

O'Connor Cooperative School

Network: North Canberra/ Gungahlin

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: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 2

- Improve learning outcomes in writing and spelling

Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1

- Improve learning outcomes in numeracy

Reporting against our priorities

Priority 1: **Improve learning outcomes in numeracy**

Targets or measures

By the end of 2023 we will achieve:

Increase to 80% the proportion of students in kindergarten achieving at or above expected growth in mathematics in PIPS (Number)

Increase the number of students above standard in the number strand as evidenced in Yr 1 & 2 Semester 2 student reports

90% of parent stakeholders are satisfied with the quality of education in mathematics.

In 2022 we implemented this priority through the following strategies.

- Whole school Numeracy beliefs and practices developed and reviewed
- Moderation discussions with teams and school leaders to moderate grades on reports
- Agreed Whole School Assessment Data Plan and schedule implemented

- Effective and Structured intervention model for students' points of need
- Completed Whole School Maths planning document that aligns with Australian Curriculum
- PLC schedule that prioritises time for Disciplined Dialogue Discussions around maths
- Increased level of staff confidence to 'know the content and teaching strategies/pedagogies of teaching numeracy'
- PatMaths and SENA data tracker completed alongside PLT data discussions

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	2019	2020	2021	2022	2023
Increase to 80% the proportion of students in kindergarten achieving at or above expected growth in mathematics in PIPS/BASE (Number)	77%	94%	86%	95%	
Increase number of student receiving C or above in maths- sem 2. Year 1/ 2	79%	79.5%	90%	100% (4 chn on modified 'p' report)	
PAT Maths Stanine 4 or above- year 1 and Year 2- number strand	48.7%	55.73%	N/A	90% 83%	

Perception data

Targets or Measures	2019	2020	2021	2022	2023
% of parent stakeholders are satisfied with statement: My child is making good progress at this school. Overall, I am satisfied with my child's education at this school	78.6%	89%	91%	100%	

School program and process data

Targets or Measures	2019	2020	2021	2022	2023
Level of staff confidence to know the content and teaching strategies (pedagogies) of the teaching of numeracy	67%	70%	N/A	60%	
Adequate resources and supports in classroom to support children's numeracy learning	100%	100%	N/A	60%	
Level of staff confidence in using a whole school approach for curriculum planning and delivery of mathematics	50%	60%	n/a	40%	

What this evidence tells us

- The proportion of kindergarten children showing expected or above growth has increased to 95%.
- Leaders coaching in maths planning has helped teaching strategies and student outcomes. This will continue in 2023 AAP.
- Targeted maths intervention during 2022 for kindergarten, year 1 and year 2 has helped increase the growth of student outcomes in maths
- The staff measures/ percentages have decreased. This may be that the number of teachers completing the survey were less in 2022. I also couldn't find where the data from the staff measure came from during 2020 or 2021. In 2022, we implemented a maths survey for staff and students to provide another piece of data to measure these targets accurately
- Staff had not participated in moderation activities for numeracy before 2022, so the number/ percentage of 'at standard and above' may have been impacted by this
- During 2022, we have started using Patmaths for additional data to help measure, plan for, teach and meet our maths targets, for year 1 and 2
- During 2023 AAP, Staff would like more knowledge and confidence in knowing maths content and using the Australian Curriculum (ACARA)
- Teachers would like and need additional PL in using Inquiry maths and teaching numeracy strategies to increase student engagement
- Staff will use an increased consistent whole approach to teaching maths and using mathematics vocabulary in their planning and teaching
- Staff would like more resources to support the teaching and learning of numeracy.

Our achievements for this priority

- Agreed whole school data plan and schedule implemented and reviewed at end of 2022
- Staff PL and PLT data discussions around SENA and Patmaths assessment into our weekly timetable
- Whole school Numeracy teaching and learning beliefs and practices developed and reviewed
- Improved student outcomes and growth in students' numeracy, eg, Patmaths and SENA
- Differentiated maths groups in a numeracy workshop model to meet various students' learning levels
- Targeted intervention timetable for students' points of need
- Completed and consistent Whole School Maths planning document that aligns with Australian Curriculum and a Numeracy workshop model
- Moderation discussions with teams and school leaders to moderate assessment items when reporting to families.

A fair start for every child, Students at the centre; and Working together for children, Systems supporting learningo **Improve learning outcomes in numeracy:**

Challenges we will address in our next Action Plan

- Increase educators' knowledge of and use of ACARA, eg, PL and Numeracy coaching.
- Network moderation sessions with feeder primary schools
- Creating, planning and using consistent numeracy vocabulary in planning documents across the school- staff and children.
- Numeracy resources audit and resources organised and new resources bought to support inquiry maths approach across the school
- Building teacher and leader capacity with Numeracy coaching with ED Numeracy coaches
- Individual student numeracy goals for next steps forward for the learner.

Priority 2: **Improve learning outcomes in writing and spelling**

Targets or measures

By the end of 2023 we will achieve:

A-E: Writing and Spelling based on the Australian Curriculum Achievement standards – at least 70% of students achieve at or above C grade in writing as evidenced in Yr 1 & 2 Semester 2, student reports.

In 2022 we implemented this priority through the following strategies.

- Cohesive and consistent literacy planning documentations that demonstrates evidence of P-2 teachers implementing the 10 Essential literacy Practices every day in their classrooms.
- A whole school approach, reviewing our literacy teaching beliefs and practices
Whole school agreed data plan and assessment schedule for writing and spelling

- Staff audit of 10 EIP (beginning of the year/end of the year)
Improved daily practice implementing the 10 EIPs and workshop model, meeting students at their point of need;
- Coaching PL for School Leader and Lead Teacher
Budget provided to support PL
- Staff resourcing – teams of class together to plan collaboratively with team leader/coach
Improved practice meeting students at their point of need, including intervention team involved in data discussions and targeted intervention groups for writing and spelling
- Time given in staff meetings/PLCs for:
*Workshop model and 10 EIPs PL
Moderation activities in term 2 and 4 when assessing and reporting on students' writing and spelling achievements/grades.

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	2019	2020	2021	2022	2023
Writing A-E at or above C grade: Year 1	70%8585%	66%	100%	88%	
Year 2	77%	90%	89%	91%	
Combined		78%	94%	89%	
Spelling Yr 2 A-E at or above C grade	76%	90%	100%	73%	

Perception data

Targets or Measures	2019	2020	2021	2022	2023
% of students receiving descriptive feedback in writing	65%	70%	70%	78.7% (student survey)	
% of parents satisfied with the statement: Teachers at this school provide my child with useful feedback at this school.	80.5%	82.9%	86.4%	72.2%	
This school has High Expectations in all that it does	83.3%	97%	84.6%	86.1%	

School program and process data

Targets or Measures	2019	2020	2021	2022	2023
Staff confidence to effectively know and use the 10 Essential literacy practices	60%	75%	N/A	100%	

What this evidence tells us

- Data could not be found for some of the 2019, 2020 school program and process data.
- A few of our data sources changed due to the deletion of one of the National Parent satisfaction survey questions been deleted.
- Teachers did not moderate the writing or spelling in 2021
- We also created an educators' and student writing survey to gain two of the measures.
- We also omitted the Crevola Oral Language assessment for preschool and kindergarten. We felt this didn't fit well with our early childhood/ authentic assessment approach. We collaboratively decided as educators that the BASE letters and sounds and First Steps Development Continuum was more useful in assessing children's current levels and areas of growth etc later in the year for preschool and kindergarten.
- Our 2023 AAP will continue the above strategies to ensure these strategies are embedded into our teaching practices.
- We will also:
 - Explore and utilise the Resource Suite for teaching strategies.
 - Build on network data discussions with our neighbouring schools, and possibly Classroom Learning walks
 - Continued focus on writing and spelling in 2023.

Our achievements for this priority:

A fair start for every child, Students at the centre; and Working together for children, Systems supporting learning

- Improved student learning outcomes and agency
- Cohesive and consistent literacy planning documentation that demonstrates evidence of P-2 teachers implementing the 10 Essential Literacy Practices every day in their classrooms.
- A whole school approach, teaching beliefs and practices to the teaching of literacy
- A whole school agreed assessment schedule and data discussions
- Staff audit of 10 EIP (beginning of the year/end of the year).
- Improved daily practice implementing the 10 EIPs and workshop model, meeting students at their point of need: growth in the EIP audit of practices in each classroom by the end of the year.
- Improved practice meeting students at their point of need.
- Individual student literacy goals for next steps forward for the learner.
- Student and staff writing audit / survey to gain perception data
- Support from ED Instructional Mentor and Coach throughout semester 2 2022
- Literacy coaching PL for School leader and lead teacher.

Challenges we will address in our next Action Plan.

- Creating and implementing a whole school coaching model and process
- Individual student reading and writing goals with student voice
- Time to complete the PL and strategies for all of our priorities
- Writing samples collected each semester against AC exemplars as part of assessment schedule and moderation activities
- Staff resource room organised to support data discussions and teaching in literacy, inquiry and maths
- Time made with cluster schools to reflect, moderate and plan in literacy

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.

QIP reflected on in Preschool QIP 2022. Also reflected on with family forums throughout 2022.

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