

Jervis Bay School

Network: North Canberra/ Gungahlin

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:

1. **Foundation: Every child has a story, Strong communities for learning** **Every child has a story, Strong communities for learning**

In 2023 our school supported this foundation through – Priority 1 by developing:

- A whole community curriculum framework for Learning with Country as Teacher
- Engaging local elders and knowledge holders in stakeholder consultations.

1. **Foundation: Working together for children, Systems supporting learning** **Working together for children, Systems supporting learning**

In 2023 our school supported this foundation through – Priority 2 by:

- Embedding Early Years Literacy programs and
- Refining and embedding our RTI processes.

Reporting against our priorities

Priority 1: Increase students' ability to demonstrate obligation to self and Country.

Targets or measures

By the end of 2027 we will achieve:

- Specific Country as Teacher learning targets are to be developed in consultation with stakeholders through community consultation as the Country as Teacher Program is developed in 2023.
- Improvement in student self-perception against the question below:
 - > What does being Aboriginal mean to me?

- 100% of teaching staff are interculturally responsive practitioners, operating at stages 5-6 on the capability framework.

In 2023 we implemented this priority through the following strategies.

- Develop Country as Teacher curriculum in consultation with Community.
 - Embed self-regulation strategies and emotional awareness.
 - Develop student and staff self-awareness and connectedness to Country.
- 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 2022	Year 1 2023	Year 2 2024	Year 3 2025
Year 6 Graduate profile is demonstrated by all graduating students. *The grad-profile is still under development. 2023 graduates will be added to data (retrospectively) as soon as the profile is completed.	An alternate work sample has been gathered from each student.	To be added during 2024.		

Perception data

Targets or Measures	Base 2020-2022	Year 1 2023	Year 2 2024	Year 3 2025
Improvement in student perception of Aboriginality question below. Perceptions will be demonstrated in their drawings (and the subsequent analysis of the drawings): Leading question: "What does being Aboriginal mean to me?" (Baseline was collected in 2020 by University of Wollongong and again at end of 2023.)				
What does being Aboriginal mean to me?				
*A set of analysed data will be supplied by UoW once analysis is completed.				

School program and process data

Targets or Measures	Base 2022	Year 1 2023 (end)	Year 2 2024	Year 3 2025
100% of teaching staff are interculturally responsive practitioners, operating at stages 5-6 on the capability framework.				
Stage 3	9%	0%		
Stage 4	63%	45%		
Stage 5	27%	54%		
Stage 6	0%	0%		

What this evidence tells us

- The evidence indicates that the school is moving well towards set targets. Although we are still awaiting formal targets for 2 areas, anecdotally we can see major progress across the school in this area.
- Our student perception data source has changed this year as the method trialled in 2022 was complex and cumbersome and didn't really provide us with what we were hoping to measure. We have returned to a previous question for students to respond to so that we can use pre-2023 evidence as a baseline for growth. We are relying on University of Wollongong for analysis.
- It is difficult to ensure consistency in the collection of data for this priority as demonstrating obligation to self and Country is mainly done through actions, rather than measurable tasks. Our students have demonstrated their developing connections and obligations daily, in all in-class assessment and via NAIDOC and other community sharing opportunities.
- Throughout our next AP we will continue to refine evidence collection and look for ways for students to demonstrate that they are growing and working towards our graduate profile.

Our achievements for this priority

Our achievement for this priority

Increase students' ability to demonstrate obligation to self and Country.

- o **Continue to embed Aboriginal culture and Country as Teacher into the school curriculum**
 - The community consultations, professional learning, and development of staff in this area has had a significant impact on student engagement, attendance and also their capacity to demonstrate and share ancient knowledge and culture.
 - Focus on developing units of work with Country as Teacher at the centre has fuelled enquiry-based learning from students and increased engagement levels significantly.
 - Whole school Country as Teacher curriculum framework has been developed in consultation with community and is ready to implement fully from 2024.
 - NAIDOC public sharing of learning with community as well as the end of year speeches written and shared by our year 6 students were both strong and clear indicator of success in this priority.

Challenges we will address in our next Action Plan

- Broadening the Stakeholder Consultation.
 - > Reach out to elders who have been hard to reach in 2023.
 - > Capturing some of the interviews in audio or video form.
 - > Document journey with Uni of Canberra staff.
 - > Publish the journey so far.
 - > Apply consistent pressure on Uni of Wollongong colleagues for faster data analysis and feedback.

Priority 2: Improve student learning outcomes in Literacy and Numeracy.

Targets or measures

By the end of 2027:

- A minimum of 80% of students are achieving expected outcomes for literacy and numeracy.
- 90% of staff report they get high quality feedback on their performance.
- Average Professional Development (PD) score of 4.5 or greater.
- High quality teaching in all classrooms.

In 2023 we implemented this priority through the following strategies.

1. Embed Early Years Literacy programs including Pre-Lit and Mini-Lit. Seven Steps to writing.
2. Further focus on mathematics across school.
3. Refine and embed RTI processes.

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 2022	Year 1 2023	Year 2 2024	Year 3 2025
A minimum of 80% of students are achieving expected outcomes for literacy and numeracy.				
BASE – Literacy	80%	100%		
BASE - Numeracy	60%	100%		
NEALE	32%	55%		
PAT Maths	46%*	75%*		

Perception data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025
Average Professional Development (PD) score of 4.5 or greater.	4.0	n/a		
Percentage of staff who get quality feedback on their performance.	53.8%	83.3%		

School program and process data

Targets or Measures	Year 1 2023	Year 2 2024	Year 3 2025
High quality teaching in all classrooms. (School-based classroom observation and Learning Walks based on whole school agreed practices) Baseline to be established in term 1, 2024.	Not developed at this stage.		

What this evidence tells us

- This evidence tells us that we are well on the way to meeting our five-year targets and that our chosen strategies are set to make a high impact if the trajectory continues.
- Data sources remain the same with the exception of staff perception data (part 1) which is no longer available to us via the staff satisfaction survey and will be dropped.
- Data measures are able to consistently be collected over time however it is important that we clarify the conditions for collection of numeracy data do not match the standardized test conditions. We are looking for growth over time within our own context and the data is not directly comparable to standardized results.
- We do not need to make any changes to our strategies for 2024 AOP, we need to embed current practices and refine our classroom practice observation method and quickly devise a way to demonstrate and measure improvement.

Our achievements for this priority

- **Implement classroom observation system** – framework was devised, and 2 rounds were implemented across classroom teachers. Second round was refined following whole school debrief and analysis of round 1.
- **Embed InitialLit program into junior school**—extraordinary success in K-1 cohorts with significant growth as evidence.

Challenges we will address in our next Action Plan

- Refine and regularly implement classroom teacher peer observations.
 - > Once per term (mid-term)
- Develop and implement Executive Level learning walk throughs and recording system for agreed practices.
 - > Executive agenda for term 1, weeks 1-5.