Arawang Primary School

Network: South Canberra/ Weston

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 1 and 2

- Continued to develop teacher capacity to identify and plan for individual student learning needs in writing and mathematics.
- Provided appropriate resources to support students' learning online.

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 1 and 2

- Continued to build teacher's capacity to embed the Spiral of inquiry to support in-depth analysis of student's writing goals.
- Implementation of a literacy team and engagement of the literacy champions to support the capacity building of staff into writing.

Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1 and 2

- Continuing to embed Professional Learning Communities (PLCs) with a focus on writing.
- Analysed student work at year level to determine greatest area of need including exploring qualitative and quantitative data in writing.

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- Documented interventions and short-term goals in writing.

Reporting against our priorities

Priority 1:   Increase growth in student performance in writing across all year levels.

Targets or measures

By the end of 2024 we will achieve:

An increase in the percentage of year 5 students in the top two bands of writing to 19% or more.
A decrease in the percentage of year 5 students in the bottom two bands of writing to 13% or less.
An improvement in the percentage of students who strongly agree and agree that 'teachers give useful feedback' to 80%.
An improvement in results from a teacher survey around the use of conferencing to improve writing results. Target to be determined after baseline data is collected.

In 2022 we implemented this priority through the following strategies:

Continued to develop a consistent approach to the teaching of writing with a focus on Deb Miller's Workshop model.
Building teacher capacity in the PLC process
Used Australian Curriculum Literacy Progressions to reflect on student work in moderation processes and guide writing goals for each year level
Explored best practice into writing

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 2021	Year 3 2022	Year 4 2023	Year 5 2024
An increase in the percentage of year 5 students in the top two bands of writing to 19% or more.	14%	NAPLAN cancelled due to COVID	26.3%	30.5%		
A decrease in the percentage of year 5 students in the bottom two bands of writing to 13% or less.	18%	NAPLAN cancelled due to COVID	8.8%	10.2%		

Perception Data

Targets or Measures	Base	Year 1	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
An improvement in the percentage of students who strongly agree and agree that 'teachers give useful feedback' to 80%.	76.33%	77.8%	68%	59%		

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An improvement in results from a teacher survey around the use of conferencing to improve writing results.	Not determined due to COVID	Not determined due to COVID	Not Determined	Not determined		

What this evidence tells us

- Writing remains a challenge to get consistent data collection to support the data interrogation as the school has still to design and embed a whole school tracking system that allows us to measure growth over time.
- During 2022 significant work into the school's Writing beliefs will help support whole school practice into writing moving into 2023. This year has highlighted the need for teachers to have and use multiple sources of evidence to monitor student progress and achievement. It also highlighted the need to have less reliance on using targets in band levels over time, but rather to look at growth over time across cohorts.
- Limited targets and measures (based on System Data of NAPLAN) have meant mid-cycle analysis of the Strategic plan is limited and does not holistically show impact of strategies in the plan.
- Undertaking a deep dive into 2022 NAPLAN results demonstrates we still have inconsistent results in writing – this indicates some inconsistent practices across year levels.
- Perception data for "Teachers give useful feedback" has dropped significantly since the start of the strategic plan. This will need to be a priority area of action for future planning.
- There is no baseline data linked with Writing conferencing, therefore tracking of impact does not correlate with student outcomes.

Our achievements for this priority

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

- The school has developed and implemented a whole school Literacy Action Learning Team with teacher representatives from each year level, to lead Spirals of Inquiry in writing. The Literacy Team (L Team) is led by a classroom practitioner and is designed to ensure that empowered professionals lead literacy practices at Arawang.
  - Due to the transition of leadership during 2022, significant challenges included the collation of the approaches to writing for the school. This has led to critical work in co-creating an Approach to Writing for Arawang – with the cementing of shared beliefs and associated approaches identified and documented, leading to a clear action plan for 2023.
- The school identified 3 'Literacy Champions' to work at system level – who attended ACT Education Directorate led professional learning and worked with staff around key concepts explored.
- Significant time was invested in building staff capacity in:
  - Spirals of Inquiry – using evidence such as Surveys (including student voice) and walkthroughs (regarding classroom environment and writing in classrooms) to inform changes in pedagogy and writing experiences in classrooms. This supported an evidenced based approach to designing improvement strategies.

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- Professional Learning Communities – these were strengthened to ensure data and moderation processes were in place to improve student writing.
  - Utilising staff, student and process data to improve writing practices – the school identified key areas for improvements – including writing for a purpose and authentic opportunities for writing.
  - The use of environmental print - the school built a significant increase in the use of the classroom environment to support learning, including visible writing goals for students and writing anchor charts visible.
  - Writer's Notebook - this was implemented in all classrooms with a consistent approach developed to support students' engagement in writing.
- Arawang engaged an external consultant to support the writing focus which included the implementation of learning walks to ascertain implementation of key improvement strategies.
- Walkthrough data show increased Authenticity in writing and student choice.
- Walkthrough data also demonstrated an increase in classrooms as a 'Community of Writers'. This was further evidenced through the increase of sharing of authentic writing across classrooms.
- Building teachers as leaders was a key action during 2022, with the development of an Aspiring Leaders Program. This involved a group of teachers who were aspiring leaders in Writing and other areas across the school, who participated in Professional Learning and mentoring sessions with the School Improvement Instructional Mentor.
- All staff engaged in the creation of writing goals across all year levels. These goals were implemented termly and writing data was used to inform subsequent writing goals.

Challenges we will address in our next Action Plan

Widen our data sets to include school data to track impact over shorter periods – create an action learning team to analyse and develop a strong data plan that will ensure consistent collection and analysis of writing assessment to support both feedback for students and whole school analysis of writing.

Implement wider data sets and explore Multiple Sources of Data to enhance the writing approaches indicated.

Set targets based on NAPLAN growth including analysing and closing the gap between statistically similar schools (SSSG).

Embedding with consistency PLCs - using the Maturity Matrix to guide PLC work – including completion of whole cycle review.

Mid-cycle review with NSIT / School review processes to re-target and direct school plan.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Priority 2:   Increase growth in student performance in mathematics across all year levels

Targets or measures

By the end of 2024 we will achieve:

56% or more of our year 5 students will achieve at or above expected growth in numeracy.
An improvement in the percentage of students who strongly agree and agree that 'teachers give useful feedback' to 80%
An improvement in positive attitudes to mathematics from 43% in 2019 to 50% or more by 2024.

In 2021 we implemented this priority through the following strategies.
Engaged in professional learning to build an expert teaching team in Maths Discourse.
The Leadership team engaged with the Directorate's "Finding the Balance" Maths professional learning.

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
56% or more of our year 5 students will achieve at or above expected growth in numeracy.	51%	NAPLAN cancelled due to COVID	50.9%	N/A due to COVID		

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
An improvement in the percentage of students who strongly agree and agree that 'teachers give useful feedback' to 80%	76.33%	77.8%	68%	59%		
An improvement in positive attitudes to mathematics from 43% in 2019 to 50% or more by 2024.	43%	To be determined at the end of term 1, 2021.	TBC	TBC		

What this evidence tells us

- Limited targets and measures (based on System Data of NAPLAN) have mid-cycle analysis of the Strategic plan using set data is limited and does not holistically show impact of strategies in the plan. A need for fine-tuning measures and targets is required to ensure consistency and reflection of implementation.
- Deep diving into NAPLAN data shows that the school continues to be below statistically similar schools (SSSG)
- Feedback remains an area whereby 41% of students indicate teachers do not give useful feedback – this will be an area in the future.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Our achievements for this priority

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

Limited achievements due to change of leadership team including the staffing changes who engaged with the 2021 focus of "Finding the Balance."
2022 Maths PL (Professional Learning) in Week 0 to support whole school approaches.
Significant time was invested in building staff capacity in Spirals of Inquiry to support data informed practices across all learning areas.
Professional Learning Communities – these were strengthened to ensure data and moderation processes were in place to improve all learning areas.

Challenges we will address in our next Action Plan

Due to changes in leadership and staffing challenges – the strategic decision was made to focus 2022 on embedding previous work in Writing. This left very limited attention to this priority.

Note: During 2022, the school was targeted to complete an early School Review in February 2023. It is anticipated that this review and the future School Improvement Plan will support future work in numeracy.

Analysis → Priorities → Strategies → Actions → Impact (for student)

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.

See QIP

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

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