to their teachers about their concerns	100%	95%	100%			

Staff - Community partnerships are valued and maintained	96%	100%	91%			
Staff-students like being at this school	91%	NA	77%			
Staff- student behaviour is well managed at this school	82%	70%	77%			
Parents						
My child feels safe at school	78%	81%	79%			
Behaviour is well managed at this school	61%	65%	59%			
I can talk to teachers about my concerns	95%	NA	88%			
My child is making good progress at this school	85%	86%	91%			
My child likes being at this school	85%	85%	80%			
Climate Survey – School and Family Connections eg good communication between home and school and parents inclusion in decision making	78%	67%	54%			
The school looks for ways to improve	85%	NA	77%			

What this evidence tells us

- The evidence tells us that whilst our staff (84% average) and parent (78% average) perception satisfaction items about safety, learning, being able to share concerns with staff and wellbeing are high, except for behaviour being well managed, our students certainly do not share the same view.
- Out of our years 4-6 students an average of 60% strongly agree that the perceived support and safety for students enables them to feel safe, close to others at the school and that the school is a nice place to be. It includes believing that teachers care about students and that students can talk to their teachers about problems at school. They may feel this way due to the high number of vulnerable students in our setting with dysregulation and complex behavioural needs. These are the children who often 'blow up 'and can be unsafe in their behaviour. They are yet to self-regulate, deescalate and be present and ready to learn. Their behaviour could have an impact on students' sense of safety and enjoyment at school.

Our achievements for this priority

Again, due to the disruption caused by staff shortages many of the following actions, particularly with PBL and our behaviour management processes, were not completed. Staff did complete 5/7 PBL planned workshops and staff received 100% on the School Evaluation Tool administered by our PBL external coach.

The actions we had hoped to achieve this year included:

Implementing the seven effective classroom practices in the PBL Tier 1 universal classroom systems. The practices are: relationships, environmental management, classroom rules and expectations, procedures and routines, encouraging expected behaviours, responding to problem behaviour and active supervision.

- A suite of professional learning workshops led by the PBL team to build staff capacity implementing the seven effective classroom practices
- A 'checklist' of sorts to be used by staff to assess how visible these are in classrooms. These walkthroughs could be conducted during PLC time or whilst students are in the classroom.

Reviewing our student management systems, processes, and procedures to ensure they are aligned to our PBL framework and restorative practices ethos.

- Update student management flow charts to reflect our procedures and processes
- Once done, communicate to students and parent community via notes home, SeeSaw and FB posts.

Challenges we will address in our next Action Plan

- Look to implement evidence informed strategies that improve students' sense of safety and wellbeing -Berry Street Educational Model.
- Revamp PBL
- Strategies to reengage age our parents, including improving our communication about what students are learning, increase sense of belonging and connection
- Strengthen parent partnerships eg focus groups, improved avenues for decision making
- Strengthen our student management procedures
- Cultural Integrity
- Look at exciting old/new initiatives that will motivate and excite our students eg Green Team, lunchtime clubs, Richardson's Got Talent.