

Wanniassa Hills Primary School

Network: Tuggeranong

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: Valuing educators, values children, Empowered learning professionals

In 2022 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 2022 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 2022 we implemented this priority through the following strategies:

- Students engaged productively in the generation, evaluation, and improvement of ideas.
- Students created original and effective solutions.
- Students exhibited critical thinking skills that enabled them to interpret, analyse, criticize, reflect, and evaluate contexts for deeper understanding
- Learning experiences, including the use of technology, were 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

| 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). | | | | | | |
|--|------------|----------------|----------------|--------|--------|--------|
| Targets or Measures | Base | Year 1 2021 | Year 2 2022 | Year 3 | Year 4 | Year 5 |
| Reading | | | | | | |
| Year 3 | -17.2% pts | -9.3% pts | +1.7% | | | |
| Year 5 | -10.4% pts | 3.1% pts | -6.4% | | | |
| Writing | | | | | | |
| Year 3 | -45.9% pts | -11.8% pts | -14% | | | |
| Year 5 | -13.8% pts | -1.4% pts | -0.1% | | | |
| Numeracy | | | | | | |
| Year 3 | -5% pts | -1.5% pts | +9% | | | |
| Year 5 | -22.1% pts | -1.8% pts | -12% | | | |

Perception data

| Schools satisfaction data will exceed Directorate average for type of school by 5 percentile points in the following questions. | | | | | | |
|---|----------------|----------------|----------------|--------|--------|--------|
| Targets or Measures | Base | Year 1 2021 | Year 2 2022 | Year 3 | Year 4 | Year 5 |
| Overall, I am satisfied I am getting a good education at this school. | -21.1 % pts | | | | | |
| I know how to be a good digital citizen | -10.3% pts | | | | | |
| My school looks for ways to improve | -4.8% pts | | | | | |
| My teachers motivate me to learn | | | + 7% | | | |
| Teachers expect me to do my best | | | + 2% | | | |

Note: change in School Satisfaction Survey questions in 2021.

What this evidence tells us

When compared to our baseline data targets:

- An increasing percentage of our Year 3 students are entering the top two band of NAPLAN in numeracy and reading.
- Percentage of Year 5 students in the top two bands in reading is better than Statistically Similar School Groups (SSSG) by 6%.
- School satisfaction data for the statement 'my teachers motivate me to learn' indicates the school is performing 7 percentile points above the Directorate average.

Our achievements for this priority

- Effective feedback has been embedded as a core component of teaching practice, intersecting with learning, assessment, and reporting. Feedback is used to communicate a teacher's assessment of students' performance and understanding; to stimulate students' reflections on learning; and to inform future learning. Teacher feedback involves two core functions: communicating assessment information and providing advice for how a student might improve.
- High Impact Teaching Strategies (HITS) are integrated into classroom and school planning around curriculum, instruction, and assessment. Teachers use the HITS as a bank of reliable instructional practices.
- Our Professional Learning Communities (PLCs) have enabled teachers to work collaboratively at the school level to improve student outcomes. Staff developed skills in data literacy to use data effectively to support learning and wellbeing. PLCs in 2022 had a focus on both literacy and numeracy.

Challenges we will address in our next Action Plan

- In 2023, the school will focus on ensuring learning experiences are differentiated to ensure all students are challenged and continue to show growth. PLCs will concentrate on literacy and numeracy and student voice will be embedded authentically.

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 year level is above that of the PAT norm; Year 3: 15; Year 4: 15; Year 5: 12; Year 6: 8.

In 2022 we implemented this priority through the following strategies:

- Students read with fluency and comprehension.
- Students write with impact for authentic purposes.
- Students understand and use language conventions 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 | Year 1 2021 | Year 2 2022 | Year 3 2023 | Year 4 2024 | Year 5 2025 |
|--|------|----------------|----------------|----------------|----------------|----------------|
| Reading | | | | | | |
| NAPLAN: 70% of our students will be making expected growth from Year 3 – Year 5 in reading. | 61% | 64.58% | n/a | | | |
| Writing | | | | | | |
| NAPLAN: 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 | | | |

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

School program and process data

| Targets or Measures | | Base | 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 | Year 2 | 5.2pts | 6.7pts | 23.15pts | | | |

| | | | | | | | |
|---|--------|---------|---------|----------|--|--|--|
| 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 3 | 7.7pts | 8.91pts | 5.73pts | | | |
| | Year 4 | 13.3pts | 18.5pts | 12.21pts | | | |
| | Year 5 | 4.7pts | 3.1pts | -3.10pts | | | |
| | Year 6 | 7.3pts | 3.4pts | 3.16pts | | | |
| 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 | | | |
| | Year 4 | 16.9pts | 10.1pts | 9.02pts | | | |
| | Year 5 | 13pts | 21.1pts | 8.99pts | | | |
| | Year 6 | 14pts | 9.3pts | 7.59pts | | | |
| | | | | | | | |

What this evidence tells us

- Student growth data is unavailable for this progress measure in 2022 with an absence of comparison data due to the 2020 cancellation of NAPLAN.
- 2022 NAPLAN data indicates 7.3% of Year 3 students achieved in the top 2 bands for Year 3 NAPLAN writing.
- 2022 NAPLAN data indicates 6.8% of Year 3 students and 8.8% of Year 5 students achieved in the top 2 bands for Year 3 NAPLAN reading.
- Growth of the mean scale score for PAT reading is at or above that of the PAT norm for Years 2, 4, 6.
- Growth of the mean scale score for PAT spelling is at or above that of the PAT norm for Year 3.

Our achievements for this priority

- The PLC model has continued to drive improvement in literacy across the school with data discussions being at the core.
- Workshops for consistent practice in the implementation of the Letters and Sounds program and assessment.
- Readers and Writers workshop is having the desired impact, especially in reading achievements.
- Teachers developed skills in navigating flexible pathways through the big ideas in spelling and plan programs that are responsive to individual student needs by utilising the 'Effective Spelling' resources developed by Christine Topfer.

Challenges we will address in our next Action Plan

- Continue to develop staff expertise and consistency of practise in Readers and Writers workshop K-6.
- New staff – revisiting the Readers and Writers workshop model to ensure understanding and consistency of practise across the school.
- Introduction of Australian Curriculum 9.0

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 2022 we implemented this priority through the following strategies.

- Teacher professional learning and PLCs focused on feedback and problem solving in Mathematics and teacher pedagogy using HITS.
- Students use mathematics within authentic contexts.
- Students apply mathematical knowledge and skills to critically and creatively solve problems.
- Students have regular opportunities to challenge their understandings and demonstrate success across numerous mediums.
- 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 | Year 1 2021 | Year 2 2022 | Year 3 2023 | Year 4 | Year 5 |
|---|------|----------------|----------------|----------------|--------|--------|
| 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% | n/a | | | |

School program and process data

| Targets or Measures | | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------|---------|----------|---------|--------|--------|--------|
| | | | | | | | |
| 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 | | | |
| | Year 3 | 5.84pts | 10.9pts | 7.68pts | | | |
| | Year 4 | 6.53pts | 5.58pts | 2.64pts | | | |
| | Year 5 | 5.6pts | 2.12pts | 3.09pts | | | |
| | Year 6 | 4.4pts | 6.15pts | 7.04pts | | | |

What this evidence tells us

- Student growth data is unavailable for this progress measure in 2022 with an absence of comparison data due to the 2020 cancellation of NAPLAN.
- NAPLAN data indicates a downward trend in numeracy performance for our Year 5 students with 2022 results highlighting the significant gap between the school and SSSG.
- Growth of the mean scale score for PAT mathematics is at or above that of the PAT norm for Years 2, 3, 6.

Our achievements for this priority

- Collaborative teaching teams working as PLCs to reflect on practices and identify next steps in Mathematics.

Challenges we will address in our next Action Plan

- Introduction of Australian Curriculum 9.0
- Quality classroom learning experiences as a focus of teacher professional learning
- Improving student learning by addressing the structure of lessons
- Professional learning focusing on six principles of effective mathematics teaching