

Farrer Primary School

Network: South Canberra / Weston

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: Students at the centre

Choose an item.

In 2023 our school supported this foundation through – Priority 1

- Improve the social and emotional engagement of students in their learning through:
 - capturing student voice via student led parliament
 - documentation and sharing of school wellbeing procedures
 - implementation of a whole school social and emotional learning
 - continuation of positive behaviours for learning

Foundation: Strong communities for learning

Choose an item.

In 2023 our school supported this foundation through – Priority 2

- Increase the percentage of students making at or above expected growth in numeracy through:
 - engagement in professional learning
 - implementation of a spiral of inquiry cycle on maths learning

Reporting against our priorities

Priority 1: Improve the social and emotional engagement of students in their learning.

Targets or measures

By the end of 2026 we will achieve:

- **Target or measure:** 67% (approx. 101 students) or more students agree or strongly agree that they enjoy and are excited about the work they do in class. It also addresses levels of student interest in what they are learning. This was determined by averaging the data for ACT P-6

schools over 2017-2020.

Source: Climate survey data from Qualtrics

Starting Point: Baseline data of 59% (approx. 89 students) of students at the school agree or strongly agree that they enjoy and are excited about the work they do in class. This was determined by averaging the school data for the school over 2017-2020.

- **Target or measure:** 83% (approx. 125 students) or more students agree or strongly agree that my teachers motivate me to learn. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey.

Starting Point: Baseline data of 77% (approx. 116 students) agree or strongly agree that my teachers motivate me to learn was determined by averaging student responses for the school over 2019-2020.

In 2023 we implemented this priority through the following strategies.

- Providing authentic opportunities for student voice in learning programs
- Explicitly teaching social and emotional skills

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 2021	Year 1 2022	Year 2 2023	Year 4 2024	Year 5 2025
67% or more students agree or strongly agree that they enjoy and are excited about the work they do in class.	59%	59%	n/a		
83% (approx. 125 students) or more students agree or strongly agree that my teachers motivate me to learn	77%	81%	59%		

What this evidence tells us

Changes to the school satisfaction survey questions means that the data for target one is no longer available. This target will be changed for 2024 and beyond.

Target two was not met, with a significant decrease in the number of year 4 –6 students agreeing that their teachers motivate them to learn. School leaders plan to meet with each year 4-6 class to discuss the satisfaction data and learn more about how students are feeling in regard to this particular question and others which showed significant decreases.

Our achievements for this priority

Student feedback will inform learning and teaching programs

- Student surveys were used to gather information on maths learning in each class

Student parliament will be a key tool to enable student voice on school matters

- year six leaders regularly visited allocated P-5 classes to ask children what is going well and what can be improved
- year four, five and six children were consulted about the new playground equipment for the senior playground extension
- all children were invited to have input into the naming of the new PBL mascot
- year six leaders were consulted about the new ICT procedures document
- year six leaders organised and ran activities as part of the Maths Family Morning
- year six leaders ran market day stalls as part of business studies unit

Student wellbeing needs will be met through a range of strategies

- implementation of a whole school social and emotional learning program, including Zones of Regulation, mindfulness, protective behaviours and Friendly Schools Plus
- Individual learning plans are in place and regularly reviewed for children who need them
- professional learning – days one and two of Berry Street Education Model on trauma informed practice
- the school differentiates for the needs of 54 children as captured by 2023 NCCD data
- analysis of PBL data to determine areas of need and provide all teachers with focus lessons in response
- development, consultation and publication of student wellbeing procedures document
- parent / community engagement through events such as Book Week and family reading morning, family maths morning, Grandparent's breakfast, Variety Postie Dash, sporting events

Clear expectations and acknowledgements when these are demonstrated

- staff professional learning series on PBL in the classroom
- staff review of positive acknowledgement system
- each class developed their own expectations chart to commence the year, this was reviewed regularly throughout the year

Clear guidelines when inappropriate behaviours are chosen

- review of decision making flowchart with staff in semester one and two
- negative incidents – minor and major – followed up and documented
- working with parents when repeated negative behaviours are observed
- referrals to Allied Health and Targeted Support Team for repeated occupational violence and other repeated inappropriate behaviours

Challenges we will address in our next Action Plan

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| <ul style="list-style-type: none"> ▪ Provide regular and detailed feedback to children on their learning <ul style="list-style-type: none"> > provide PL through Enabling Pedagogies team > regular team discussions ▪ Further enhance cultural awareness through acknowledgment and celebration of diversity ▪ Continue to capture student voice to improve teaching and learning through PBL expectations, routines and logical consequences, spiral of inquiry work, regular circle time discussions and reintroduce termly K-6 student and staff surveys to get more timely and regular data which can be acted upon ▪ Occupational violence continues to be a concern and impacts teaching and learning as well as staff wellbeing |
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- > continue to work with families to seek external supports and interventions
- > continue to use suspensions for unsafe behaviours
- > careful consideration to teacher placement and student class allocation to achieve success

Priority 2: Increase the percentage of students making at or above expected growth in numeracy.

Targets or measures

By the end of 2026 we will achieve:

- **Target or measure:** 63% (approx. 24 students) or more students will be making at or above expected growth in numeracy. The target was set by averaging the percentages of students making at or above expected growth in similar schools from 2017 to 2021.

Source: NAPLAN data on school level growth chart available on SCOUT

Starting Point: Baseline data of 44% (approx. 17 students) was determined by averaging the % of students making at or above expected growth at the school from 2017 to 2021.

- **Target or measure:** 75% (approx. 113 students) or more students agree or strongly agree that teachers give useful feedback. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 66% (approx. 99 students) agree or strongly agree was determined by averaging student responses for teachers give useful feedback over 2019-2020.

- **Target or measure:** **Progressive Achievement Test (PAT)** Maths data - median scaled score for each year level within the PAT norm median scaled score. (Year 3: 110.9; Year 4: 117.4; Year 5: 122.7; Year 6: 127.0).

Source: ACER PAT Maths Longitudinal Report

Starting point: Growth in the median of the Farrer data for each year level from 2020 to 2021 (Year 3: 114.7; Year 4: 127.0; Year 5: -118.8; Year 6: 130.1).

In 2023 we implemented this priority through the following strategy:

- implement learning programs that meet student need through differentiation of product, process and content.

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 2021	Year 1 2022*	Year 2 2023*	Year 3 2024	Year 4 2025
63% or more students will be making at or above expected growth in numeracy.	44%	N/A	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

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
75% (approx. 113 students) or more students agree or strongly agree that teachers give useful feedback.	56.9%	67.2%	46.9%		

School program and process data

Targets or Measures	Base 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025
Maths data - median scaled score for each year level within the PAT norm median scaled score. (Year 3: 110.9; Year 4: 117.4; Year 5: 122.7; Year 6: 127.0). ACER changed the PAT norm median scaled scores in 2022 (Year 3: 115.4; Year 4: 121.1; Year 5: 125.5; Year 6: 128.9).					
Year 3	114.7	119.6	113.3		
Year 4	127.0	124.2	128.6		
Year 5	118.8	126.0	124.7		
Year 6	130.1	128.9	124.2		

What this evidence tells us

The way NAPLAN data is reported has changed meaning target one data is no longer available. This target will be reviewed and updated for 2024 and beyond.

Less than half of the students in years 4 – 6 feel they get quality feedback on their learning.

Based on ACER's updated norm median scaled scores, Year 4 data is above the median, other year levels are slightly below.

Our achievements for this priority

- **Engagement in a balanced maths program including hands on, real-life experiences learning experiences**
 - > Professional learning with all teachers on the elements of a balanced maths program
 - > Each teacher participated in a ten week Spiral of inquiry on learning in maths
 - > Maths action team members attended a series of mathematics and numeracy conferences facilitated by the Education Directorate and shared information with teams
 - > The maths action team has commenced discussion on how to lead the teaching staff to develop beliefs about learning and teaching in maths, this work will be included in the maths pedagogical framework which will be developed collaboratively in 2024.

- > The Family Maths Morning successfully engage children and their families in hands on maths learning
- **Learning will commence with recognition given to prior knowledge**
 - > Some teachers use pre assessment tasks to determine prior learning and starting points
- **Students develop an understanding of how maths concepts link to real world contexts**
 - > Extension maths classes have focussed on the development and practise of problem solving skills
 - > Student awards for high achievement in Maths Olympiad, ICAS, and Map My School
 - > Some teaching teams explored linking maths concepts to real world contexts through the spiral of inquiry

Challenges we will address in our next Action Plan

- Further enhance the consistency of mathematics and numeracy learning across all classes through
 - > continued professional learning on maths and numeracy teaching and learning including implementing version nine of the Australian Curriculum
 - > developing pedagogical framework
- Using data to inform practice through
 - > regular focus on maths learning data and what this means for teaching and learning programs