Florey Primary School

Network: Belconnen

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*

Valuing educators, values children, Empowered learning professionals

- In 2023 our school supported this foundation through – Priority 1 - Improve student performance in writing across all year levels by

- Developing shared belief statements around the environment as the third teacher
- Building teacher capacity in using the environment as the third teacher in relation to writing

A fair start for every child, Students at the centre

- In 2023 our school supported this foundation through – Priority 2 - Improve school identification (belonging), safety and student relations by

-developing a scope and sequence for the teaching of Social and Emotional Learning
    - Implementing a Social and Emotional programme across the school

Reporting against our priorities

Priority 1: Improve student performance in writing across all year levels.

Targets or measures

By the end of 2025 we will achieve:

- To increase the percentage of year 3 students in the top two bands of writing to 57% (approx. 29 students) or more. The target was set to match the highest percentage of year 3 students in the top two bands of writing for similar schools over 2016-2019.

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

- To increase the percentage of students achieving high growth in reading in PIPS/BASE to 35% (approx. 18 students) or more. The target was set by averaging the three highest percentages of students achieving high growth over 2014-2019.
- To increase the percentage of P-6 students achieving at or above standard in writing. Targets to be set by year level teams at the beginning of each year and increase by at least 5% each year. Cohort progress will also be tracked across the 5 years of the plan.
- Percentage of students in each year level who agree with the following statements in the *Student Writing Survey* 'I have a writing goal', 'I know what my writing goal is', 'My teacher talks with me about my writing goal' and 'My teacher talks with me about my writing and how I can get better' to increase by at least 5% each year.

In 2023 we implemented this priority through the following strategies.

1. Develop a whole school approach to the teaching and assessment of writing
2. Build teacher capacity in the teaching of writing
3. Build community capacity to support the development of students' writing

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
To increase the percentage of year 3 students in the top two bands of writing to 57% (approx. 29 students) or more.	41% *determined by averaging percentage of year 3 students in the top two bands of writing for the school over 2018-2019*	34%	52.7% 29 students		
To increase the percentage of year 3 students in strong and exceeding proficiency level for writing to 76%*				NAPLAN 3 - Writing | Proficiency Level	%	Count
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Strong	67%	34
Exceeding	6%	3		
To increase the percentage of year 5 students in strong and exceeding proficiency level for writing to 62%*				NAPLAN 5 - Writing | Proficiency Level	%	Count
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Strong	57%	26
Exceeding	2%	1		

*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). New targets have been developed for 2024 and beyond

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

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024
To increase the percentage of students achieving high growth in reading in PIPS/BASE to 35% (approx. 18 students) or more.	24% determined by averaging percentage of students achieving high growth in PIPS/BASE reading for the school over 2014 -2019	29% 19 students	22% 14 students	23% 11 students	

To increase the percentage of P-6 students achieving at or above standard in writing. (from Student Report writing)	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024
Preschool	83%	75%	64%	83%	
Kindergarten	64%	61%	74%	65%	
Year 1	55%	66%	83%	84%	
Year 2	52%	63%	68%	84%	
Year 3	70%	67%	77%	69%	
Year 4	76%	63%	71%	89%	
Year 5	78%	81%	88%	94%	
Year 6	86%	88%	92%	83%	

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Perception data

Targets or Measures	Base 2020 *Data collected T1, 2021 due to COVID and Remote Learning*	Year 1 *T4, 2021*	Year 2 *T4, 2022*	Year 3 T3, 2023	Year 4 2024
I have a writing goal.	80.7%	86%	91%	85%	
I know what my writing goal is.	72.3%	79%	78%	72%	
My teacher talks with me about my writing goal.	64.6%	71%	64%	60%	
My teacher talks with me about my writing and how I can get better.	82.1%	83%	80%	82%	

What this evidence tells us

- NAPLAN has changed to different proficiency levels this year. New targets have been established based on this year's results for 2024 and will include Year 3 and year 5 targets.
- Although a decrease in results from 2022 to 2023 of all areas except one, writing perception data has been mostly steady over the five-year plan with no significant growth. There are plans to develop more consistent approaches to writing goals for 2024 using the language from the Australian Curriculum literacy progressions.
- The number of times the writing Perception data survey was administered this year was decreased and there was not one in term 4. This may have an impact on the decrease in results. There is a plan to develop more consistent language around implementation of the survey.
- The percentage of students achieving high growth in reading in BASE increased by 1% from 2022 to 2023. Over the life of the plan, Base results have been steady and no significant increase. The Leadership team are in discussions around if this data source is an accurate reflection on writing skills for kindergarten as it is a more reading focused assessment.
- Report Writing data is showing an increase in all cohorts except year 6. Year 6 cohort has had a 20% since 2021 to 2023.
- For more data collection consistency, the report outcomes to be used for this data have been mapped for all cohorts for Semester 1 and 2 and the same ones will be used moving forward.
- With report writing data, Years 1, 4 and 5 have reached the 5% increase target with the largest increase in Year 5 by 23%.

Our achievements for this priority

- Writing goals continued to be implemented with Student perception surveys utilised to track implementation. Writing goals were shared with families at Learning Journeys
- Professional learning facilitated in Week 0 on utilising the Environment as a third teacher
- Staff developed learning goals around the environment as a third teacher which were discussed in PLCs (Professional Learning Communities) and staff undertook walk throughs with colleagues to discuss their progress towards these goals
- Staff collaborated to develop shared belief statements and practices in using the environment as a third teacher.
- Each team utilised the writing planner checklist to develop a writing template/planner

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

- English committee leadership team undertook a PL (Professional Learning) with ACT Education curriculum team to discuss next steps around writing progressions
- Perception Survey conducted around environment as third teacher- Leadership team created an expert list and distributed this to people to assist with personal learning goals. This data was shared with leadership team to determine next steps with their teams
- Ongoing professional learning with the leadership team in relation to the spiral of inquiry. Regular Spiral check ins were conducted during Leadership PLCs
- Data room has been established
- Writing expo was held with a good attendance from families
- English committee presented at assembly with focus on writing
- Writing continues to be shared and celebrated with community through Facebook, Newsletter and Class Dojo
- New format has been implemented for newsletter with one hundred percent positive feedback from surveyed community
- Author of the month was implemented with certificates awarded at assembly and work displayed in front office
- Learning Journey included a range of writing activities, including a writing goal activity, writing gallery and literacy task for writing

Challenges we will address in our next Action Plan

ACTION 1: Consolidate and review shared beliefs around writing and develop consistent practices around the assessment of writing

ACTION 2: Building teachers' instructional practices and pedagogy in writing through professional learning with both internal and external sources

ACTION 3: Facilitate parent/carer events in relation to writing

Priority 2: Improve school identification (belonging), safety and student relations.

Targets or measures

By the end of 2025 we will achieve:

- 70% (approx. 105 students) or more of our students will communicate that they feel supported and safe at school. This means students feel close to others at school, feel safe and think the school is a nice place to be. They believe teachers care about students and that students can talk to teachers about problems at school. This was determined by averaging the data for ACT P-6 schools over 2017-2020.
- 55% (approx. 83 students) or more of our students will communicate that they agree or strongly agree that students care about and are friendly to each other. This includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other's differences. This was determined by averaging the data for similar schools over 2017-2020.
- To increase the percentage of students positively identifying with the school to 73% (approx. 110 students) or more. Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. The target was set by averaging the percentage of students positively identifying with their school for all ACT P-6 schools over 2016-2019.

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

- To increase the percentage of students that agree with the following statements- 'I feel safe at school', 'I feel I belong at school' and 'Other children are kind to me' from the Florey Primary School Student Survey increase by at least 5% each year.

In 2023, we implemented this priority through the following strategies.

- Develop a whole school approach to supporting student engagement and welfare

    Build teacher capacity to support students with school identity (belonging), safety and student relations
    Build community capacity to support the development of students' engagement and well-being

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 2020 *Average of school data from 2017-2020*	Year 1 *T4, 2021*	Year 2 *T4, 2022*	Year 3 T3, 2023	Year 4 2024
70% (approx. 105 students) or more of our students will communicate that they feel supported and safe at school.	57%	56%	53.1%	69%	
55% (approx. 83 students) or more of our students will communicate that they agree or strongly agree that students care about and are friendly to each other.	38%	39%	29%	44%	
To increase the percentage of students positively identifying with the school to 73% (approx. 110 students) or more.	62%	65%	61.5%	75%	

To increase the percentage of students that agree with the following statements:	Base *Data collected T1, 2021 due to COVID and Remote Learning*	Year 1 *T4, 2021*	Year 2 *T4, 2022*	Year 3 T3, 2023	Year 4 2024
I feel I belong at Florey Primary School	71.7%	67%	72%	77%	
I feel safe at Florey Primary School	66.6%	62.4%	63%	69%	
Other children are kind to me at Florey Primary School	56.8%	54%	49%	56%	

What this evidence tells us

- School Satisfaction/Climate Survey data shows a significant increase in all targets with the growth being between 13.5-16.9% for the 2022-2023 period. The 73% target to increase the percentage of students positively identifying with the school was exceeded with a percentage of 75%.

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

- All targets for student perception data have been met or exceeded this year with a growth between 5-7% for the 2022-2023 period. The target of children being kind to one another has fluctuated over the life of the plan and although the 2023 percentage is lower than the baseline data, there has been a 7% increase from 2022.
- The data sources remained the same for 2023, however were adjusted in the Assessment Schedule to reduce the frequency and timing of the data collection in relation to the student wellbeing survey.
- In 2024, to improve variation in perception data, the school will develop a script for each range and set aside specific times for the survey to be completed
- In 2024, the school plans to embed the consistent approach to the teaching of Social and Emotional Learning (SEL)

Our achievements for this priority

- School wide Social and Emotional Learning (SEL) program developed and implemented, including a scope and sequence document
- School-wide planning documents for SEL programs developed, and resources purchased to support all SEL programs
- Professional Learning in SEL programs – PBL, Zones of Regulation, Protective Behaviours, Friendly Schools Plus and Prevention of Bullying both in house and directorate led
- Shared language used across the school sourced from SEL programs
- Parent/carer information session on schools SEL programs
- Community coordinator programs – drumming, playgroup, Meccano, Circles of Security
- PBL fortnightly focus devised based on Dashboard data about negative incidents
- PBL and SEL programs shared/communicated with parents/carers through newsletter, email, ClassDojo and assemblies
- Whole school SEL/Wellbeing assembly
- Acknowledgement of student PBL achievements individually and in houses
- Development of Inclusion and Diversity group for Year 3-6 students
- Sentral data dashboard training and usage at the PLC level
- Staff created personal goals connected to PBL classroom systems and these were revisited regularly at the PLC and whole level to share progress
- 5/6 leadership review and development of school wide roles including SRC from K-6
- Moving to PBL Tier 2 supports in 2024
- Wellbeing survey completed in Term 2 and 4 and reviewed/discussed at leadership, whole school and PLC level

Challenges we will address in our next Action Plan

ACTION 1: Enhance current school practices in relation to Social and Emotional Learning
ACTION 2: Implement a coaching and mentoring model to support student engagement
ACTION 3: Continue to facilitate parent/carer events in relation to student engagement

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

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