

Charles Weston School

Network: South Canberra/ Weston

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

Foundation: Working together for children, Systems supporting learning

In 2023 our school supported this foundation through – Priority 1 All students are successful and capable in number and Priority 2 All learners are safe, connected and academically challenged

- Creating Professional Learning Communities who use short evaluative thinking cycles and SMART goals to progress learning and determine our multi tiered systems of support.
- Building coherence through strong induction and universal implementation of our pedagogical practices as documented in our CWSC Important Book.

Foundation: A fair start for every child, Students at the centre

In 2023 our school supported this foundation through – Priority 1 and 2

- Developing resource rich learning environments that reflect student agency, development and learning needs.
- Furthering our understanding and implementation of Universal Design for Learning approaches when planning for student learning.

Reporting against our priorities

Priority 1: All students are successful and capable in number.

Targets or measures

By the end of 2024 we will achieve:

- 62% or more of our year 5 students will be achieving at or above expected growth in numeracy.
- 25% or more of kindergarten students will be achieving high growth in PIPS/BASE mathematics.
- Growth in the Maths median scaled score for each year level at CWSC is at or above the growth in the national Maths median scaled score for the corresponding time period.

- Increase agreement from students who state ‘*Teachers explain what we are learning about and why*’ to at or above ACT system average.

In 2023 we implemented this priority through the following strategies.

- Develop staff capacity in understanding the number curriculum and how to support student access and participation at all levels.
- Develop print and resource rich classrooms for mathematics, specifically number building the classroom as the ‘Third Teacher’
- Undertaking evaluative thinking cycles in PLTs and SMART goal development for each cohort.
- A focus on collaborative coaching to promote reflection, goals setting, sharing of practice and student centred improvement linked to PLT SMART goals.

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 2019 | 2020* | 2021 | 2022* | 2023* |
|--|-----------|-------|-------|-------|-------|
| 62% or more of our year 5 students will be achieving at or above expected growth in numeracy | 47% | NA | 37.8% | NA | NA |
| 62% or more of our year 5 students will be achieving at or above in Number against the National Numeracy Progressions – baseline of 51%. | | | | | 71% |

*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).

| Targets or Measures | Base 2019 | 2020 | 2021 | 2022 | 2023 |
|--|-----------------------------|---------------------------------|------------------------------|------------------------------|------------------------------|
| 25% or more of kindergarten students will be achieving high growth in PIPS/BASE mathematics. | 20% | 25.8% | 13.8% | 10% | 19% |
| 80% or more of Kindergarten students will identify numbers 0-20 using SENA | | | | | 84% |
| Growth in the Maths median scaled score for each year level at CWSC is at or above the growth in the national Maths median scaled score for the corresponding time period. | Y2 2018- Y3 2019 N/A | Y2 2019 – Y3 2020 N/A | Y2 2020 – Y3 2021 +4.6 | Y2 2021 – Y3 2022 +3.1 | Y2 2022 – Y3 2023 -2.9 |
| | Y3 2018- Y4 2019 N/A | Y3 2019 – Y4 2020 -4.4 | Y3 2020 – Y4 2021 -0.5 | Y3 2021 – Y4 2022 -0.1 | Y3 2022 – Y4 2023 -0.8 |
| | Y4 2018- Y5 2019 -1.8 | Y4 2019 – Y5 2020 +3.3 | Y4 2020 – Y5 2021 -2.7 | Y4 2021 – Y5 2022 -1.1 | Y4 2022 – Y5 2023 0.3 |
| | Y5 2018- Y6 2019 +9.5 | Y5 2019 – Y6 2020 +2.6 | Y5 2020 – Y6 2021 +6.9 | Y5 2021 – Y6 2022 +1.1 | Y5 2022 – Y6 2023 +1.9 |

Perception data

| Targets or Measures | Base 2019 | 2020 | 2021* | 2022 | 2023 |
|---|----------------------|----------------------|-------|----------------------|----------------------|
| Increase agreement from students who state 'Teachers explain what we are learning about and why' to at or above ACT system average. | 74.3% ACT = 85.3% | 88.6% ACT = 81.3% | NA | 80.1% ACT = 81.1% | 77.8% ACT = 78.3% |

*Question removed from survey in 2021

School program and process data

| Targets or Measures | Base 2021 | 2022 | 2023 | 2024 |
|---|-----------|-------|-------|------|
| Junior school students state "I am good at maths" (percentage of students in top 2 bands) | 64.9% | 67.6% | 82% | |
| Senior school students placing themselves in the top two bands of maths ability | 63.4% | 62.8% | 59.2% | |
| Staff confidence and capacity to universally design number instruction to meet the needs of all students (percentage of staff in top 2 bands) | 55.9% | 66.6% | 50% | |

What this evidence tells us

- NAPLAN growth data has become unavailable. We used 2022 and 2023 NAPLAN data to investigate the types of questions students are getting wrong, specifically in Number. We have triangulated this with a range of school-based data, including the National Numeracy Learning Progressions, SENA, PAT & SMART goals. Our data analysis continued to show that questions with higher levels of mathematical vocabulary and multi-step problems are challenging for many students. We targeted our professional learning and evaluative thinking cycles to address this deficit.
- We have not seen the level of growth in Kindergarten through PIPS/BASE that we set out to achieve. An increase in students with disability included in our evidence sets has impacted our data. We have shifted our focus to using SMART goal baseline data to set targets relevant to the needs of each cohort, inclusive of students on Individual Learning Plans and Personalised Grades as many are not operating at the Foundation level of the curriculum.
- Our greatest growth, as identified in our PAT maths data, is occurring in our senior end of the school. Student growth from year 5 to year 6 has repeatedly been greater than the national median. Our student growth from year 3 to 4 however has repeatedly been lower than the national median.
- Student perception data and confidence in maths in our junior classes has improved significantly whereas our senior students decreased marginally.
- Staff confidence in universally designing number instruction to meet student needs has dropped, however we believe this is due to an increased level of understanding of the principles of UDL, staff changing year levels they are working in and therefore learning new stages of curriculum which has resulted in more honest responses.

Our achievements for this priority

- We had a sharp and narrow focus as a whole school PLC on Number for the entire year. We have intentionally worked on the dimension of Collective Learning and Application as a PLC.
- All teachers set one goal on their Professional Development Plan that directly related to improving student learning in Number and we had a strong collective focus on this all year.

- In term 1 all staff participated in a two day IB PYP workshop on the Role of Mathematics to build collective efficacy.
- All Professional Learning Teams used school based learning data in Number to determine cohort baseline achievement levels. This data was then used to set SMART goals with clear targets in terms 2, 3 and 4. Teams demonstrated impact and shared this at staff meetings, in the newsletter, and with the School Board. After trialling this and building data literacy skills of staff in 2022, this became an established component of teacher practice in 2023.
- In term 2, 5 out of our 8 PLC sessions were dedicated to a whole staff concept-based inquiry into creating resource and print rich mathematical learning environments. This included co-designing environments with students to increase their agency, access and participation. A significant amount of money and time was invested in designing the environments as the 'Third Teacher'. Anecdotal evidence showed a significant increase in access, participation and engagement from students in mathematics. This was confirmed through feedback following a School Improvement visit at the end of term.
- In term 3, we developed our knowledge of version 9 of the Australian Curriculum with a sharp focus on Number, drawing on the expertise of Alisha Tooma. This was followed up with targeted feedback and support in Collaborative Planning sessions. Teachers were drawing on their UDL knowledge as well as the Mathematics curriculum and numeracy progressions to remove barriers and plan high quality number lessons with agreed adjustments.
- In term 4, we designed and implemented a Collaborative Coaching model with a focus on supporting teachers to increase their capacity to improve student learning, aligned to their Number SMART goals.
- We connected with other ACT schools including Red Hill, Radford, and Narrabundah ECS to share practice and explore areas of expertise.

Challenges we will address in our next Action Plan

- Developing universal explicit strategies for teaching number in our junior classes (P-2).
 - Engage critical friends Narelle Rice and Paul Swan to work with our staff virtually and in face to face workshops.
- Investigate higher order and inquiry based teaching approaches in number for the senior classes (years 3-6).
- Ensure strong induction processes, linked to our CWSC Important Book for all new staff, including coaching and feedback.
- Provide time and support for teachers to conduct Evaluative Thinking Cycles with SMART goals and a UDL approach.

Priority 2: All learners are safe, connected and academically challenged.

Targets or measures

By the end of 2024 we will achieve:

- Increase percentage of students receiving Bs and As.
- Improve percentage of students and staff who agree with the statement '*I/Students feel safe at this school*' to at or above the system average.
- Maintain or improve percentage of students in each cohort (years 2 – 6) who agree with the statement '*I love to learn*'.
- Increase percentage of stakeholders who agree with the statement '*Students at this school are being equipped with the capabilities to learn and live successfully*'.

In 2023 we implemented this priority through the following strategies.

- Providing contemporary and high quality learning for all students through the IB Primary Years Programme and embedding of our pedagogical plan 'The CWSC Important Book'.
- Provide opportunities for staff to engage in professional learning mentoring and coaching that builds capacity and supports aspiring leaders.
- Increase student, staff and school community wellbeing, connection and agency through co-designing our learning environments and increasing opportunities for student agency.

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 2019 | Year 1 2020 | Year 2 2021 | Year 3 2022 | Year 4 2023 |
|--|-----------------|-----------------------------------|---------------------|--------------------|---------------------|
| Increase percentage of students receiving Bs and As. | 2% As 22% Bs | Sem 2 only 3.5% As 27.6% Bs | 2.1% As 24.1% Bs | 4.1%As 29.6% Bs | 5.3% As 29.5% Bs |

Perception data

| Targets or Measures | Base 2019 | Year 1 2020 | Year 2 2021 | Year 3 2022 | Year 4 2023 |
|--|---|---|---|--|--|
| Improve percentage of students and staff who agree with the statement 'I/Students feel safe at this school' to at or above the system average | Students 44.5% (72.1%) -27.6% | Students 54.6% (71.4%) -16.8% | Students 75% (71.2%) +4% Staff Question removed in 2021 | Students 75% (69%) +6% Staff 94% 86% +7.8% | Students 71% (69%) +2% Staff 81% 83.5% -2.5 |
| Maintain or improve percentage of students in each cohort (years 2 – 6) who agree with the statement 'I love to learn'. | 85% (74% boys & girls 97%) | 80% Boys 75% Girls 85% | 82% Boys 75% Girls 89% | 76.5% Boys 69% Girls 84% | 78% Boys 74% Girls 82% |
| Increase percentage of stakeholders who agree with the statement 'Students at this school are being equipped with the capabilities to learn and live successfully' to at or above other P-6 ACT schools. | | | | | |
| Staff | 87.2% ACT = 91.2% | 91.1% ACT = 89.9% | Question removed from survey in 2021 | 93.9% ACT = 87.2% | 93.6% ACT = 86.9% |

| | | | | | |
|---|----------------------|----------------------|--------------------------------------|----------------------|----------------------|
| Students | 66.4% ACT = 79.2% | 73.3% ACT = 76.8% | Question removed from survey in 2021 | 71.5% ACT = 72.1% | 71.3% ACT = 71.6% |
| Parents | 86.1% ACT = 83.4% | 88.0% ACT = 81.3% | Question removed from survey in 2021 | 79.4% ACT = 79.1% | 86.0% ACT = 77.9% |
| Maintain or increase agreement from parents that <i>'Students' learning needs are being met at this school'</i> . | 86.2% | 91.3% | Question removed in 2021 survey | 70.3% | 86.8% |

What this evidence tells us

- We have made significant progress in increasing the percentage of students who feel safe at school across the life of our plan. We have moved from being significantly below similar schools to consistently higher. Similarly, our staff agreement has increased significantly.
- Students receiving A and B grades in their semesterly report have continued to grow each year.
- The percentage of students who agree with the statement 'I love to learn' has ranged between 76.5% - 82%, dropping below the baseline of 85% in the first year of the plan. The response from boys has remained stable, however the percentage of girls has dropped from 97% in the first year to 82%.
- We achieved our target of maintaining or increasing parent agreement that student learning needs are being met at our school, except for a dip in 2022.
- We achieved our targets against the statement 'Students at this school are being equipped with the capabilities to learn and live successfully' for staff and parents. Both stakeholder groups had consistently higher percentages than other ACT primary schools. Our students remained slightly below the percentage of other ACT primary students however this improved from a 13% deficit to being within 1%.

Our achievements for this priority

- Our staff had an explicit and agreed whole school focus on examining learning environments in mathematics. We used a PYP conceptual lens to inquire into how we engaged learning environments as the 'third teacher'. Our staff were learners and engaged in their own team inquiries into how well they were universally designing learning to meet the needs of all our learners
- We invested in significant resourcing improvements, increasing access for students to print and manipulative rich classrooms to support number learning.
- A whole school approach to Universal Design for Learning (UDL) was undertaken with internal and external PL provided. Units of Inquiry were re-designed to have a UDL / student-centred approach. Adjustments and barriers to learning were considered at the planning stage by cohorts.
- Increased student agency was evident in classrooms through a higher proportion of student work samples, wonderings, vocabulary and learning walls on display. The year 6 PYP exhibition was our most successful yet, with all students participating in all aspects and increased family attendance.
- We developed a revised addition of CWSC Important Book to demonstrate improved knowledge of pedagogical practice at a universal level that moves learning forward.

- Our Student Achievement Team structures and processes enabled significant levels of coaching and support to students and staff, particularly capacity building of LSAs. This enabled high levels of ILP goal achievement and significant reduction in OV.
- The school funded a Youth Worker throughout 2023. This role supported tier 2 and tier 3 identified students and their families to access services to support wellbeing needs.
- Through a Wellbeing Grant the school was able to employ a Wellbeing Officer in an executive teacher role for Semester 2. This role enabled us to provide a Breakfast Club twice a week to support increased attendance and engagement for vulnerable students and their families. The Officer provided intensive support to families struggling with high anxiety and low attendance rates. The executive teacher played an integral role in our Student Achievement Team, adding value to our support structures and assisting families to access services in lieu of a school psychologist.
- Purpose built sensory spaces were developed in consultation with allied health professionals both within units and outdoors to provide targeted therapy for students needing co-regulation, sensory breaks and explicit teaching.
- We had continued success with our Universal PBL implementation. Recording excellent results across all measures.
- Break time clubs were revitalised with junior and senior options available at every break catering to a wide range of student interests and supporting inclusive needs for more structured/quiet play.

Challenges we will address in our next Action Plan

- Improve student engagement and perception towards learning.
 - Investigate the drop in female students who agree with the statement 'I love to learn' (across years 2-6).
 - Increase student ability to articulate what they are learning, why they are learning it, how they are going, what they need to do to improve. Consider aligning the IB PYP language of the Learner Profile and Approaches to Learning to assist.
- Deliver high quality pedagogical instruction that progresses student learning at all levels.
 - Continue to improve collective efficacy in how and where explicit instruction fits to ensure students can transfer knowledge and learn through an inquiry approach.
 - Use our PLC structures to ensure regular data focused conversations are occurring for teams that examine student point of need and inform our responses.
- Develop and embed induction, coaching, mentoring and feedback structures.
 - Align processes/structures to our revised staff edition of CWSC Important Book for cohesion and to ensure student outcomes are the focal point of teacher reflection and development.
- Explore Tier 2 academic and wellbeing resourcing.
 - Work with the PBL external coaches to determine whether Tier 2 implementation is our next priority. Consider resourcing needs and how to build this practice within existing staffing structures.
 - Connect with system experts and other schools to review academic supports, particularly in literacy and numeracy, for students sitting just below benchmark.

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