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

In 2022 our school supported this foundation through – Priority 1

- Develop individual children's knowledge, skills, and dispositions to confidently engage in their learning.

Reporting against our priorities

Priority 1: Develop individual children's knowledge, skills and dispositions to confidently engage in their learning

Targets or measures

By the end of 2024 we will achieve:

- % of Year 4 students achieving stage expectations within the General Capabilities continua (identified elements)
- Year average meets or is above average of P-6 same ACT school type in the 'digital technologies are an integral part of learning and teaching' and 'I am confident using digital technologies in my teaching practice' Satisfaction & Climate Survey questions.

In 2022 we implemented this priority through the following strategies.

- Develop connected and authentic learning within a culture of inquiry
- Build teacher capacity to embed the Personal and Social Capability across the curriculum.

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.

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

Student learning data

Targets or Measures	Base (2020)	2021	2022
% of Year 4 students achieving stage expectations within the Personal and Social Capabilities continua.	47% of children achieving 75% of stage expectations	45% of children achieving 75% of stage expectations	4% of children achieving 75% of stage expectations

Perception data

Targets or Measures	Base	2020	2021	2022
Year average meets or is above average of P-6 same ACT school type in the 'Digital technologies are an integral part of learning and teaching' Satisfaction Survey question	-17.6%	-1.6%	N/A	+3.7%
Year average meets or is above average of P-6 same ACT school type in the 'I am confident using digital technologies in my teaching practice' Satisfaction Survey question.	-24.5%	-0.6%	-6.2%	+13.9%

What this evidence tells us

- There was a significant decrease in the percentage of Year 4 students achieving stage expectations within the General Capabilities continua (identified element: personal and social capabilities)
- We have made significant gains with staff perception of the use of digital technologies in teaching practice.
- We continue to make gains with parent/carer perception of the integration of digital technologies in learning and teaching.

Our achievements for this priority

- Ongoing professional learning community (PLC) focus on the Australian Curriculum General Capabilities, resulting in whole of school, multi-age Science, Technologies, Engineering, Arts, and Mathematics (STEAM)
- Whole staff professional learning community (PLC) focus on using digital technologies in teaching practice
- Embedded Response To Need processes that reflect the school beliefs on inclusion and Disability Education.

Challenges we will address in our next Action Plan

- Strengthen our ability to respond to the individual learning needs of students within the Personal and Social Learning Capabilities.

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

Priority 2: Increase individual student growth in reading across all year levels.

Targets or measures

By the end of 2024 we will achieve:

- The percentage of students showing expected or high growth in PIPS will remain at or above the starting points
- 75% of students make At or Expected Growth between Years 3-5 in Reading
- 60% or greater of Year 2 students achieving PM reading benchmark.

In 2022 we implemented this priority through the following strategies.

- Embed evidence-based pedagogical practices to meet student need within reading.

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	2021	2022
The percentage of students showing expected or high growth in PIPS/BASE will remain at or above the starting points	26.7%	57.7%	23.5%	79.0%
75% of students make At or Expected Growth between Years 3-5 in Reading	60%	N/A	53.3%	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	2020	2021	2022
60% or greater of Year 2 students achieving PM reading benchmark	48.5%	64.5%	63.6%	60.0%

What this evidence tells us

- The percentage of students showing expected or high growth in PIPS/BASE is variable between cohorts.
- Although the target/measure was achieved, there was a slight decrease in Year 2 students achieving the PM reading benchmark.

Our achievements for this priority

- Further refinement of whole school data tracker to maximise its use to develop teaching points and individual learning goals for students.

Challenges we will address in our next Action Plan

- Inconsistencies between school-based reading and writing data
- Revisit the Essential Instructional Practices in Literacy P-6 to ensure there is a consistency of practice across the school

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

- Develop teacher understanding and implementing effective evidence-based teaching of reading strategies
- Embedding the use of work samples from ACARA to guide moderation across the school.

Priority 3: Increase individual student growth in numeracy across all year levels

Targets or measures

By the end of 2024 we will achieve:

- The percentage of students showing expected or high growth in PIPS/BASE will remain at or above the starting points
- 75% of students make At or Expected Growth between Years 3-5 in Numeracy
- Year average meets or is above average of P-6 same ACT school type in the 'I am regularly informed about my child's progress' and 'Teachers get quality feedback on their performance' Satisfaction Survey question.

In 2022 we implemented this priority through the following strategies.

- Develop P-6 PLC on identifying, understanding, and implementing effective evidence-based teaching of number.

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	2021	2022
The percentage of students showing expected or high growth in PIPS/BASE will remain at/above starting points	40.0%	57.5%	23.5%	36.0%
75% of students make At or Expected Growth between Years 3-5 in Numeracy	60%	N/A	53.8%	N/A

Perception Data

Targets or Measures	Base	2020	2021	2022
Year average meets or is above average of P-6 same ACT school type in the 'I am regularly informed about my child's progress' Satisfaction Survey question	-5.2%	+16%	=0.0%	+11.4%
Year average meets or is above average of P-6 same ACT school type in the 'Teachers get quality feedback on their performance' Satisfaction Survey question	-11.45%	+22.1%	+10.1%	+47.4%

What this evidence tells us

- The percentage of students showing expected or high growth in PIPS/BASE is variable between cohorts.

Our achievements for this priority

- Reviewed the whole school beliefs and practices around teaching and learning in numeracy

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

- Strengthened an inquiry approach and a focus on differentiated practice and identifying authentic contexts for mathematics.

Challenges we will address in our next Action Plan

- Embedding the use of work samples from ACARA to guide moderation across the school
- The Term 3 community gathering (number focus) was not held due to covid considerations
- An apparent lack of tools to consistently communicate children's number learning goals with families.

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.

- Develop an outdoor learning environment where children can develop their dispositions for learning, informed by best practice, educators, children, and their families
- Improvement in building genuine partnership with families about children's learning
- Children's learning to be reported on in a variety of ways
- Opportunities for families to participate in learning with their children
- Higher levels of connection between home and school to better meet the needs of children
- Improvement in building genuine partnership with families about children's learning
- Children's learning to be reported on in a variety of ways
- Opportunities for families to participate in learning with their children.

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

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