

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

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

In 2022 our school supported this foundation through both 'Priority 1: Optimising student growth in numeracy' and 'Priority 2: Optimising student growth in writing', by:

- Developing a guaranteed curriculum in Mathematics with a focus on number, and English with a focus on productive (writing).
- Conducting Spirals of Inquiry through Professional Learning Teams (PLTs) with a focus on Response to Need (RTN) to ensure teachers meet the individual learning needs of each student.

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through both 'Priority 1: Optimising student growth in numeracy' and 'Priority 2: Optimising student growth in writing', by:

- Providing school-based professional learning about Professional Learning Communities and developing a guaranteed curriculum with vertical alignment across year levels.
- Professional Learning Teams were provided autonomy as a team of professionals to plan for how they will teach the guaranteed curriculum and establish their RTN model to meet the needs of students in their cohort.
- Observations commenced with executive staff providing feedback on Mathematics pedagogy and classroom teachers able to observe colleagues to further their own practice.

Reporting against our priorities

Priority 1: Optimising student growth in numeracy.

Targets or measures

By the end of 2026 we will achieve:

- Increase the percentage of students achieving at or above expected growth in NAPLAN Numeracy to 55% or more, from Year 3 to 5.
- Increase the percentage of students in Kindergarten achieving expected and high growth in BASE Mathematics to 75% or more.
- The growth in PAT Maths median scaled scores for students from Year 1 to Year 3 is at or above the growth in the national PAT Maths median scaled score for the corresponding time period.
- Increase the percentage of students demonstrating 'at standard', 'high' or 'outstanding' achievement for each related vertically integrated guaranteed curriculum area to 90% or more.
- Increase the average percentage of students that agree with the statements 'I know how to improve my maths' and 'I use maths outside of school' to 80% or more.
- Increase the percentage of students who agree or strongly agree with the statement 'Teachers give useful feedback' to 75% or more.

In 2022 we implemented this priority through the following strategies:

- Introduce consistent planning documentation and processes
- Progress PLC by initiating RTN cycles linked with guaranteed curriculum and agreed assessments
- Align professional development with observations and reflection on practice
- Upskill all staff to greater understand data

Student learning data

Targets or Measures		2021 (Baseline)	2022	2023	2024	2025	2026
Increase the percentage of students achieving at or above expected growth in NAPLAN Numeracy to 55% or more, from Year 3 to 5.		33% (growth from 2019 Yr 3 to 2021 Yr 5)	Student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.				
Increase the percentage of students in Kindergarten achieving expected and high growth in BASE Mathematics to 75% or more.		65.35% (average of 2019 and 2020)	61%				
The growth in PAT Maths median scaled scores for students from Year 1 to Year 3 is at or above the growth in the national PAT Maths median scaled score for the corresponding time period. National median scaled scores: 99.5 (Year 1) 115.4 (Year 3) Increase of 15.9 from Year 1 to Year 3	Mount Rogers median scaled scores	101.4 (Year 1 2019) to 104.6 (Year 3 2021) 3.2 Increase	91.3 (Year 1 2020) to 102.5 (Year 3 2022) 11.2 Increase				
	Mount Rogers growth compared to national growth	- 12.7	- 4.7				

Perception data

Targets or Measures	2021 (Baseline)	2022	2023	2024	2025	2026
Increase the average percentage of students that agree with the statements 'I know how to improve my maths' and 'I use maths outside of school' to 80% or more.	A starting point will be determined across 2021 and 2022.	Baseline 66% (average of end of 2021 to mid year 2022) 70% (Semester 2 progress data)				
Increase the percentage of students who agree or strongly agree with the statement 'Teachers give useful feedback' to 75% or more.	63.25% (average of 2020 and 2021)	67.5%				

School program and process data

Targets or Measures		2021 (Baseline)	2022	2023	2024	2025	2026
Increase the percentage of students demonstrating 'at standard', 'high' or 'outstanding' achievement for each related vertically integrated guaranteed curriculum area to 90% or more.	Counting (K – Yr 3)	A starting point will be determined in 2022 after the Guaranteed Curriculum has been established.	Baseline 81.06% (Semester 1, 2022)				
	Partitioning (Yr 1)		Baseline 67.14% (Semester 1, 2022)				
	Whole Number Strategies (K – Yr 6)		Baseline 77.98% (Semester 1, 2022)				
	Fractions (Yr 3 – Yr 6)		Baseline 81.75% (Semester 2, 2022)				

What this evidence tells us

- 61% of students made expected or above expected growth in BASE Mathematics, which is 4% below the baseline and indicates that we may not be on track to achieve our target. However, more of a trend will be identifiable in 2023.
- The growth of students in PAT Maths (based on the median scaled score) from Year 1 to Year 3 was less than the national median growth over the corresponding time. In isolation, this could indicate that we are not on track to achieve our target. However, the time period for student growth (Term 1 2019 to Term 1 2021) sits almost entirely outside the current school improvement cycle and therefore, the strategies of the 2022 Action Plan had no impact on this data.
- Student perception data increased in all areas compared to the baseline and indicates we are on track to achieve our target by the end of the 2026.
- The NAPLAN student growth reports for 2022 is unavailable due to absence of 2020 NAPLAN results. Therefore, we are unable to report our progress towards this target.
- As this is the first year of a new school improvement plan, some strategies (e.g. the

development and implementation of the guaranteed curriculum) only commenced in this Action Plan and have therefore not had enough time to have an impact. Additionally, the starting point (baseline) for some targets/measures were only established this year and therefore it is still too early to determine whether we are on track to achieve these. For example, as the guaranteed curriculum was not completed until this year, targets have only just been set. Therefore, there is no evidence of progress. This will begin to be tracked in 2023.

Our achievements for this priority

Introduce consistent planning documentation and processes:

- A suite of planning documents were introduced in Week 0 which were used by teachers throughout the year and also refined/modified at the end of the year based on feedback

Progress PLC by initiating RTN cycles linked with guaranteed curriculum and agreed assessments:

- Staff were supported to strengthen their understanding of a guaranteed curriculum as the essential content, knowledge, and skills all students will demonstrate proficiency (at standard) in, for their year level.
- A series of staff workshops guided teachers to refine the guaranteed curriculum in Mathematics using five criteria (endurance, leverage, readiness, teacher input and high stakes testing). Four achievement standards were identified for each year level, which included vertical alignment across year levels to focus on the areas of counting (Kindergarten – Year 3), partitioning (Year 1), whole number strategies (Kindergarten – Year 6) and fractions (Year 3 – Year 6).
- Response to Need (RTN) cycles occurred, with each team completing at least one each term. In Semester 2 there was a common focus on Mathematics RTN across the school.

Align professional development with observations and reflection on practice:

- New templates were created for Performance and Development Plans (PDPs) for teachers, administrative staff, Career Development Plans (CDPs), with a focus on *impact on student learning*.
- Observations were conducted by an executive teacher to provide feedback and facilitate reflection on Mathematics practice.
- Professional learning in Mathematics was delivered through staff workshops and was responsive to staff need through evidence collected during observations and post observation feedback conversations. This included a focus on engaging students and tuning them into the Mathematics lesson.
- Mentors were provided with time to conduct observations of new educators and provide feedback.
- Peer observations were trialled in Year 3/4 and then introduced in all teaching teams, initially with a focus on learning from colleagues.
- The Professional Learning Community (PLC) Advocate Group promoted the need for a differentiated approach to observations based on the needs/goals of each team, with the intention to build a shared approach across the school over time.

Upskill all staff to greater understand data:

- A professional learning session was delivered to staff on PAT Maths with a focus on data terminology.
- A staff workshop was facilitated on school-based Maths Learner Surveys. In vertical groups (representatives from each year level), teachers were supported to interpret learner perception data. Teachers were then provided time to reflect in PLTs about what this means for their year level and what changes/improvements they could then make to enhance the teaching of Mathematics.

Challenges we will address in our next Action Plan

This section has been combined with Priority 2.

Priority 2: Optimising student growth in writing.

Targets or measures

By the end of 2026 we will achieve:

- Increase the percentage of students achieving at or above expected growth in NAPLAN Writing to 60% or more, from Year 3 to Year 5.
- Increase the percentage of Year 3 students achieving at the top two bands for NAPLAN Writing to 50% or more.
- Increase the percentage of students in Kindergarten achieving expected and high growth in BASE Reading to 60% or more.
- Increase the percentage of students demonstrating 'at standard', 'high' or 'outstanding' achievement for each related vertically integrated guaranteed curriculum area to 85% or more.
- Increase the percentage of students that agree with the statements 'I use writing outside of school' and 'I know how to improve my writing' to 80% or more.
- Increase the percentage of students who agree or strongly agree with the statement 'Teachers give useful feedback' to 75% or more.

In 2022 we implemented this priority through the following strategies.

- Introduce consistent planning documentation and processes
- Progress PLC by initiating RTN cycles linked with guaranteed curriculum and agreed assessments
- Align professional development with observations and reflection on practice
- Upskill all staff to greater understand data

Student learning data

Targets or Measures	2021 (Baseline)	2022	2023	2024	2025	2026
Increase the percentage of students achieving at or above expected growth in NAPLAN Writing to 60% or more, from Year 3 to Year 5.	48.3% (growth from 2019 Yr 3 to 2021 Yr 5)	Student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.				
Increase the percentage of Year 3 students achieving at the top two bands for NAPLAN Writing to 50% or more.	30.6% (2021)	35.4%				
Increase the percentage of students in Kindergarten achieving expected and high growth in BASE Reading to 60% or more.	51% (average of 2019 and 2020)	64%				

Perception data

Targets or Measures	2021 (Baseline)	2022	2023	2024	2025	2026
Increase the percentage of students that agree with the statements 'I use writing outside of school' and 'I know how to improve my writing' to 80% or more.	To be determined in 2022.	Baseline 68% (average of two statements from Semester 1, 2022) 77.5% (Semester 2 progress data)				
Increase the percentage of students who agree or strongly agree with the statement 'Teachers give useful feedback' to 75% or more.	63.25% (average of 2020 and 2021)	67.5%				

Targets or Measures		2021 (Baseline)	2022	2023	2024	2025	2026
Increase the percentage of students demonstrating 'at standard', 'high' or 'outstanding' achievement for each related vertically integrated guaranteed curriculum area to 90% or more.	Creating Texts (Yr 1 – Yr 6)	A starting point will be determined in 2022 after the Guaranteed Curriculum has been established.	Baseline 78.97% (Semester 2, 2022)				
	Spelling and Punctuation (K – Yr 3)		Baseline 73.56% (Semester 2, 2022)				
	Editing and Grammar (Yr 4 – Yr 6)		Baseline 74.73% (Semester 2, 2022)				

What this evidence tells us

- 64% of students made expected or above expected growth in BASE Reading, which is 13% above the baseline and indicates that we are on track to achieve our target. However, more of a trend will be identifiable in 2023.
- The percentage of students in the top two bands of NAPLAN increased by almost 5% compared to the baseline. This indicates we are on track to achieve this target by the end of 2026. However, the NAPLAN student growth reports for 2022 is unavailable due to absence of 2020 NAPLAN results. Therefore, we are unable to report our progress towards this target.
- Student perception data increased in all areas compared to the baseline and indicates we are on track to achieve our target by the end of the 2026.
- As this is the first year of a new school improvement plan, some strategies (e.g. the development and implementation of the guaranteed curriculum) only commenced in this Action Plan and have therefore not had enough time to have an impact. Additionally, the starting point (baseline) for some targets/measures were only established this year and therefore it is still too early to determine whether we are on track to achieve these. For example, as the guaranteed curriculum was not completed until this year, targets have only just been set. Therefore, there is no evidence of progress. This will begin to be tracked in 2023.

Our achievements for this priority

Introduce consistent planning documentation and processes;

- A suite of planning documents were introduced in Week 0 which were used by teachers throughout the year and also refined/modified at the end of the year based on feedback

Progress PLC by initiating RTN cycles linked with guaranteed curriculum and agreed assessments;

- Staff were supported to strengthen their understanding of a guaranteed curriculum as the essential content, knowledge, and skills all students will demonstrate proficiency (at standard) in, for their year level.
- A series of staff workshops guided teachers to refine the guaranteed curriculum in writing using five criteria (endurance, leverage, readiness, teacher input and high stakes testing). Four achievement standards were identified for each year level, which included vertical alignment across year levels. The productive mode focus areas included creating texts (Year 1 – Year 6), spelling and punctuation (Kindergarten – Year 3) and editing and grammar (Year 4 – Year 6).
- Response to Need (RTN) cycles occurred, with each team completing at least one each term.

- Dedicated time was provided in PLT meetings for the dissection of curriculum and achievement standards, the creation of assessment tools, the analysis of data, and the development on intervention plans (RTN cycle).
- Targeted literacy intervention was provided to students who needed additional literacy support. Multiple staff members were trained in the evidence-based programs of MiniLit and MacqLit and intervention groups were made of students from Kindergarten – Year 6.

Align professional development with observations and reflection on practice

- New templates were created for Performance and Development Plans (PDPs) for teachers, administrative staff, Career Development Plans (CDPs), with a focus on *impact on student learning*.
- Mentors were provided with time to conduct observations of new educators and provide feedback.
- Peer observations were trialled in Year 3/4 and then introduced in all teaching teams, initially with a focus on learning from colleagues.
- The Professional Learning Community (PLC) Advocate Group promoted the need for a differentiated approach to observations based on the needs/goals of each team, with the intention to build a shared approach across the school over time.

Challenges we will address in our next Action Plan for both Priority 1 and 2

- Building a shared understanding of what skills and knowledge students need to be able to demonstrate in order to be deemed 'proficient' in each of the guaranteed curriculum areas.
- Increasing teacher capacity to develop common formative assessment tools/strategies to assess student achievement of the guaranteed curriculum.
- Developing an approach in Professional Learning Teams (PLTs) and across the school for teachers to track individual student progress in the achievement of the guaranteed curriculum and using this to inform Response to Need (RTN).
- Continue refining the planning document templates to meet the needs of classroom teachers.
- Further strengthening the use of observations to share teacher practice across the school.
- Providing opportunities for PLTs to interrogate the data collected through the writer surveys and using the data to further improve the teaching and learning of writing in their team.
- Initiating discussions around a consistent approach to writing practice across the school.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan (QIP). Our progress and achievements are contained with the QIP which is available upon request.