Duffy Primary School

Network: South Canberra/ Weston

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 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 2023 our school supported this foundation through – Priority 1 and 2: **Increase individual student growth in writing across all year levels and improve the percentage of students making expected growth in number**

- developing student's writing capabilities
- students showing mastery of High Frequency Word Project
- Students will engage in daily review in Maths.

Foundation: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1 and 2
- Engagement of Writing consultant and coach
- Professional Learning with Fiona Hamilton on HFW
- Introducing Maths Champions to support a deep focus on Daily Review into classrooms

Reporting against our priorities

Priority 1: **Increase individual student growth in writing across all year levels**

Targets or measures

By 2025, this priority will look like:

- Students see themselves as writers and write for authentic purposes.

- Students working with teachers to receive quality feedback and set individual writing goals

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continually striving to improve on their learning.

- Students will benefit from a clear and strong connection between early childhood literacy learning and upper primary literacy learning through consistent common language and practice.
- Students will benefit from purposeful collection and analysis of data that tracks individual students and allows teachers to target teaching and monitor growth.

In 2023 we implemented this priority through the following strategies.

Strategy 1: To strengthen teacher capacity in the teaching of writing.

Strategy 2: Implement High Frequency Word Project in K-2 classes. Use as intervention for Year 3-6

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

Target or measure:
To reduce the percentage of students in 'needs additional support' to 10% in Year 3 and Year 5 Writing.
Source: NAPLAN proficiencies
Starting Point: Baseline data:
In 2023, 13% and 24% of students in year 3 and year 5 achieved the "Needs additional support" proficiency level" respectively.

	Year 3						Year 5					
WRITING	GOAL	2021	2022	2023	2024	2025	GOAL	2021	2022	2023	2024	2025
To decrease the percentage of students in students in 'Needs additional support' in Year 3 and 5 Writing.	10%	N/A	N/A	13%			10%	N/A	N/A	24%		

The target was set by averaging the percentage of students in 'Needs additional support' in NAPLAN writing in similar schools (ICSEA range of 10 % points) in 2023.

Target or measure: To progressively increase the percentage students in 'Strong' and 'Exceeding' in NAPLAN writing to 75% or more in Years 3 and 5.
Source: NAPLAN proficiencies
Starting Point: Baseline data:
In 2023, 72% and 49% of students in year 3 and year 5 achieved the "Strong' and 'Exceeding' " proficiency level" respectively.

	Year 3						Year 5					
WRITING	GOAL	2021	2022	2023	2024	2025	GOAL	2021	2022	2023	2024	2025
To increase the percentage students in 'Strong' and 'Exceeding' in NAPLAN writing	80%	N/A	N/A	72%			71%	N/A	N/A	49%		

The target was set by averaging the percentage of students in 'Strong' and 'Exceeding' in NAPLAN writing in similar schools (ICSEA range of 10% points) in 2023.

Target or measure: Progressive Achievement Test (PAT) Grammar and Punctuation Data - Growth in the median scaled score for each year level is above that of the PAT norm median scaled score.
Source: ACER PAT Grammar and Punctuation Longitudinal Report
Starting point: Year 4: 3.8 (2022), Year 5: 6.5 (2022), Year 6: -1.5 (2023).

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PAT Grammar & Punctuation	2022	2023	2024	2025
Year 3	N/A			
Year 4	3.8	8.6		
Year 5	6.5	8.8		
Year 6	N/A	-1.5		

**PAT implemented in 2021 Green is above national median, Red is below.

Target or measure: To progressively increase the percentage of students writing high frequency words correctly within their writing to 95% in their expected book level.

Source: HFW project writing data tracker

Starting Point: Baseline data:

In 2023, 63.6% of Kindy students achieved 90% or above, 56.4% of Year One students achieved 90% or above and 69.8% of Year Two students achieved 90% or above when writing the first 20 words of the High Frequency Word Project.

	2023					2024					2025				
	Book 1					Book 1					Book 1				
Kindergarten	63.6%														
Year 1	Book 1		Book 2		Book 3	Book 1	Book 2		Book 3		Book 1	Book 2		Book 3	
	56.4%		53.2%		16.1%										
Year 2	B 1	B 2	B3	B4	B 5	B 1	B2	B3	B4	B5	B 1	B2	B 3	B4	B 5
	69.8%	73.5%	49%	45.2%	24%										

Perception data

Target or measure: 90% students view themselves as writers.

Source: Student Writing Attitudinal Survey

Starting point: In 2023, 43 % of students view themselves as writers.

Statement	Percentage of Respondents in Agreement				
	2021	2022	2023	2024	2025
Would you call yourself a writer?	No data	No data	44.20%		
Do you like to write?			50.8%		
Do you write everyday (at home or at school)?			34%		

Target or measure: 83% or more of our students agree or strongly agree that *My teachers motivate me to learn.*

Source: Annual School Satisfaction Survey

Starting Point: 70.1% of students agree or strongly agree that *My teachers motivate me to learn* (average 2018-2020)

Statement	Percentage of Respondents in Agreement					
	2018-2020.	2021	2022	2023	2024	2025

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

My teachers motivate me to learn.	70%	No data	71%	69.5%		

The target was set by averaging the percentages of agree or strongly agree over 2018-2020 for all ACT P-6 schools

Target or measure: Academic Emphasis domain in the Satisfaction and Climate Survey.
Source: Satisfaction and Climate Survey
Starting Point: 81% of students agree or strongly agree to *Academic Emphasis* domain in Climate Survey *(*average 2018-2020)

	Domain	Percentage of Respondents in Agreement					
		2018-2020.	2021	2022	2023	2024	2025
Students	Academic Emphasis	N/A	88%	85%	84%		

What this evidence tells us

- In 2023, we amended our School Improvement Plan and therefore some new targets have been added. The changes to reporting in NAPLAN meant our targets for this data has changed too.
- The introduction of High Frequency Word Project has seen positive gains in the transfer to writing.
- Perception data for "*My teachers motivate me to learn"* has dropped. This will need to be a priority area of action for future planning
- A focus in 2024 will be supporting teachers to provide quality feedback to progress student learning.

Our achievements for this priority

To strengthen teacher capacity in the teaching of writing.

- Engaged Catherine Nash from All About Writers as a writing coach to work within our PLCs from Kinder to Yr. 6

- Students view themselves as writers and write everyday

- An increase in staff knowledge through targeted workshops on the writing workshop, process, and authors' craft

- Introduced Word Inquiry and partnered with Fiona Hamilton from Word torque

- Reviewed our Agreed Writing Practices

- SLC guided teams in Timperley's Spiral of Inquiry in PLC meeting

- The school identified 3 'Literacy Champions' to work at system level – who attended ACT Education Directorate led professional learning and worked with staff around key concepts explored.

Implement High Frequency Word Project in K-2 classes. Use as intervention for Year 3-6

- Professional Learning for staff on how to implement HFW Project
- Leadership Team supported students in our RTI Model in 3-6 focus on HFW
- Collaboration with Torrens, Taylor and Arawang PS to support orthographic approach to words

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Challenges we will address in our next Action Plan

Instructional Coaches

- Introduce instructional coaches into school to support teaching capacity, assessment and professional learning
- Build capacity of staff by applying our knowledge of cognitive load theory to all areas of Literacy.
- Introduce a Multi-Tiered System of Support (MTSS) model to integrate data and instruction to maximize student achievement
- Introduce DIBELS as Universal screening three times a year for all students K-6

Writing

- Increase the support of our writing coach to teachers to ensure feedback is given to staff for accountability and consistency within the school.
- Develop an agreed approach to the teaching of Handwriting from K-6
- A consistent common language and approach across the school for the teaching of writing
- Students working with teachers to receive quality feedback and set individual writing goals
- A clear and strong connection between early childhood literacy learning and upper primary literacy learning
- Analyse student work at class level to determine greatest area of need using General Capabilities Literacy Progress
- Develop whole school assessment tracking tool.
- Introduce PAT Spelling Skills Assessment

Inquiry approach to words

- Strengthen our Word Inquiry journey across the school through support of Fiona Hamilton and our collaboration with Torrens, Tayla and Arawang
- Implement scope and sequence for the teaching of phonics, morphology, HFW in K-2 classes

Priority 2:

Improve the percentage of students making expected growth in number.

By 2025, this priority will look like:

- Students will have number fluency and proficiencies for problem solving through inquiry
- Students will experience differentiated Mathematics learning experiences, planned to meet individual student need
- Students will benefit from a consistent common language and approach across the school for the teaching of number
- Students will benefit from purposeful collection and analysis of data that tracks individual students and allows teachers to target teaching and monitor growth

In 2023 we implemented this priority through the following strategies.

- Strategy 1: Introduce the use of explicit instruction and daily review into Math lessons

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Strategy 2: Purposeful collection and analysis of data that tracks individual students, targets teaching and learning and monitors growth

Targets/Measures to be achieved by 2025

Student learning data

Target or measure:
To reduce the percentage of students in 'needs additional support' to 10% in Year 3 and Year 5 in NAPLAN Numeracy
Source: NAPLAN proficiencies
Starting Point: Baseline data: In 2023, 4% and 15% of students in year 3 and year 5 achieved the "Needs additional support proficiency level" respectively.

	Year 3						Year 5					
Numeracy	GOAL	2021	2022	2023	2024	2025	GOAL	2021	2022	2023	2024	2025
To increase the percentage students in 'Needs additional support' in NAPLAN Numeracy	10%	N/A	N/A	4%			10%	N/A	N/A	15%		

The target was set by averaging the percentage of students in 'Needs additional support' in NAPLAN writing in similar schools (ICSEA range of 10 % points) in 2023.

Target or measure: To progressively increase the percentage students in 'Strong' and 'Exceeding' in NAPLAN numeracy to 75% or more in Years 3 and 5.
Source: NAPLAN proficiencies
Starting Point: Baseline data:
In 2023, 72% and 49% of students in year 3 and year 5 achieved the " Strong' and 'Exceeding'" proficiency level" respectively.

	Year 3						Year 5					
Numeracy	GOAL	2021	2022	2023	2024	2025	GOAL	2021	2022	2023	2024	2025
To increase the percentage students in 'Strong' and 'Exceeding' in NAPLAN Numeracy	75%	N/A	N/A	72%			75%	N/A	N/A	49%		

The target was set by averaging the percentage of students in 'Needs additional support' in NAPLAN writing in similar schools (ICSEA range of 10 % points) in 2023.

Target or measure: To increase the percentage of students achieving high growth in mathematics in PIPS/BASE to 41% or more. The target was set by averaging the two highest percentages of students achieving high growth over 2018-2020.
Source: PIPS/BASE data available through Analytics and Evaluation
Starting Point: Baseline data of 10% was determined by averaging the percentage of students achieving high growth in PIPS/BASE mathematics for the school over 2018-2020.

Base Data	The percentage of students achieving high growth in PIPS/BASE mathematics					
	2018-2020	2021	2022	2023	2024	2025

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The percentage of students achieving high growth in PIPS/BASE mathematics	10%	13%	26%	35%		

Target or measure: 75% of students understand fundamental concepts of number
Source: Trusting the Count assessments
Starting point: 25% of junior students understand fundamental concepts of number

Trusting the Count assessments	Percentage of students understand fundamental concepts of number					
	2018-2020	**2021**	**2022**	**2023**	**2024**	**2025**
The percentage of students achieving 100% on Trust the Count assessment	75%					
Kinder		59.2%	25.74%	9%		
Year 1				6.4%		
Year 2				13%		
Year 3				38%		
Year 4				11.3%		
Year 5				41%		
Year 6				10.6%		

** Trusting the Count data is P-2 data only will be fully implemented across P-6 by end of 2022.

Target or measure: Progressive Achievement Test (PAT) Maths data - Growth in the median scaled score for each year level is above that of the PAT norm median scaled score. (Year 2: 8.8; Year 3: 7.1; Year 4: 5.7; Year 5: 4.4; Year 6: 3.4).
Source: ACER PAT Maths Longitudinal Report
Starting point: Year 2 – 15.8 (2023), Year 3 – 10.1 (2022), Year 4 – 5.8 (2022), Year 5 – 2.2 (2022), Year 6 – 3 (2023).

PAT Maths	Growth in median scaled score				
	2021	2022	2023	2024	2025
Year 2		5.2	15.8		
Year 3		10.1	8.4		
Year 4		5.8	10.4		
Year 5		2.2	2.3		

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Year 6			3		

**PAT implemented in 2021 Green is above national median, Red is below.

Perception data

Target or measure: 90% students view themselves as mathematicians.
Source: Student Maths Attitudinal Survey
Starting point: In 2023, 37% students viewed themselves as mathematicians.

Statement	Percentage of Respondents in Agreement				
	2021	2022	2023	2024	2025
Would you call yourself a mathematician?	No data	No data	36.62%		
Do you like maths?			85%		
Do you do maths everyday (at home or at school)?			60.92%		

Target or measure: 94% or more staff agree or strongly agree that 'This school looks for ways to improve'. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.
Source: Annual Staff Satisfaction Survey
Starting Point: Baseline data of 91% agree or strongly agree was determined by averaging staff responses for *This school looks for ways to improve for the school for over 2019-2020.*

Statement	Percentage of Respondents in Agreement					
	2018-2020.	2021	2022	2023	2024	2025
This school looks for ways to improve for the school	91%	No Data	92.6%	86.7%		

What this evidence tells us

- In 2023, we amended our School Improvement Plan and therefore some new targets have been added. The changes to reporting in NAPLAN meant our targets for this data has changed too.
- Still an area of concern with our upper students Maths data
- BASE Data in Maths has been on a positive trajectory each year
- Year 3 NAPLAN and middle years PAT Data is both moving in a positive direction

Our achievements for this priority

Introduce the use of daily review into Math lessons

- Implementing evidence based pedagogical practices to develop students' automaticity and fluency of mathematical concepts through Daily Review
- Routines and practices established in each class for Daily Review
- Increase in student engagement in Maths

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Purposeful collection and analysis of data that tracks individual students, targets teaching and learning and monitors growth

- Collection of PAT Data twice a year
- Purchasing of PAT Data Resource Centre to support teaching of Maths

Other

- Introduction of Numeracy Champions in the school to lead this work
- Staff attendance at Directorate Mathematical and Numeracy Workshops throughout the year.

Challenges we will address in our next Action Plan

Due to changes in leadership and staffing challenges – the strategic decision was made to focus 2023 on Priority 1. This left very limited attention to this priority.

Explicit instruction and daily review into Math lessons

- Implement the use of Shaping the Minds Curriculum as our scope and sequence K- 6
- Update Duffy Primary School's Mathematics Agreed Practice Documents
- Utilise our Maths Champions to lead whole of school Professional Learning Plan
- Continue to implement high impact research-based Mathematics Framework
- Investigate intervention tools in Mathematics

Data Collection and analysis

- Professional learning for staff to better Analyse PAT data and implement action plans to address student needs

Reporting on Preschool Improvement

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

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