

Farrer Primary School

Network: South Weston

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

Foundation: *Students at the centre*

In 2022 our school supported this foundation through – Priority one

- Improve the social and emotional engagement of students in their learning

Foundation: *Systems supporting learning*

In 2022 our school supported this foundation through – Priority two

- Increase the percentage of students making at or above expected growth in numeracy

Reporting against our priorities

Priority 1: Improve the social and emotional engagement of students in their learning

Targets or measures

By the end of 2026 we will achieve:

- **Target or measure:** 67% (approx. 101 students) or more students agree or strongly agree that they enjoy and are excited about the work they do in class. It also addresses levels of student interest in what they are learning. This was determined by averaging the data for ACT P-6 schools over 2017-2020.

Source: Climate survey data from Qualtrics

Starting Point: Baseline data of 59% (approx. 89 students) of students at the school agree or strongly agree that they enjoy and are excited about the work they do in class. This was determined by averaging the school data for the school over 2017-2020.

- **Target or measure:** 83% (approx. 125 students) or more students agree or strongly agree that

my teachers motivate me to learn. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey.

Starting Point: Baseline data of 77% (approx. 116 students) agree or strongly agree that my teachers motivate me to learn was determined by averaging student responses for the school over 2019-2020.

In 2022 we implemented this priority through the following strategies:

- Implement a school wide data plan to inform next steps in teaching
- Embed Professional Learning Community (PLC) work to enable differentiation

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	2022	2023	2024	2025	2026
67% or more students agree or strongly agree that they enjoy and are excited about the work they do in class.	59%	59%				
83% (approx. 125 students) or more students agree or strongly agree that my teachers motivate me to learn	77%	81%				

What this evidence tells us

There has been no movement in year 4-6 students' perception that they enjoy and are excited about their learning. We will continue to build on student voice being part of learning programs.

There has been growth in year 4-6 student perception that teachers motivate them to learn.

Our achievements for this priority

Implement a school wide data plan to inform next steps in teaching

- school data plan finalised and being implemented
- data analysis occurs in writing, wellbeing, maths and reading and informs teaching
- teachers are provided with key data on students in their class at the start of the school year to inform starting points for learning
- quarterly school based student perception data surveys and surveys carried out through the spiral of inquiry have been facilitated and analysed in teams to capture regular student feedback that can be acted upon

Embed Professional Learning Community (PLC) work to enable differentiation

- teachers participated in two spiral of inquiry cycles - writing and student engagement
- student feedback has been a key part of informing the spiral of inquiry focus for each year level or teacher
- there has been some improvement in teacher practice

Challenges we will address in our next Action Plan

- embed school data plan through action team work, the goal remaining the use of formative assessment and summative to inform teaching and learning programs
- continue seeking and responding to student feedback in learning and social / emotional wellbeing, the quarterly surveys were not utilized as planned in 2022 however spiral of inquiry feedback from students was rich and informed improvement
- continuation of spiral of inquiry to provide personalised, relevant professional learning for teachers

Priority 2: Increase the percentage of students making at or above expected growth in numeracy

Targets or measures

By the end of 2026 we will achieve:

- **Target or measure:** 63% (approx. 24 students) or more students will be making at or above expected growth in numeracy. The target was set by averaging the percentages of students making at or above expected growth in similar schools from 2017 to 2021.

Source: NAPLAN data on school level growth chart available on SCOUT

Starting Point: Baseline data of 44% (approx. 17 students) was determined by averaging the % of students making at or above expected growth at the school from 2017 to 2021.

- **Target or measure:** 75% (approx. 113 students) or more students agree or strongly agree that teachers give useful feedback. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 66% (approx. 99 students) agree or strongly agree was determined by averaging student responses for teachers give useful feedback over 2019-2020.

- **Target or measure: Progressive Achievement Test (PAT) Maths data** - median scaled score for each year level within the PAT norm median scaled score. (Year 3: 110.9; Year 4: 117.4; Year 5: 122.7; Year 6: 127.0).

Source: ACER PAT Maths Longitudinal Report

Starting point: Growth in the median of the Farrer data for each year level from 2020 to 2021 (Year 3: 114.7; Year 4: 127.0; Year 5: 118.8; Year 6: 130.1).

In 2022 we implemented this priority through the following strategies.

- Implement a consistent approach to pedagogy in mathematics

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	2022	2023	2024	2025	2026
63% or more students will be making at or above expected growth in numeracy.	44%	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	2022	2023	2024	2025	2026
75% (approx. 113 students) or more students agree or strongly agree that teachers give useful feedback.	66%	67%				

School program and process data

Targets or Measures	Base	2022	2023	2024	2025	2026
Maths data - median scaled score for each year level within the PAT norm median scaled score. (Year 3: 110.9; Year 4: 117.4; Year 5: 122.7; Year 6: 127.0).	Y3: 114.7 Y4: 127 Y5: 118.8 Y6: 130.1	Y3: 119.6 Y4: 124.2 Y5: 126 Y6: 128.9				

What this evidence tells us

Whilst 67% of students in years 4-6 feel they receive useful feedback about their learning, we believe this could be much higher.

PAT Maths data shows growth in years three and five.

Growth in NAPLAN data was unavailable this year due to NAPLAN being cancelled in 2020 as a result of the COVID pandemic.

Our achievements for this priority

Implement a consistent approach to pedagogy in mathematics

- maths action team delivered PL to teachers in PL week
- teachers participated in *Finding the Balance* PL with Education directorate team members
- teachers participated in a workshop on formative assessment strategies for maths
- classroom maths resource kits were audited and updated to meet teaching needs

Challenges we will address in our next Action Plan

- consolidate the use of a consistent lesson structure in maths
- draft pedagogical framework
- embed school data plan through action team work, the goal remaining the use of formative assessment and summative to inform teaching and learning programs
- semester one spiral of inquiry cycle focused on maths

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.

In 2022 the preschool team outlined areas for improvement in the QIP. These have been reflected upon via the QIP.

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