

Aranda Primary School

Network: Belconnen

Impact Report 2022

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 *statistically similar schools* (SSS) 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 2022 we implemented this priority through the following strategies:

- Consistent approach to maths pedagogy across the school
- Maths PL (Term 1 Week 0) Success criteria, PAT Maths, IXL Maths
- Rapid Cycles of Inquiry in Professional Learning Teams (PLTs)
- PLT meetings used to develop individual student plans and to monitor growth
- Implementation of the maths tracker for years P-6 with a clear focus on number
- Renewal and update of the maths component in our Non-Negotiables (Pedagogical framework)

- A focus on Maths coaching in our engagement with the expertise register (Week 3 Term 2)
- Whole school engagement in the World of Maths Incursion (Term 4)

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		
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 Yr 3 : 0 Yr 4: 1.3 Yr 5: 1.4 Yr 6: 1.2		

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 scale of 6)	50% (16 of 32 teachers scored 4 or above out of a scale of 6)	67% (21 of 31 scored 4 or above out of a scale of 6)	66.7% 22 of 33 Teachers scored 4 or above out of a scale of 6)		
Increase the percentage of students who indicate 'I enjoy Maths (Number)' to 85%	65%	65%	52.5%	55.4%		

What this evidence tells us

- NAPLAN growth data was unavailable in 2022 due to NAPLAN not delivered in 2020. Hence the PAT data in 2022 will form baseline data in the fourth year of the plan (as it is the first year of the adaptive test)
- Despite targeted PL and discussions focused on Maths differentiation, teachers' confidence levels to differentiate have not improved. This is not acceptable.
- A slight increase in the percentage of our children stating they enjoy Maths is reflected in our 2022 data. This needs to be a continued focus across the school.

Our achievements for this priority

- Implementation of Rapid Inquiry Cycles (RICs) across all teaching teams from week 7 Term 1 through which baseline data was used to identify intense student focus in Mathematics.
- RICs linked to the learning support model
- Maths Milestones Continuum developed as an essential data component for K-6. The continuum outlines and tracks the key essential learning in a number of concepts across all year levels. The continuum is designed to support teachers to identify foundational skills and ensure all students are identified if support (including extension) is necessary.

Challenges we will address in our next Action Plan

- Provide time for teachers to share creative ways that teams manage and structure RICs to improve numeracy outcomes for students.
- Embed the use of the Maths Milestone Continuum.
- Improve the perceptions of our students' attitude towards Maths.
- Ensure that there is one year's worth of growth for each student.
- Engage Parents in student acquisition of number facts

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 2022 we implemented this priority through the following strategies:

- Consistency in reading pedagogy across the school.
- Regular conferencing and progressive goal setting.
- Students operating at their Zone of Proximal Development.
- Classrooms as an environment that promote reading (Quality Literature).
- Focus on early intervention for Reading
- Promote parental involvement in Reading
- Explicit planning for Reading using the Reader's Workshop framework
- Use PAT Reading and SCOUT data to inform planning and set individual student goals
- PLT meetings focused on specific reading plans for students
- Communicated school priorities to the community in parent-friendly language

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 SSS 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%		
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%		

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%	91%		
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What this evidence tells us

- The gains experienced in Year 5 NAPLAN data are positive. The average number of students at or above reading benchmark across the school has only very slightly increased. This is of particular concern in the K and Year 1 cohort where 25% of students are below benchmark. Also, the year 5 cohort recorded 23% below benchmark.
- Parents have shown a perception that they know how to support their child with their reading.

Our achievements for this priority

- Scope and sequence developed by the Reading/Writing AAP team. This was presented and shared with staff in Term 3. Staff were asked to provide input and feedback.
- Implemented RICs across all teaching teams from week 7 Term 1 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 made videos/slides specifically for parents about how to support their children with the home reading program. Uploaded through Seesaw in Term 1 - coinciding with the commencement of the home reading program.
- CAFE reading focused on classroom visits for beginning teachers.
- Staff delivered PL on familiarising how to target and teach the reading strategies

Challenges we will address in our next Action Plan

- Effective RIC cycles- student identification, targeted teaching, student growth tracking
- Recognising quickly when students are not making progress, particularly in the early years.
- 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).