

# Torrens Primary School

Network: South Canberra/ Weston

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## Impact Report 2022

### The purpose of this document

This document flows directly from our Action Plan for 20XX 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 Improve growth in writing by:

- Creating a community of engaged writers

### Reporting against our priorities

#### Priority 1: Improve growth in writing

##### Targets or measures

By the end of 2023 we will achieve:

- 60% of Yrs 3-5 students are at or above expected growth
- 96% of classroom teachers believe they receive effective feedback on the teaching of writing.
- In all classrooms, students know where they are at in their writing and what they need to do to improve.

In 2022 we implemented this priority through the following strategies.

- PLCs using Timperley's Spiral of Inquiry in 5-week cycles
- Develop TPS Agreed Writing Practices
- Instructional Literacy Mentors lead Word Inquiry

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
60% of Yrs 3-5 students are at or above expected growth	47%	64%	N/A	52.6%	N/A	

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	Year 2	Year 3	Year 4	Year 5
96% of classroom teachers believe they receive effective feedback on their performance	59%	59%	78.3%	52%	81.1%	

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
In all classrooms, students know where they are at in their writing and what they need to do to improve.	1 class, out of the 9 K-2 classes, had individual learning goals. 2 classes had anchor charts for what good writer's do. 1 class had co-constructed anchor charts for what good writer's do.	All K-2 classes have goals and anchor charts.			18/21 classes had individual learning goals. 21/21 classes had co-constructed anchor charts showing what good writers do. 19/21 classes took conferencing notes. 21/21 classes completed Writing Interim Assessments. 18/21 classes taught Word Inquiry.	

#### What this evidence tells us

- Although our students demonstrate progress on our Writing Interim Assessments, it is not expected that our NAPLAN results for writing will increase in 2023 going by trends.
- '% of classroom teachers believe they receive effective feedback on their performance' data source is now from the Satisfaction Surveys (this indicator has been added to Satisfaction Surveys during the life of our School Plan).
- A focus in 2023 will be supporting teachers to provide quality feedback to progress student learning.

## Our achievements for this priority

- **Continue to Improve PLCs – this resulted in consistency across the school, so every student received high quality opportunities to become a writer**
- Revisited PLC research, expectations at Torrens and Timperley's Spiral of Inquiry
- Had an Executive Teacher present to guide each PLC meeting
- Developed *Agreed Writing Practices*
- **Target professional learning and support to PLCs– increasing teacher competence in orthography resulted in students becoming better spellers**
- Engaged Catherine Nash from *All About Writers* as a writing coach to work within PLCs from Preschool to Yr 6
- Offlined SLCs to coach
- Increased staff knowledge through targeted workshops and conferences
- Maintained orthography partnership with Fiona Hamilton from *wordtorque*
- Literacy Instructional Mentors led Word Inquiry
- Updated Literacy Station
- Ensured all New Educators accessed Christine Topfer's PL '10 Essential Literacy Practices'
- **Ensure teachers receive effective feedback on their performance – resulted in some teachers providing quality feedback to their students (some students learnt what to do next to improve as writers)**
- New educators received feedback through TQI & Probation reports
- Teachers received written feedback against AITSL Standards Career Dev Conversation (CDC)
- SLCs met with ESO Instructional Mentors to reflect on feedback provided. SLCs then led a staff meeting to find out what feedback teachers wanted

## Challenges we will address in our next Action Plan

- **Observations & feedback –**
- Although teachers are resistant to Classroom Walkthroughs, there needs to be a process that ensures accountability and consistency within the school.
- All coaches need to provide individual feedback following observations.
- A team will continue to work with ESO Instructional Mentors to establish and embed processes.

## 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.

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