

Gordon 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

- Professional Learning for all educators with a focus on building consistent high impact instructional practices through teaching and learning in reading and writing.
- Continued and strengthened PLC model to engage in discussion, reflection, and learning.

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

In 2022 our school supported this foundation through – Priority 2

- Reviewed inclusion and wellbeing practices and commenced improvement actions
- Student centred decision making with review of assessment, curriculum, and planning.

Reporting against our priorities

Priority 1: **Improve student achievement in reading and writing**

Targets or measures

By the end of 2026 we will achieve:

- To increase the average score for Year 3 Reading to 419 mean scaled scores or more.
- To increase the percentage of Year 3 students in the top two bands of Writing to 49% (approx. 28 students) or more
- To increase the percentage of students achieving high growth in Reading in PIPS/BASE to 25% (approx. 15 students) or more

- To increase the percentage of students at or above the English achievement standard.
- 90% or more students agree or strongly agree that ‘teachers give useful feedback’.

In 2022 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring

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
<ul style="list-style-type: none"> • To increase the average score for Year 3 Reading to 419 mean scaled scores or more. 	400	377.1				
<ul style="list-style-type: none"> • To increase the percentage of Year 3 students in the top two bands of Writing to 49% (approx. 28 students) or more 	30%	25.9%				
<ul style="list-style-type: none"> • To increase the percentage of students achieving high growth in Reading in PIPS/BASE to 25% (approx. 15 students) or more 	16%	TBC				
<ul style="list-style-type: none"> • To increase the percentage of students at or above the English achievement standard. 	2022 collected baseline = 89.73					

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% or more students agree or strongly agree that ‘teachers give useful feedback’.	80%	79%				

What this evidence tells us

- NAPLAN measures are below set targets for 2022
- Children are satisfied with their learning feedback and measure has remained stable
- High percentage of students at or above the Achievement Standard for English
- Item analysis from NAPLAN may provide further insight into patterns across strands

Our achievements for this priority

- Targeted professional learning for all teaching staff. This included a focus on the implementation of the Essential Instructional Practices (EIPs) via delivering learning through the Readers and Writer's Workshop Model.
- The workshop model has been enacted in every classroom from kindergarten to year six.
- School Leaders engaged in professional learning related to morphological word families and commenced learning about structured word inquiry.
- Literacy Progressions were explored, and staff have begun to familiarise themselves with the continuum. This will continue into 2023.
- Enacted learning assets into learning experiences – 'split screen' approach

Challenges we will address in our next Action Plan

- Measuring student learning using classroom data in PLCs with a focus on the literacy progressions
- Increase staff skill and confidence in using assessment from conferencing to then select pedagogical approach and plan next steps to progress student learning.
- Sharing practice across teams to observe visible learning in classrooms and then engage in reflective conversations

Priority 2: **Improve personal and social capabilities of all children**

Targets or measures

By the end of 2026 we will achieve:

- 85% or more students agree/strongly agree that 'they feel safe at school'
- 85% or more students agree/strongly agree that 'they can talk to teachers about their concerns'
- 80% of students in years 3-6 CONSISTENTLY '*negotiate and resolve conflict*'
- 70% of students in years 3-6 CONSISTENTLY '*recognises and expresses emotions appropriately*'.
- 70% of students in years 3-6 CONSISTENTLY '*works independently and shows initiative*'

In 2022 we implemented this priority through the following strategies.

- Professional Learning
- Coaching and Mentoring

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
▪ 80% of students in years 3-6 CONSISTENTLY ' <i>negotiate and resolve conflict</i> '	64%	72%				
▪ 70% of students in years 3-6 CONSISTENTLY ' <i>recognises and expresses emotions appropriately</i> '.	56%	69%				

<ul style="list-style-type: none"> 70% of students in years 3-6 CONSISTENTLY '<i>works independently and shows initiative</i>' 	53%	64%				
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Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
I can talk to my teachers about my concerns	75%	71%				
I feel safe at this school	74%	70%				

What this evidence tells us

- Increase in personal and social capabilities from reporting data sets.
- Slight decrease in 'I feel safe at this school'
- Minimal variation in perception about talking to teachers about concerns

Our achievements for this priority

- ILP and Inclusion review. A significant change occurred during the review to streamline and target the development of SMART goals to create ILPs with targeted goals that are achievable for the learner.
- This review also included new processes to take place regarding 'modified reports. There has been a significant reduction in modified reports, and we have now collected baseline A-E distribution data across the school.
- Classroom environment changes commenced with some staff implementing a trial of flexible seating arrangement and reducing the amount of furniture in the room, resulting in clutter free co-constructed learning environments
- Adjustment Matrix was used to support Inclusion practices
- PLC practices have continued to be strengthened through leadership development and placing student learning needs at the centre of planning for teaching and learning.

Challenges we will address in our next Action Plan

- PBL reset as time prohibited a sustained and deep focus on this in 2022
- Re-establishing community partnerships and connections with families
- Developing learning partnerships between home and school
- Building student voice and agency and opportunities for student led school events