

# Forrest Primary School

Network: South Canberra/ Weston

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

In 2023 our school supported this foundation through – Priority 1 and 2

- Improve student performance in writing across all years
- Improve the percentage of students making expected growth in numeracy

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

In 2023 our school supported this foundation through – Priority 3

- Improve the wellbeing of students at school

### Reporting against our priorities

**Priority 1:** Improve student performance in writing across all year levels.

#### Targets or measures

By the end of 2025 we will achieve:

- To increase the percentage of year 5 students in the top two bands of writing to 29% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools over 2016-2019.
- To increase the percentage of year 5 students achieving at or above expected growth in spelling to 61% or more. The target was set by averaging the percentage of students achieving at or above expected growth in spelling for similar schools over 2016-2019.

97% or more staff agree or strongly agree that 'Teachers at this school expect students to do their best'.

In 2023 we implemented this priority through the following strategies.

- Continue to embed a whole school approach to writing to support student growth.

Embed the 10 Essential Literacy Practices (ELP) consistently across the school.

*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*

<b>Targets or Measures</b>	<b>Base 2020</b>	<b>Year 1 2021</b>	<b>Year 2 2022</b>	<b>Year 3 2023*</b>	<b>Year 4 2024</b>
To increase the percentage of year 5 students in the top two bands of writing to 29% or more.	22%	38.9%	N/A		
To increase the percentage of Year 5 students in exceeding to 12% in NAPLAN Writing.				11%	
To decrease the percentage of students in 'needs additional support' and 'developing' to 15% by Year 5 in NAPLAN Writing.				12%	
To increase the percentage of year 5 students achieving at or above expected growth in spelling to 61% or more.	57%	56.9%	N/A		

\*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

#### *Perception data*

<b>Targets or Measures</b>	<b>Base 2020</b>	<b>Year 1 2021</b>	<b>Year 2 2022</b>	<b>Year 3 2023</b>	<b>Year 4 2024</b>
97% or more staff agree or strongly agree that 'Teachers at this school expect students to do their best' (please note: 2021 data replaced with 'teachers want every student to do their best')	94%	100%	97.5%	92.3%	

#### *School program and process data*

<b>Targets or Measures</b>	<b>Base 2020</b>	<b>Year 1 2021</b>	<b>Year 2 2022</b>	<b>Year 3 2023</b>	<b>Year 4 2024</b>
To increase the amount of staff teaching explicit writing lessons, 3 – 4 times per week, to 50%			29%	47.6%	

#### *What this evidence tells us*

- 2023 NAPLAN student growth data is unavailable due to the change in proficiency bands and they are now unable to be compared.
- We have updated our School Improvement Plan with two new targets for NAPLAN Writing.
- 2023 perception data tells us there is a slight decline for staff agreeing or strongly agreeing that 'teachers at this school expect children to do their best'.
- Another new target has been added to increase the amount of explicit writing lessons per week. In 2024, we will be focusing on increasing the amount of staff teaching explicit writing lessons each week. The Literacy Champions will be leading this initiative with a strong focus in Week 0 and in our PLCs.

## Our achievements for this priority

### Embed process writing across the school

- PD created and delivered to all staff around the writing process
- Check ins with each team to ensure consistency and support
- PD created and delivered around writing moderation, rubric creation, and explicit writing instruction

### Effectively analyse and use school data to support growth in writing

- Japanese Lesson Study PLCs based around writing, particularly grammar, to provide short and effective improvements. Focus areas were selected from PAT data in writing
- Teachers provided feedback on areas for improvement in writing, which allowed us to deliver relevant and useful PD on areas such as spelling and handwriting
- Ongoing discussions, particularly around report times, about moderating and assessing fairly and effectively so the data is accurate

### Increased student agency in the writing process

- Writing competitions to increase engagement and enjoyment of writing with wide topics that provide chances for student agency
- PD on 'Quick Writes' and writing for pleasure to support students to enjoy writing sessions

## Challenges we will address in our next Action Plan

- Increasing the amount of teachers explicitly teaching writing each week. This will be a focus of the Literacy Champions to upskill teachers during Week 0 as well as linking our PLCs to our targets.
- Update the Forrest Writing Guide with staff as continual PL.
- Embed the writing process across all year levels
- Executive staff and Literacy Champions to be in classrooms for shoulder-to-shoulder learning.
- Continuing work as a staff as well as through coaching and mentoring to ensure all teachers can deliver an effective writing programme.

Priority 2: Improve the percentage of students making expected growth in numeracy.

## Targets or measures

By the end of 2025 we will achieve:

- 50% or more of year 5 students will be making above average progress in numeracy.
- To increase the percentage of students achieving high growth in mathematics in BASE to 23% or more.
- 92% of staff agree or strongly agree to 'use results from system testing and system processes to inform planning' for learning.

In 2023 we implemented this priority through the following strategies.

- Implement and embed a balanced Mathematics Programme

*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*

<b>Targets or Measures</b>	<b>Base 2020</b>	<b>Year 1 2021</b>	<b>Year 2 2022*</b>	<b>Year 3 2023*</b>	<b>Year 4 2024</b>
50% or more of year 5 students will be making above average progress in numeracy.	46%	59.3%			
To increase the percentage of students achieving high growth in mathematics in BASE to 23% or more.	15%	26.7%	14%	43%	
To decrease the percentage of students in NAPLAN Numeracy, in both Years 3 and 5, to 25% in 'needs additional support' and 'developing'				Y3 – 27.1% Y5 – 25.6%	
To decrease the percentage of students in below average stanines in PAT Maths to 15% or less			19.5%	15.9%	

\*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

#### *Perception data*

<b>Targets or Measures</b>	<b>Base 2020</b>	<b>Year 1 2021</b>	<b>Year 2 2022</b>	<b>Year 3 2023</b>	<b>Year 4 2024</b>
92% of staff agree or strongly agree 'use results from system testing and system processes to inform planning' for learning.	87%	N/A	85%	87.2%	
To increase the percentage of staff members who feel they have fully embedded the PYP elements in their balanced maths classroom to 25%				21.7%	

#### **What this evidence tells us**

- 2023 NAPLAN student growth data is unavailable due to the change in proficiency bands and they are now unable to be compared.
- We have updated our School Improvement Plan with two new targets, one for NAPLAN Numeracy and the other for PAT Maths.
- We have seen a reduction in the percentage of students in below average stanines in PAT Maths across the school almost reaching our target of 15% this year.
- 1 in 5 teachers feel they have fully embedded the PYP elements into their balanced maths classroom. We noted from the data that 13% of participants are specialist teachers who do not teach maths. We also noted that 40% of teachers use 3 – 6 PYP elements per lesson.

#### **Our achievements for this priority**

##### **Engage in the Forrest Balanced Mathematics Framework**

- Development of a Maths Leadership Team who have collaborated on the Balanced Mathematics Framework and shared back to staff throughout the year.

- Balanced Mathematics placemat was created as a resource for staff in conjunction with the Forrest Mathematics Guide, this is a shortened version with links to the PYP. This was shared with staff in Week 0 and has been referred to throughout the year.
- Various members of the Maths Leadership Team attended the Maths PL Series at the Academy of Future Skills and relayed professional learning back to staff.
- Resources purchased to promote hands on learning and inquiry lessons in classrooms.

#### Teach strategies for solving problems

- Taught to staff and students alike. Professional development provided to staff regularly throughout the term to upskill teachers in teaching problem solving strategies.
- Mathematics purchased for all students at Forrest.

#### Engage the community in Maths at Forrest

- Family Maths Night was a successful evening where parents and children came together to solve problems, use hands on resources and play games with various mathematical focuses.
- G.A.T.E.WAYS Maths was hosted at Forrest with approximately 40 students attending across Years 1 – 6.
- Maths Challenge hosted at Forrest for all year groups to inspire a love of Maths. The senior students particularly loved the Amazing Maths Race.

#### Challenges we will address in our next Action Plan

- Documentation of warm up games for staff to use after learning as a 'cheat sheet'.
- Upskilling teachers in extending students who are already proficient at grade level and focusing on diverse learners.
- Scope and sequence for different year levels particularly focusing on explicit lesson structure.

### Priority 3: Improve the wellbeing of students at school.

#### Targets or measures

By the end of 2025 we will achieve:

- To increase the proportion of students with a strong emotional engagement to 82%
- To increase the proportion of students with a strong perceived support and safety to 80%
- To increase the percentage of girls who agree that they are a happy person in PAT SEW to 93%
- To increase the percentage of boys who agree that they are a happy person in PAT SEW to 95%

In 2023 we implemented this priority through the following strategies.

- Embed a whole school approach to wellbeing.

*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.*

#### Perception data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024

85% or more of our students claim to be 'very happy' or 'fairly happy', a student wellbeing measure determined by the average of 2018 and 2020 data for ACT P-6 schools.	82%	N/A	68%		
To increase the proportion of students with a strong emotional engagement to 82%		78.9%	73.4%	65%	
To increase the proportion of students with strong perceived support and safety to 80%		77.1%	70.3%	67%	

#### *School program and process data*

<b>Targets or Measures</b>	<b>Base 2020</b>	<b>Year 1 2021</b>	<b>Year 2 2022</b>	<b>Year 3 2023</b>	<b>Year 4 2024</b>
To increase the percentage of girls who agree that they are a happy person in the PAT SEW to 93%	91.16%	91.16%	89.6%	92.06%	
To increase the percentage of boys who agree that they are a happy person in the PAT SEW to 95%	94.53%	94.53%	94.38%	88.93%	

#### *What this evidence tells us*

- PAT SEW data tells us that the majority of our students in years 4 – 6 consider themselves to be 'a happy person.' We note a decline in boys agreeing they are a happy person this year and an increase in girls.
- When looking at cohort specific data for PAT SEW, we noticed only 80% of Year 4 boys agree they are a happy person. Additionally, we noticed that 86% of Year 6 girls agree.

#### *Our achievements for this priority*

##### **Develop a Forrest Framework for wellbeing**

- PBL Team have established token system for positive acknowledgments. Several whole school celebrations have taken place this year.
- SASSCO roles established
- Grant for wellbeing awarded needing to be receipted by March 2024. Wellbeing Team has begun brainstorming ideas to support student wellbeing.
- Social and Emotional Learning Team is in its early establishment with members from PBL and SASSCO beginning discussions on a whole school approach to wellbeing for students and staff.

##### **Embed a coaching and mentoring framework**

- 100% of New Educators involved in our mentoring process
- Coaching and Mentoring Framework at Forrest created in collaboration with staff
- Mentee teachers actively selecting goals and using their mentor's support to build knowledge and improve practice across the school
- Targeted and relevant PD given to all staff to increase their capacity both as teachers and as mentors and lifelong learners

#### *Challenges we will address in our next Action Plan*

- Alignment of PBL, Restorative Practices and Positive Education through a Wellbeing Framework.

## 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.

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