

# Chapman Primary School

Network: South Canberra/ Weston

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## 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:** Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1 To improve the rate of growth in writing for all students

- Creating Professional Learning Communities who utilised the Spiral of Inquiry over week 5 mini-cycles (Timperley, Kaser and Halbert) to progress the priority of the Strategic Plan.
- Establishing a data plan to develop protocols and oversee the collection and lead the analysis and interpretation of data

### Reporting against our priorities

#### Priority 1: Improve the rate of growth in writing for all students

##### Targets or measures

By the end of 2024 we will achieve:

- 65.3% of our year 5 students will be achieving at/ or above expected growth from year 3 to year 5 in writing. The target was set by considering the gain performance of a sample of ACARA “similar schools”
- Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA “similar schools” for year 3 and year 5. Our baseline data point for year 3 is 62.9% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 67.8%. The average gap was 4.9%. Our baseline data point for year 5 is 16.8% determined as the average of the last

five years of students in the top two bands in writing. ACARA similar schools average was 27.2%. The average gap was 10.4% from 2015 to 2019

- Increase staff confidence and 'use results from system testing and system processes to inform planning' for learning to 90% by 2024.
- Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs

In 2022 we implemented this priority through the following strategies.

- Consistent approach to writing pedagogy across the school
- PLCs focusing on individual student growth
- Built leadership and staff data literacy skills to analyse, interpret and use writing data to ensure that there is consistent mapping of student and school progress over time
- Planned and implemented quality professional learning program to deepen teacher writing knowledge and pedagogical practices.

*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
63.5% or more of our year 5 students will be achieving at or above expected growth in writing	54.8%	N/A	59.1%	N/A		
Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA "similar schools" for year 3	62.9%	N/A	58.9%	52.2%		
Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA "similar schools" for year 5	16.8%	N/A	25%	25.4%		

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results. *[Delete text if not relevant to your school].*

#### *Perception data*

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase staff confidence and use results from system testing and system processes to inform planning for learning to 90% by 2024	75.6%	78%	88%	90%		

#### *School program and process data*

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs	52% (established 2022)	N/A	N/A	52%		

<p>Evidence gathered to monitor the extent to which the changes in practice and outcomes for students are happening and progress is being made towards the goals and targets developed for Writing in our School Plan. All students K- 6, and 6 target students in each class. Teachers listed their mainstream students in their class into 3 broad groupings (low achieving, mid achieving, high achieving) to enable more precise observations and plan specific responses to what they find.</p>	<p>Average of 20% rate of growth in writing every 5 week spiral of inquiry cycle (6 cycles)</p> <p>Target students meet an average of 100% growth in wiring in a year. (established 2020)</p>	<p>N/A</p>	<p>Whole School K-6 Growth data for each 5 week writing cycle (6 cycles)</p> <p>Mainstream low achiever focus students average % growth: 14%</p> <p>Mainstream mid achiever focus students average % growth: 15%</p> <p>Mainstream high achiever focus students average % growth: 5%</p>	<p>Whole School K-6 Growth data for each 5 week writing cycle (6 cycles)</p> <p>Mainstream low achiever focus students average % growth: 19%</p> <p>Mainstream mid achiever focus students average % growth: 21%</p> <p>Mainstream high achiever focus students average % growth: 21%</p>		
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### What this evidence tells us

There are three main areas of pedagogical practices that teachers highlighted as areas for improvement. The three areas are:

- Differentiation
- Strategies for teaching writing
- Analysing student writing data to assist student learning
  
- In planning for 2023 professional learning, the Writing Focus Group have used this data to inform elements of their planning and this will have direct implications for subsequent Action Plans

- In 2022 perception data of staff confidence to use results from system testing and system processes to inform planning consolidated. 100% Teachers consistently used 5 week writing spiral of inquiry cycle data to inform their teaching and learning to improve student outcomes.

## Our achievements for this priority

- **Student learning is monitored over a 5 week cycle using writing analysis rubric**
  - Student Writing learning data is used throughout the school to identify gaps in student learning and improve the growth of writing outcomes for low, mid and high achieving target students
- **Build teachers and leaders data literacy skills**
  - Consistent whole school approach to data collection and analysis of writing in PLCs across the school has improved writing outcomes for low, mid and high achieving target students
- **Build staff capacity in understanding the purpose and use of data**
  - Teachers data literacy skills have developed so that conversations and language reflect a sophisticated understanding of student assessment and data concepts to improve student writing outcomes for low, mid and high achieving target students

## Challenges we will address in our next Action Plan

- Embed whole school beliefs, pedagogical framework, assessment and data tracking practices in writing to establish consistent teaching pedagogy and delivery of the writing curriculum across the school aligned to these beliefs and evidenced based practice in writing
- Plan an annual writing PL agenda to support teachers' pedagogical needs, to develop greater confidence in differentiating writing and continue learning about interpreting and using data sets
- Provide quality professional learning with a focus on differentiation
- Review and streamline whole school assessment data sets and tracking tools
- Embed quality differentiated writing teaching and learning programs which enable students to apply writing skills
- Leadership team to work with ACT ED personnel to develop data literacy skills and strategic analysis of whole school data sets.

## Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*. Schools have a choice to report progress and achievements either within their QIP or in the section below.

### Priority: To identify service strengths and areas for improvement at Chapman Preschool 2022.

In 2022 we implemented this priority through the following strategies:

- Completion of the Self - Assessment Tool to reflect upon, update and implement the 2022 QIP.
- Development and implementation of consistent planning documents.
- Embedded digital platforms (Seesaw) for documenting learning and communicating with families.

- Development of consistent, purposeful ways to document and reflect on student learning.

Next steps for meeting Preschool improvement in 2023:

- Continue to focus on embedding the QIP to drive continuous improvement.
- Improved reflection and analysis of student observations through Professional Learning Teams.
- Incorporating oral language data into school improvement processes.
- Improved positive collaboration and working as a professional learning community.

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