

Charles Weston School

Network: South Canberra/ Weston

Impact Report 2021

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 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

In 2021 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Inclusive practices monitor the growth of all students regardless of starting point
- Additional and targeted support interventions, both academic and social emotional.
- High levels of strategic support for our EALD learners.
- Embedding PBL universal practices and exploring tier 2 interventions.
- PL provision for staff and regular modelling of indigenous ways of knowing and being to develop school cultural integrity practices.

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2021 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

- International Baccalaureate (IB) Primary Years Programme (PYP) provides a strengths based, transdisciplinary, and student centred approach to teaching and learning.
- Our professional learning has focussed on building collective efficacy through our PLC model.

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Implementation of the PYP Learner Profile attributes across all learners (students & staff).
- Our student achievement team has increased the circle of support for students via access to internal and external expertise.
- Increased data literacy prioritised across cohorts to ensure collective understanding, responsibility, and accountability for point of need support.

Reporting against our priorities

Priority 1: All students are capable and successful in number.

Targets or measures

By the end of 2024 we will achieve:

- 62% or more of our year 5 students will be achieving at or above expected growth in numeracy (NAPLAN).
- 25% or more of kindergarten students will be achieving high growth in PIPS/BASE mathematics. The target was set by averaging the percentage of ACT students achieving high growth in PIPS/BASE mathematics over 2013 to 2018.
- PAT Maths data - Growth in the Maths median scaled score for each year level at CWSC is at or above the growth in the national Maths median scaled score for the corresponding time period. For the 2018-2019 time period the national growth scaled scores are: **Year 2:** 9.8 scaled scores, **Year 3:** 7.9 scaled scores, **Year 4:** 6.5 scaled scores, **Year 5:** 5.3 scaled scores, **Year 6:** 4.3 scale scores.
- Increase agreement from students who state 'Teachers explain what we are learning about and why' to at or above ACT system average. (Satisfaction Survey)

In 2021 we implemented this priority through the following strategies.

- Develop teacher efficacy in the use of learning intentions, success criteria and data informed practice.
- Collected baseline student data about their engagement with, and feelings about mathematics.

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 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
62% or more of our year 5 students will be achieving at or above expected growth in numeracy	47%	No 2020 NAPLAN data	37.8%			
25% or more of kindergarten students will be achieving high growth in PIPS/BASE mathematics.	20%	25.8%	13.8%			
Growth in the Maths median scaled score for each year level at CWS is at or above the growth in the national Maths median scaled score for the corresponding time period.	Y2 2018 to Y3 2019 N/A	Y2 2019 to Y3 2020 N/A	Y2 2020 to Y3 2021 N/A			
	Y3 2018 to Y4 2019 N/A	Y3 2019 to Y4 2020 N/A	Y3 2020 to Y4 2021 N/A			

	Y4 2018 to Y5 2019 CWSC: 3.5 AUS: 5.3 -1.8	Y4 2019 to Y5 2020 CWSC: 8.6 AUS: 5.3 +3.3	Y4 2020 to Y5 2021 CWSC: 2.6 AUS: 5.3 -2.7			
	Y5 2018 to Y6 2019 CWSC: 13.8 AUS: 4.3 +9.5	Y5 2019 to Y6 2020 CWSC: 6.9 AUS: 4.3 +2.6	Y5 2020 Y6 2021 CWSC: 11.2 AUS: 4.3 +6.9			

Perception Data

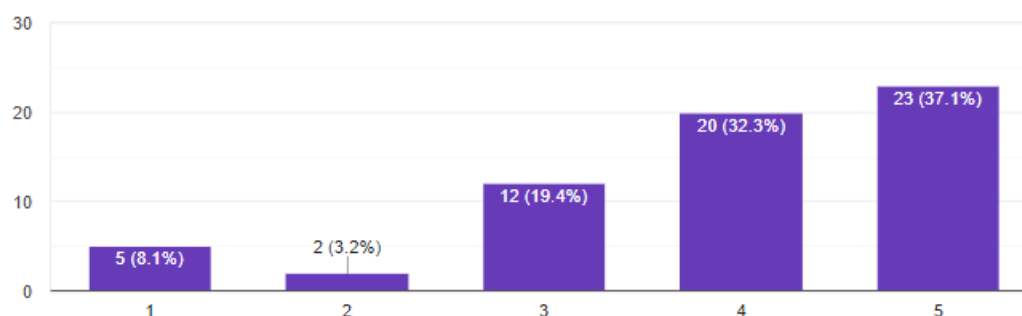
Targets or Measures	Base	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Increase agreement from students who state 'Teachers explain what we are learning about and why' to at or above ACT system average	2019 CWSC = 74.3% ACT = 85.3%	2020 CWSC = 88.6% ACT = 81.3%	Question removed from survey in 2021			

In 2021 we collected baseline student perception data across two separate cohorts: Junior (Kinder-Year 2) and Senior (Years 3-6)
A scaled was given with 1 = I'm really bad at maths and 5 = I'm really good at maths.

Junior:

I am good at maths

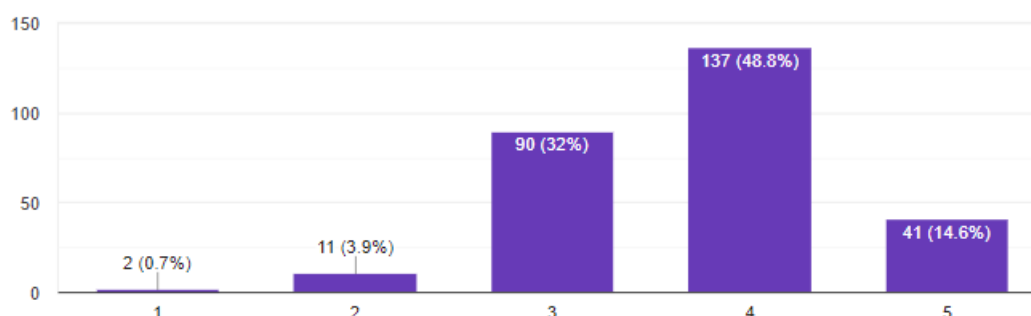
62 responses



Senior:

Where would you place yourself on this scale of maths ability?

281 responses



What this evidence tells us

Our 'high growth' in Kindergarten BASE Numeracy test was 13.8% which dropped from last year's cohort. Our high growth results continue to fluctuate.

This indicates that we need greater focus on mathematics for our early years students.

In 2021 we did not achieve progress in our NAPLAN target for year 5 students.

We were able to conduct our PAT mathematics in term 4. Results show continued positive progress for our year 4, 2019 to year 6, 2021 cohort. We have also continued to see our year 5 to year 6 growth at higher levels than the national.-

Interestingly the engagement and confidence survey conducted in 2021 with students provided us with positive feedback that students across both junior and senior cohort predominantly enjoy mathematics and feel confident in their abilities. Over 63% of our senior students identify with being good at maths (top two bands) and similarly 69% of junior students.

Our achievements for this priority

In 2021 we narrowed our focus to specifically invest our resourcing for priority two, this was particularly significant due to COVID interruptions. Our main priority became student wellbeing, connection, and engagement. Teacher professional learning and emphasis shifted significantly to preparing for and supporting remote learning.

Regarding priority one – number – this continued to be 'business as usual' focus.

- Induction and mentoring processes ensured consistency in quality practice across the whole school through action inquiry cycles, team teaching opportunities and ongoing PL.
- Teachers continued to plan and deliver mathematics learning through an inquiry framework following our agreed lesson format.
- We consolidated our online data tracker, assessment schedule and data plan to include formal 'big data' e.g NAPLAN, BASE and 'small data' such as Middle Years Mental Computation (MYMC), SENA, PAT and pre and post assessments.
- We looked at ways to engage students in mathematics and capture their confidence and interest levels. This was achieved during online learning where staff created and delivered

a student survey to seek feedback on their attitudes towards and feelings of competency in mathematics.

- We refined Collaborative Planning PLC structures to enable regular analysis of data to inform teaching and learning cycles at a universal level.
- Each teaching team developed a SMART goal to address learning needs in mathematics across a cohort in term 3. These were shared and celebrated.

In 2021 we conducted a whole school evaluative thinking cycle with a staff inquiry into the research behind learning intentions and success criteria. This was foundation work with the intention to build upon this learning and pivot into mathematics specifically in 2022.

Targeted student feedback was provided during onsite and remote learning linked to learning intentions and success criteria.

Challenges we will address in our next Action Plan

- > Deliver teacher survey to compare against 2020 baseline and establish PL and coaching priorities for 2022. Determine staff efficacy around teaching mathematics, specifically number.
- > Continue our whole school inquiry/evaluative thinking cycles with a specific focus on the number strand of mathematics.
- > Develop Team and individual SMART goals for number aligned to Teacher Professional Development Plans and our whole school targets.
- > Identify statistically similar schools who are achieving in mathematics and explore their mathematical practice and transferability to CWSC.
- > Provide resourcing that is targeted and timely in Number for all cohorts across the year.
- > Introduce intentional enrichment opportunities in Number for students identified as Gifted or Talented.
- > Continue to explore the National Numeracy Learning Progressions and using these to set student goals.
- > Use multiple sources of evidence to give us a broader picture of our student achievement and progress. We will refine our data use to help us pinpoint specific areas we can target for maximum impact. We will expand our intervention beyond the universal to selected and targeted supports in the mathematical strand of number.
- > We have re-examined the original PAT data set used and have input new figures that more accurately represent the achievement of students in each cohort. Previously used data included students who are 'off leveled' which may skew results. In 2022 we will narrow and sharpen our focus on the PAT data to determine which areas of number students are finding most challenging and address this in our teaching and learning.

Priority 2: All learners are safe, connected and academically challenged.

Targets or measures

By the end of 2024 we will achieve:

- An increasing proportion of students achieving at level or above on the sub element of Social Management on the Personal and Social Capabilities Learning Continuum.
- Improve percentage of students and staff who agree with the statement *'I/Students feel safe at this school'* to at or above the system average.
- Maintain or improve percentage of students in each cohort (years 2 – 6) who agree with the statement *'I love to learn'*.
- Increase percentage of stakeholders who agree with the statement *'Students at this school are being equipped with the capabilities to learn and live successfully'* to at or above other P-6 ACT schools.

In 2021 we implemented this priority through the following strategies.

- Provide contemporary and high-quality learning for all students through the International Baccalaureate Primary Years Programme.
- Build a shared language and understanding of restorative practices within the school community.
- Consolidate whole school processes for informed discussion about student learning and high quality universal 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
Increase percentage of students receiving Bs and As.	2% As 22% Bs	Sem 2, 2020 only 3.5% As 27.6% Bs	2.1% As 24.1% Bs			

Perception Data

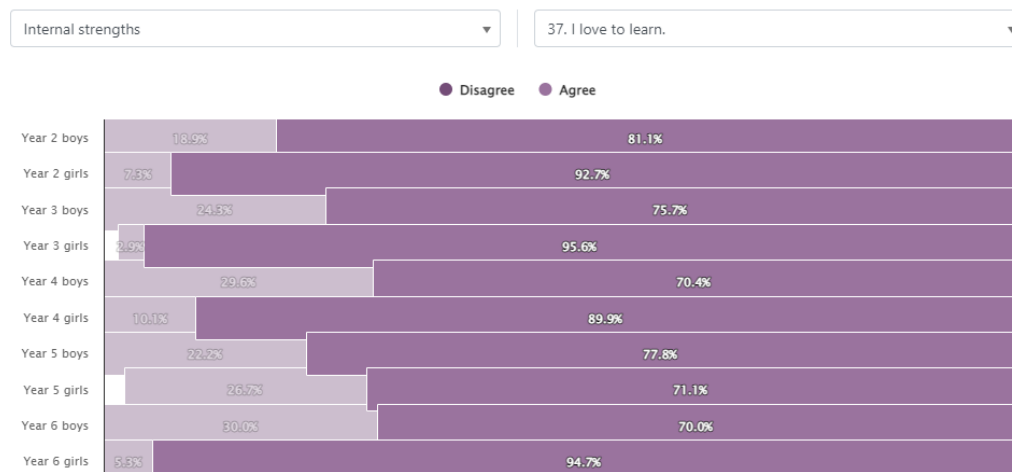
Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Improve percentage of students and staff who agree with the statement <i>'I/Students feel safe at this school'</i> to at or above the system average	Students 44.5% (72.1%) Staff 41% (86.8%)	Students 54.6% (71.4%) Closing gap Staff 53.3% (87.5%) Closing gap	Students 75% (+4%) Staff Question removed in 2021			
Maintain or improve percentage of students in each cohort (years 2 – 6) who agree with the statement <i>'I love to learn'</i> .	85% (74% boys & girls 97%)	80.35% Boys 75.32% Girls 85.38%	81.8% Boys 75% Girls 88.8%			

Increase percentage of stakeholders who agree with the statement ' <i>Students at this school are being equipped with the capabilities to learn and live successfully</i> ' to at or above other P-6 ACT schools.	<p>Staff 87.2% (91.2% ACT)</p> <p>Students 66.4% (79.2% ACT)</p> <p>Parents 86.1% (83.4% ACT)</p>	<p>Staff 91.1% (89.9% ACT)</p> <p>Students 73.3% (76.8% ACT)</p> <p>Parents 88% (81.3% ACT)</p>	Question removed from survey in 2021			
Maintain or increase agreement from parents that ' <i>Students' learning needs are being met at this school</i> '.	87.2%	91.3%	Question removed in 2021 survey			

Perception Data

What are students saying about.....?

Please select the domain of interest from the first drop down menu and then select a survey question of interest from the second drop down menu to produce a report of response distributions for that survey question by year level.



Overall agreement

Boys

	Your School (%)	All Schools (%)
Year 2	81.1	86.5
Year 3	75.7	84.7
Year 4	70.4	83.7
Year 5	77.8	86.1
Year 6	70.0	86.3

Girls

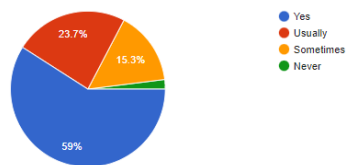
	Your School (%)	All Schools (%)
Year 2	92.7	93.7
Year 3	95.6	93.2
Year 4	89.9	92.9
Year 5	71.1	92.4
Year 6	94.7	90.8

School program and process data

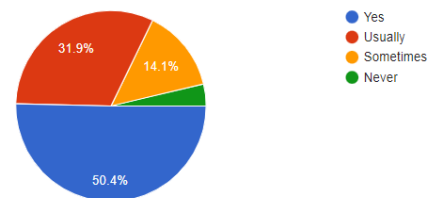
Additional data collected via student, staff and parent surveys during 2021 lockdown

Student Responses

Are you getting useful feedback about your learning from your teachers?
405 responses

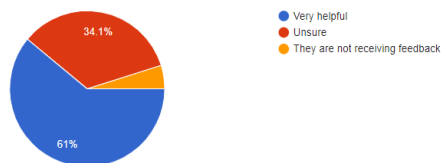


Are you getting useful feedback about your learning from your teachers?
270 responses

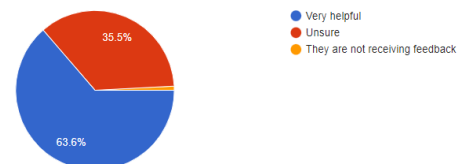


Parent Responses

Is the feedback your child is receiving from their teacher helpful in their learning?
164 responses

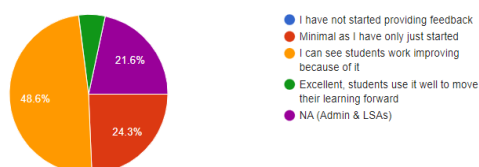


Is the feedback your child is receiving from their teacher helpful in their learning?
121 responses

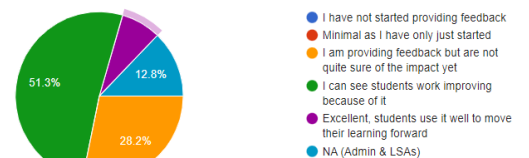


Staff Responses

What impact is your feedback having on student learning at present?
37 responses



What impact is your feedback having on student learning at present?
39 responses



What this evidence tells us

- We have had improvement in our academic grades from 2019-2021 (moving from 2-2.1% As and 22-24.1% Bs achieved), however this is slightly lower than 2021 Semester 2.
- We've regressed in students across year 2-6 responding to *I love to learn* from 2019 but have increased on 2021 results. We continue to notice a shift in responses with boys increasing and girls decreasing.
- Additional evidence that we collected during Remote Learning about students getting useful feedback from their teachers indicated that over 82% consistently felt they did over multiple survey periods. Similarly, 95.1% of parents indicated feedback from teachers was helpful on our first survey and this increased to 99% on our second survey. 68% of teaching staff consistently indicated students work was improving via feedback.

Our achievements for this priority

- Completed authorisation process for International Baccalaureate Primary Years Programme, receiving 12 commendations.
- Successful transition from onsite to remote learning and return with strong levels of student and parent engagement and participation in learning. We connected successfully with our students and families during COVID through authentic learning engagements on Seesaw and Google Classroom.
- Our work on learning intentions and success criteria led to a targeted focus on providing timely and specific feedback to move learning forward. Teachers successfully implemented this during remote learning and feedback from all stakeholders demonstrated positive results.
- All staff participated in online IB PYP professional learning focusing on Inquiry pedagogy and assessment for learning.
- Numerous staff members participated in professional learning workshops to promote and enhance our cultural integrity journey. Staff developed their own Acknowledgements of Country and regularly shared these at the commencement of meetings. Teachers developed class Acknowledgements which were shared daily and at assemblies. This has additionally become regular practice in our School Board and P&C meetings.
- PBL was enhanced at the universal level with strong induction and mentoring processes.
- Restorative Practice staff and parent workshops were well attended and resulted in a shared understanding, common language and consistency of practice.
- We successfully recruited 3 experienced Inclusive Education specialist teachers in semester 2 who enabled us to refine our systems, referral processes and provision of targeted supports to meet a wide range of student academic and social emotional needs.
- We increased access to psychological support for students by securing a school psychologist for 3 days per week.
- Targeted recruitment and development of staff supporting students with complex needs resulted in a significant positive shift in student and staff safety and wellbeing in 2021 noted through a decline in incidents and improved attendance.

Challenges we will address in our next Action Plan

- > Our key focus for 2022 will be on Priority 1, however this work will align to this priority as we will drill down into how we can better connect and academically challenge our learners (students and staff) specifically in the area of number.
- > Targeted work with staff around assessment and moderation and supporting students to demonstrate their capacity to achieve a B or A grade.
- > Student Achievement Team and Inclusive Education specialist teachers will work with staff to develop targeted ILP goals and ensure relevant and purposeful adjustments are made to ensure student learning needs are being met.

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.

- Use of Preschool EALD Observation Guides and The National Literacy Learning Progressions have enabled preschool teachers to build upon the strengths and strategically plan for areas of growth among all preschool students.
- Data conversations among the preschool team and the delivery of system wide PL by Amanda Wheelahan relating to the use of these progressions within a play based environment were delivered in 2021 by the Early Childhood Section of ACT Education.
- In 2022 the preschool team plan to work with their primary colleagues to expand the use of learning progressions to include the National Numeracy Learning Progressions. This will enable the preschool team to plan and deliver a targeted play based program that aims to grow number sense within the early years.
- In 2021 the preschool attended 20 hours of online IB Assessment for learning PD. This has supported them to further develop their IB pedagogy with a clear focus on assessment.
- In addition to this, the preschool team supported whole school Authorization processes by leading discussions with consultants focusing on Inquiry pedagogy in the early years.
- CWSC QIP is a collaborative and reflective work in progress and can be accessed here:

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