

Wanniassa Hills Primary School

Network: Tuggeranong

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: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1

- Priority 1: Enable all students to become creative and critical thinkers

Foundation: Working together for children, Systems supporting learning

In 2023 our school supported this foundation through – Priority 2

- Priority 2: To increase student growth in reading and writing

Reporting against our priorities

Priority 1: Enable all students to become creative and critical thinkers.

Targets or measures

By the end of 2025 we will:

- Increase the percentage of students in the top two bands of NAPLAN so that they match or exceed the percentage in the top two bands for similar schools (same starting score, students with similar background). This will be measured in Reading, Writing and Numeracy.
- School satisfaction data will exceed Directorate average for type of school by 5 percentile points in a sample of questions.

In 2023 we implemented this priority through the following strategies.

- Embed creative and critical thinking skills across the curriculum.
- Refine feedback procedures to focus on improving task, process, and student self-regulation

- Build teacher and leadership capacity to improve growth and achievement of all high potential and gifted students.

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 2020	Year 1 2021	Year 2 2022	*Year 3 2023	Year 4 2024	Year 5 2025															
Increase the percentage of students in the top two bands of NAPLAN so that they match or exceed the percentage in the top two bands for similar schools (same starting score, students with similar background). In 2024 this target will change to - increase the proportion of students in the ‘strong’ and ‘exceeding’ proficiency level of NAPLAN so that they match or exceed the percentage in the top two bands for similar schools.																					
Year 3 Reading	-17.2% pts	-9.3% pts	+1.7%																		
				<div>NAPLAN 3 - Reading<table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>18%</td><td>9</td></tr><tr><td>Developing</td><td>24%</td><td>12</td></tr><tr><td>Strong</td><td>41%</td><td>20</td></tr><tr><td>Exceeding</td><td>16%</td><td>8</td></tr></table></div>	Proficiency Level	%	Count	Needs additional support	18%	9	Developing	24%	12	Strong	41%	20	Exceeding	16%	8		
Proficiency Level	%	Count																			
Needs additional support	18%	9																			
Developing	24%	12																			
Strong	41%	20																			
Exceeding	16%	8																			
Year 5 Reading	-10.4% pts	3.1% pts	-6.4%																		
				<div>NAPLAN 5 - Reading<table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>8%</td><td>5</td></tr><tr><td>Developing</td><td>15%</td><td>10</td></tr><tr><td>Strong</td><td>50%</td><td>33</td></tr><tr><td>Exceeding</td><td>27%</td><td>18</td></tr></table></div>	Proficiency Level	%	Count	Needs additional support	8%	5	Developing	15%	10	Strong	50%	33	Exceeding	27%	18		
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Needs additional support	8%	5																			
Developing	15%	10																			
Strong	50%	33																			
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Year 3 Writing	-45.9% pts	-11.8% pts	-14%																		
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Strong	60%	29																			
Exceeding	4%	2																			
Year 5 Writing	-13.8% pts	-1.4% pts	-0.1%																		

				<table><tr><td colspan="3">NAPLAN 5 - Writing</td></tr><tr><td>Proficiency Level</td><td>%</td><td>Count</td></tr><tr><td>Needs additional support</td><td>11%</td><td>7</td></tr><tr><td>Developing</td><td>27%</td><td>18</td></tr><tr><td>Strong</td><td>53%</td><td>35</td></tr><tr><td>Exceeding</td><td>9%</td><td>6</td></tr></table>	NAPLAN 5 - Writing			Proficiency Level	%	Count	Needs additional support	11%	7	Developing	27%	18	Strong	53%	35	Exceeding	9%	6		
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Strong	53%	35																						
Exceeding	9%	6																						
Year 3 Numeracy	-5% pts	-1.5% pts	+9%																					
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*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 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
School satisfaction data will exceed Directorate average for type of school by 5 percentile points in the following questions.						
Overall, I am satisfied I am getting a good education at this school.	3.6%	1.1%	-1.2%	-2.9%		
I know how to be a good digital citizen.	0.9%	NA*	-0.4%	1.5%		
My school looks for ways to improve.	-1.9%	NA*	-7.6%	-8.3%		
My teachers motivate me to learn.	5.6%	NA*	7.1%	0.4%		
Teachers expect me to do my best.	-4.4%	NA*	2.5%	1.1%		

* This question was not available in 2021 Satisfaction Survey.

What this evidence tells us

- A high percentage of students are performing in the strong proficiency level for writing and numeracy.
- NAPLAN reading data indicates a growing proportion of students achieving in the exceeding proficiency range.
- School satisfaction data for the statement 'teachers expect me to do my best' remains above the Directorate average.

Our achievements for this priority

- Introduced and embedded a variety of teaching strategies, including surface, deep, and transfer learning models, across all subject areas. We conducted professional development workshops for teachers to enhance their understanding and application of these strategies. Teachers created resource materials and lesson plans that explicitly integrate critical and creative thinking skills into the curriculum.
- Facilitated regular professional learning sessions for teachers and school leaders, focusing on the latest research and effective practices for nurturing high-potential and gifted students. We continued to foster a professional learning community model to encourage collaboration and the sharing of successful strategies among educators. Staff had opportunities to participate in external conferences and workshops to stay updated on best practices.
- Implemented a student parliament to actively involve students in decision-making processes. We conducted student satisfaction surveys and focus group discussions to gather student input on the learning environment and curriculum.

Impact on Students:

- Increased engagement and enthusiasm for learning as students are exposed to a variety of teaching methods that cater to different learning styles.
- Noticeable improvement in critical and creative thinking skills.
- Enhanced confidence and self-efficacy among high-potential and gifted students, leading to improved academic performance.
- Cultivated a culture of collaboration and continuous improvement among educators, positively influencing the overall learning environment.
- Students actively participating in the decision-making process feel a stronger sense of ownership and pride in their school community, contributing to a positive school culture.

Challenges we will address in our next Action Plan

- Conduct a comprehensive review of the effectiveness of current teaching strategies in promoting critical and creative thinking. Review of the Cambridge Curriculum.
- Collaborate with educators to identify areas for improvement and explore innovative approaches to teaching that align with the goal of fostering these skills.
- Assess the specific needs of high-potential and gifted students to address any gaps in support.
- Design and implement differentiated learning experiences and enrichment opportunities to challenge and stimulate these students.
- Enhance and expand the student parliament initiative to ensure broader representation and participation.

Priority 2: Increase student growth in reading and writing.

Targets or measures

By the end of 2025 we will achieve:

- 70% of our students will be making above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of our students in reading across 2016 - 2019
- 60% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. This target was set by considering the gain performance of our students in writing across 2016 - 2019.
- Growth in the mean scaled score for each Progressive Achievement Test (PAT) Reading is above that of the PAT norm; Year 2: 17; Year 3: 12; Year 4: 8 ; Year 5: 5; Year 6: 3.
- Growth in the mean scaled score for each Progressive Achievement Test (PAT) Spelling data

In 2023 we implemented this priority through the following strategies.

- Students read with comprehension and fluency
- Students write for authentic purposes and with impact
- Students understand and use language conventions and spelling appropriately
- Learning experiences are differentiated for each student

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 2020	Year 1 2021	Year 2 2022*	Year 3 2023*	Year 4 2024	Year 5 2025
70% of our students will be making expected growth from Year 3 – Year 5 in reading.	61%	64.58%	n/a			
Due to changes in NAPLAN 2023, this Target/Measure is no longer valid.						
60% of our students will be achieving at or above expected growth from year 3 to year 5 in writing.	45%	64/58%	n/a			
Due to changes in NAPLAN 2023, this Target/Measure is no longer valid.						

*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). *[Delete text if not relevant to your school].*

School program and process data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
READING: Progressive Achievement Test (PAT) Reading data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 17; Year 3: 12; Year 4: 8; Year 5: 5; Year 6: 3. NB – yr. 2 is over 6mths.						
Year 2	5.2pts	6.7pts	23.15pts	10.8pts		
Year 3	7.7pts	8.91pts	5.73pts	11.2pts		
Year 4	13.3pts	18.5pts	12.21pts	15.9pts		
Year 5	4.7pts	3.1pts	-3.10pts	4pts		
Year 6	7.3pts	3.4pts	3.16pts	8.8pts		

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
SPELLING: Progressive Achievement Test (PAT) Spelling data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 14; Year 3: 15; Year 4: 15; Year 5: 12; Year 6: 8. NB – yr. 2 is over 6mths.						
Year 3	16.8pts	25.1pts	15.52pts	9.2pts		
Year 4	16.9pts	10.1pts	9.02pts	9.5pts		
Year 5	13pts	21.1pts	8.99pts	4.5pts		
Year 6	14pts	9.3pts	7.59pts	4.9pts		

What this evidence tells us

- Student growth data is unavailable due to the changes in the proficiency levels in 2023.
- Growth of the mean scale score for PAT reading is at or above that of the PAT norms for Years 4 and 6.
- Growth of the mean scale score for PAT spelling is at or above that of the PAT norms for Year 6.

Our achievements for this priority

- Implemented explicit phonics instruction in K-2 classrooms using the Letters and Sounds program. We also introduced decodable readers to reinforce phonics skills and support early reading development.
- Provided differentiated learning experiences tailored to each student's needs. Students needing additional literacy support accessed the MiniLit and MacqLit programs, addressing individual learning gaps.
- Leaders actively participated in professional learning sessions focused on the science of learning and reading. This allowed school leaders to stay abreast of the latest research and evidence-based practices to inform decision-making and instructional strategies and provide direction for the future.
- **Impact on Students:**
- Improved phonics skills observed in K-2 students, leading to enhanced reading abilities and increased confidence.

- Decodable readers contributed to a more systematic approach to decoding and word recognition.
- Students receiving support through MiniLit and MacqLit programs demonstrated measurable growth in literacy skills.
- Differentiated learning experiences fostered a positive learning environment where students felt supported and challenged appropriately.
- Educational leaders, with a deeper understanding of the science of learning and reading, made informed decisions to enhance literacy instruction.
- Leadership involvement in professional learning contributed to a school-wide commitment to evidence-based practices and continuous improvement in reading and writing education.

Challenges we will address in our next Action Plan

- Facilitate targeted professional development sessions for educators, focusing on the science of learning and reading.
- Ensure that teachers are provided opportunities to engage in the latest research and evidence-based practices related to literacy instruction.
- Introduce and implement structured literacy programs that align with the principles of the science of reading.
- Strengthen the use of formative assessments to continuously monitor student progress in reading and writing.
- Analyse assessment data to inform instructional decisions, allowing for targeted interventions based on individual learning needs.

Priority 3: Improve student growth in mathematics.

Targets or measures

By the end of 2025 we will achieve:

- 65% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of our students in numeracy across 2016 – 2019.
- Progressive Achievement Test (PAT) Maths data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 9; Year 3: 7; Year 4: 6; Year 5: 5; Year 6: 3. In 2022 we implemented this priority through the following strategies.

In 2023 we implemented this priority through the following strategies.

- Development of teacher pedagogical content knowledge and school-wide pedagogy in numeracy
- Supporting teachers in structuring mathematics lessons involving challenging tasks
- Engaging the school community with mathematics

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 2020	Year 1 2021	Year 2 2022*	Year 3 2023*	Year 4 2024	Year 5 2025
65% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of our students in numeracy across 2016 – 2019.	44%	43.75%	NA*			
[Due to changes in NAPLAN 2023, this Target/Measure is no longer valid.						

*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). *[Delete text if not relevant to your school]*.

School program and process data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
Progressive Achievement Test (PAT) Maths data - Growth in the mean scaled score for each year level is above that of the PAT norm; Year 2: 9; Year 3: 7; Year 4: 6; Year 5: 5; Year 6: 3.						
Year 2	9.71pts	11.35pts	8.89pts	10.8pts		
Year 3	5.84pts	10.9pts	7.68pts	19.7pts		
Year 4	6.53pts	5.58pts	2.64pts	18pts		
Year 5	5.6pts	2.12pts	3.09pts	2.7pts		
Year 6	4.4pts	6.15pts	7.04pts	11pts		

What this evidence tells us

- Student growth data is unavailable due to the changes in the proficiency levels in 2023.
- Growth of the mean scale score for PAT maths is at or above that of the PAT norms for Years 2,3,4, and 6.

Our achievements for this priority

- Implemented targeted professional development sessions for teachers focusing on the science of mathematics. There was an emphasis on building pedagogical content knowledge to enhance instructional effectiveness in teaching mathematical concepts.
- Introduced mathematics dispositions to foster a positive mindset and self-identification as mathematicians among students.
- Conducted a thorough examination of the structure of mathematics lessons. We ensured a balanced approach by incorporating concrete, representational, and abstract elements in lesson plans to facilitate deeper understanding and application of mathematical concepts.

Impact on Students:

- Teachers demonstrated increased confidence and proficiency in delivering math lessons, incorporating insights gained from professional development.
- Enhanced pedagogical content knowledge resulted in more effective communication of mathematical concepts.
- Students developed a positive attitude towards mathematics, seeing themselves as capable mathematicians.
- Mathematics dispositions contributed to increased student engagement, motivation, and a willingness to embrace challenges.
- Students exhibited a deeper understanding of mathematical concepts through the incorporation of concrete materials, visual representations, and abstract reasoning.

Challenges we will address in our next Action Plan

- Develop a systematic approach to strengthen the use of formative assessments in mathematics instruction.
- Introduce daily reviews at the beginning of each mathematics lesson to reinforce previously learned concepts.
- Provide professional development opportunities focused on differentiated instruction in mathematics.