Giralang Primary School

Network: Please choose your network.

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
- 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: Working together for children, Systems supporting learning

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

- Using the spiral of inquiry to look at the teaching and learning of vocabulary
- Enhancing the understanding of the 10 Essential Literacy Practices
- Professional learning using Paul Swan on vocabulary
- Targeted learning walks and lesson study

Foundation: Every child has a story, Strong communities for learning

In 2022 our school supported this foundation through – Priority 3

- Embedding PBL across the school
- Further developing skills and understandings around Friendly Schools Plus
- Looking at the role of the Youth Worker and resources to support student engagement
- Undertaking trauma training across the school

Reporting against our priorities

Priority 1:   Improve student outcomes in writing

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in writing.
- Ensure an average of 15% of students are in the top two bands for writing.

- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Writing.

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- At least 90% of staff and parents believe that students' learning needs are being met at this school.
- All teachers in the early years will be using the Ten Essential Instructional Practices in Literacy P-6.

In 2022 we implemented this priority through the following strategies:

- Immersing students in explicit teaching of vocabulary
- Targeted learning walks
- Working in collaborative teams to inquire into student learning data
- Further embedding Essential Literacy Practices

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 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Ensure an average of 60% of students achieve at or above expected growth in writing	55.3%	55.3%	75%	NA	82.4%	82.4%
Ensure an average of 15% of students are in the top two bands for writing.	16.8%	Yr3 29.4% Yr5 6.3%	Yr3 27.3% Yr5 10%	NA	Yr3 48.6% Yr5 23.1%	Yr3 54.4% Yr5 18.6%
Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in Writing.	Slightly less gain than students with same starting score and less gain than similar schools.	Year 3 trend is below all ACT and NSW schools and similar schools over 2014-2018 Year 5 trend has been below similar and all ACT and NSW schools since 2014	Year 3 trend sees a slight decrease in results from 2018 to 2019. Year 5 shows an improvement in results from 2018-2019.	NA	Year 3 results are consistently still below similar schools although the results have continued to improve since 2019. Year 5 results have improved since 2018 and are just below similar schools in 2021.	Yr3 students are well below students with similar background in writing in 2015 – 2017 and 2019 and below in 2014, 2018, 2021. Yr5 no growth data available

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

Perception data

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
At least 90% of staff and parents believe that students' learning needs are being met at this school.	Parent 84.2% Staff 92.9%	Parent 84.2% Staff 80.6%	Parent 84.4% Staff 96.4%	Parent 74.5% Staff 94.1%	No data available	Parent 80.2% Staff 90.3%

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

School program and process data

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
All teachers in the early years will be using the Ten Essential Instructional Practices in Literacy P-6.	100%	100%	100%	100%	Not available	95%

What this evidence tells us

▪ What does this evidence indicate about your school's progress towards its five-year targets?
Our data shows us that the use of essential literacy practices (ELP) during COVID and online learning times has reduced slightly, also impacted by staffing changes. As a result we did an ELP Self Reflection and Planning Survey which informed us of staff proficiency of each practice. We will use this to inform our professional learning plan for 2023. Our NAPLAN data is tracking up over time but we are still below the benchmark for similar schools. This also highlighted the need to consolidate our writing priority by increasing the collection of small data and analysing it in frequent increments. Year 3 results have been consistently below similar schools even though the results have been improving since 2019. In 2022 there was further improvement and we are closing the gap with similar schools. Our School Satisfaction Data for this priority continues to highlight that we are operating above the average for ACT schools however this data continues to inform our actions.

▪ Have any of your data sources changed over time? If so, why?
Some of our data sources have changed as the School Satisfaction Data questions have varied over time. This is something beyond our control but we continue to analyse this data and find elements to support our actions and priorities. Additionally, the gap of NAPLAN data in 2021 has meant that we have no growth data at the system level but we use PAT data to identify patterns where possible.

▪ Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
We have tracked student reading progress at a class and year level which has shown an increase across each year in the amount of students reaching benchmark.

▪ What implications does this evidence have for your next AP?
Our next action is to look at survey data and embed coaching and mentoring of the Essential Literacy Practices. Additionally looking at different sources of evidence to measure writing and growth will assist staff in keeping a focus on writing improvement and developing staff capacity. Our writing continues to improve however our baseline reading data shows there's room for improvement.

Our achievements for this priority:

- Revisiting English beliefs and practices and supporting with explicit expectations around book work and work samples
- Revisiting visible learning principles to ensure learning goals and criteria are embedded
- Using collaboration time to focus on a team spiral of inquiry around student learning data in reading/vocabulary and writing
- Focussing on reading/writing connection and improvement in explicit teaching practices
- Focus on word conscious classrooms and environmental print
- Collated survey data to direct 2023 actions and personalise professional learning in Essential Literacy Practices

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

Challenges we will address in our next Action Plan

Challenges undermining achievement of this priority:
Loss of traction during COVID responses e.g. cohorting (inability to meet in teams/sub schools etc) and high staff absences

We will continue to:
- Embed Essential Literacy Practices through coaching and mentoring and school based PL
- Use the spiral of inquiry to investigate high impact strategies to improve student writing
- Develop and further embed school based systems to measure writing progress
- Further embed various feedback methods such as learning walks/lesson study/observations

Priority 2: Improve student outcomes in mathematics

Targets or measures

By the end of 2022 we will achieve:

- Ensure an average of 60% of students achieve at or above expected growth in numeracy.
- Ensure an average of 25% of students are in the top two bands for Numeracy.
- Achieve student gain equal to or better than students with the same starting score and also achieve student gain equal to or greater than similar schools in mathematics.
- At least 90% of parents and staff are satisfied that this school has high expectations in all that it does.
- The school has established and maintained a whole school approach to mental computation and basic facts.

In 2022 we implemented this priority through the following strategies.

- Immersing students in explicit teaching of vocabulary
- Professional learning using Paul Swan online and Finding the Balance Numeracy Pilot
- Targeted learning walks and lesson study

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 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Ensure an average of 60% of students achieve at or above expected growth in numeracy.	55%	55%	46.4%	NA	50%	NA
Ensure an average of 25% of students are in the top two bands for Numeracy.	18.8%	10.4%	13.3%	n/a	Year 3 30.3% Year 5 32.4%	Year 3 45.7% Year 5 32.6%
Achieve student gain equal to or better than students with the same starting score and also	2014-2016, less gain than students	Year 3 trend is below similar	Year 3 has had a slight fall in	n/a	Year 3 results have improve	Yr 3 results have improved in 2022 &

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

achieve student gain equal to or greater than similar schools in Numeracy.	with the same starting score and 2015-2017, less gain than students with same starting score and less gain than similar schools.	schools and all ACT and NSW schools 2014-2018 Year 5 trend is below similar schools and all ACT and NSW schools since 2013	performance 2018-2019. Year 5 has had a slight improvement in results from 2018-2019.		d slightly since 2019 although they are still below similar schools. Year 5 results have improved since 2018 and are just below similar schools in 2021	are slightly below similar schools. Yr 5 results have improved significantly since 2018 but declined in 2022 & are below similar schools however no growth data is available.

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

Perception data

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
At least 90% of parents and staff are satisfied that this school has high expectations in all that it does.	Parents 88.1% Staff 100%	Parents 88.4% Staff 87.1%	Parents 86.1% Staff 96.3%	Parents 82.1% Staff 94.1%	Parents 80.5% Staff 100%	Parents 80.3% Staff 87.1%

School program and process data

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
The school has established and maintained a whole school approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts.	There is variation across the school in the approach to mental computation and basic facts. Various approaches were trialled & we participated in ETD Finding the Balance pilot program	Staff in the junior school are informed by CMIT (SENA). Senior staff are using Paul Swan's Milestones to plot student progress & inform targeted teaching	Staff in the junior school are informed by CMIT (SENA). Senior staff are using Paul Swan's Milestones to plot student progress & inform targeted teaching

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

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
The most noticeable trend is that high proportions of students in year 3 and 5 are represented in the stop two bands. The data continues to show improvement over time however this data set shows both year levels have more students in the bottom two bands than in similar schools. We've made steady progress towards the targets.

- Have any of your data sources changed over time? If so, why?
The lack of NAPLAN growth data has had an impact on data sets however we have used school based data to inform our response to need and teaching cycles.

- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
At the end of this plan the lack of some data sets has made it more difficult to get a clear picture of our current reality. We have aligned this with school based data sets to deepen our understanding of variations and patterns within the data.

- What implications does this evidence have for your next AP?
This will inform our review process and also help us to identify more rigorous and reliable data sets for our future plan.

Our achievements for this priority

- Greater consistency in lesson planning and delivery
- Grouping students based on concept trajectories
- Revisiting visible learning principles to ensure learning goals and criteria are embedded
- Deliberate teaching of vocabulary/shared resources and lists to ensure consistency
- Learning walks focussed on a balanced numeracy program and delivery
- Ensuring all staff are resourced to explicitly teach mathematics and numeracy
- Interrogated small data to inform teaching practice through team collaboration

Challenges we will address in our next Action Plan

Challenges undermining achievement of this priority:
- Loss of traction during COVID responses e.g. cohorting (inability to meet in teams/sub schools etc) and high absences

We will continue to:
- Further embed a balanced numeracy program through coaching/mentoring and school based PL including differentiated approaches (e.g. enrichment and extension opportunities)
- Develop a school based summative number screener using SENA and Paul Swan trajectories
- Further embed various feedback methods such as learning walks/lesson study/observations

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

Priority 3: Enhance a positive school culture and promote community connectedness

Targets or measures

By the end of 2022 we will achieve:

- At least 80% of students are satisfied that they feel safe at this school.
- At least 90% of staff are satisfied that students feel safe at this school.
- At least 90% of parents are satisfied that community partnerships are maintained.

In 2022 we implemented this priority through the following strategies:

- Embedding Positive Behaviours for Learning
- Developing consistency in the use of a SEL scope and sequence
- Communicating with families about PBL and Friendly Schools Plus

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	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
▪ At least 80% of students are satisfied that they feel safe at this school.	NA	72%	68%	75%	72%	79%
▪ At least 90% of staff are satisfied that students feel safe at this school.	85.7%	93.9%	100%	97.1%	NA	93.5%
▪ At least 90% of parents are satisfied that community partnerships are maintained.	92.1%	87.4%	83.3%	82.1%	80.8%	73.8%

What this evidence tells us

> ▪ What does this evidence indicate about your school's progress towards its five-year targets?
> All of our measures for this priority are based on perception data. Our data which highlights student and staff perception around safety are both high and well above the average. The introduction of PBL and consistent language around Safe, Respectful, Learners, has increased the proportion of students that agree they feel safe to the highest level throughout the life of the plan. There has been a down turn in community partnerships primarily due to COVID and the lack of accessibility to the school and its events. Although this is a decrease we still remain well above the system average.
>
> ▪ Have any of your data sources changed over time? If so, why?
> In 2021 the staff were not asked about safety in the satisfaction survey. This was out of our control and decided at a system level.
>
> ▪ Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.

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The data has given us information to affirm our actions but also look at ways to improve and further connect with our community.

▪ What implications does this evidence have for your next AP?
This will continue to be a priority to address this down turn in our data as we enter a new school improvement plan.

Our achievements for this priority

- The implementation of PBL has been well supported by staff and students have embraced the systems developed including development of student videos of expected behaviours
- Have a more consistent approach to the teaching and learning of SEL using a scope and sequence
- Finalised wellbeing belief statements
- Communicated our SEL and PBL frameworks through SeeSaw and the newsletter to the community
- Collection and collation of wellbeing data and recording of SAS data
- The school PBL team has worked successful on key actions and received positive feedback at the Directorate level
- Development of student environment to improve outdoor learning spaces

Challenges we will address in our next Action Plan

Challenges undermining achievement of this priority:
- Loss of traction during COVID responses e.g. cohorting (inability to meet in teams/sub schools etc) and high staff absences

We will continue to:
- Embed PBL with a focus on consistent expectations and language especially in our outdoor environments
- Consolidate and measure the impact of Friendly Schools Plus, evaluating consistency in practice
- Look for further opportunities to connect and strengthen community partnerships

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.

In 2022, the school continued to reflect on the preschool pedagogy, practice and performance through regular reviews of our Quality Improvement Plan (QIP).

Our QIP identifies areas of strength, and areas for further improvement and development in line with the National Quality Standards, including compliance with the standards and embedding the Early Years Learning Framework.

Some of our biggest achievements in 2022 include:

- Links between the primary school and preschool continued to be strengthened, with the preschool children attending explicit Kindergarten orientation and transition programs implemented for all children including online information sessions for families (especially as we started to transition from COVID responses).
- Continuing to develop strong links with families through information sessions (in particular oral language workshops), SeeSaw, parent online workshops and open communication, despite COVID restrictions.
- Working alongside the whole school staff on the development of vocabulary building

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

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