

Arawang Primary School

Network: South Canberra/ Weston

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Continued to develop teacher capacity to identify and plan for individual student learning needs in writing and mathematics.
- Adapted learning processes to be delivered online – including developing a Wellbeing approach to support families online.
- Provided appropriate resources to support students' learning online.

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Built the capacity of staff in using technology to support online learning.
- Continued to build teacher's capacity to embed writing goals for year levels including exploring the Literacy Progressions to support goal setting.
- Engaged with Directorate support in "Finding the Balance". Approximately seven staff attended to help support numeracy strategic planning (two consistent staff members across the sessions).

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Continuing to embed Professional Learning Communities (PLCs) with a focus on writing
- Analysed student work at year level to determine greatest area of need

- 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 2021 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 grammatical structures to support the writing process
- Used Australian Curriculum Literacy Progressions to reflect on student work in moderation processes and guide writing goals for each year level

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%			
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%			

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%			

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			
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What this evidence tells us

- 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. A need for fine-tuning measures and targets is required to ensure consistency and reflection of implementation.
- Undertaking a deep dive into 2021 NAPLAN results demonstrates that our female students outperform on average more than male students in year 3, whilst our male students outperform our females in year 5.
- Perception data for “Teachers give useful feedback” has dropped by almost 10%. This perception data has not been deliberately used to support strategies embedded in the plan. Explicit support for teachers to embed “Feedback” will be a focus of the 2022 Action Plan.
- 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.

- Engaged staff in professional learning in Deb Miller’s Workshop Model, Sentence Level Grammar, Chris Topfer
- Create data tracker to collect and analyse the achievement of Writing goals in year levels
- Creation and trial of a literacy planning template that incorporates whole school endorsed literacy practices

Challenges we will address in our next Action Plan

- Widen our data sets to include school data to track impact over shorter periods – create a data team to oversee the collection and lead the analysis and interpretation of data including exploring writing assessment to support feedback
- Widen data sets by building teacher capacity in using Multiple Sources of Data
- 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

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%			

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%			
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			

What this evidence tells us

- Evidence in perception data saw a 10% decrease in students who strongly agree and agree that "teachers give useful feedback". No direct correlation between this target and strategic actions were determined in 2021.
- 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 a distinct difference in achievement between male and female students.

- Year 3 male students outperformed both the state and statistically similar schools (SSSG), whilst females were below SSSG but above state average.
- Year 5 male students were below SSSG but above the ACT average score. Year 5 female students demonstrated a 20-point decrease from the ACT average, and a 43-point decrease difference from SSAG.
- Year 3 Numeracy data show 58.8% of students in the top two bands whilst year 5 had 46.6%.

Our achievements for this priority

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

- Limited achievements due to COVID interruptions and change of leadership team
- 2022 planning of Maths PL (Professional Learning) in Week 0 to support whole school approaches

Challenges we will address in our next Action Plan

- Investigate coaching process to support expert teaching in mathematics
- Mid-cycle review with NSIT / School review processes to re-target and direct school plan
- Explore small data sets through the PLC process to track impact of teaching and learning
- Invest time to explore baseline data in all year levels to track student outcomes in multiple sources of data to triangulate impact of strategies employed.

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.*