

## 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 Improve Individual Student Outcomes by implementing:

- School Improvement Teams with a specific focus on writing, reading, spelling/grammar and numeracy
- Sharper focus on data sets that show clear individual student growth
- A school wide pedagogical approach that incorporates a strong emphasis on direct instruction
- Cohort professional learning teams with specific focus on improvement of student learning

#### **Foundation:** Every child has a story, Strong communities for learning

In 2023 our school supported this foundation through – Priority 2 A Community United by implementing:

- The development and implementation 'Family Connect'
- Implementing and running a range of universal, targeted and disability programs with high levels of community engagement
- Development of initiatives to strengthen community engagement with the school and public education

# Reporting against our priorities

## Priority 1: Improve individual student outcomes

### Targets or measures

By the end of 2027:

#### Key Strategy 1: Effective Teaching & Curriculum

- Our teachers will demonstrate consistent, high impact teaching practices across all learning areas.
- Our students will receive targeted, specific feedback that supports them in where to next.
- Our school will embed contemporary curriculum plans, programs and resources that reflect the most recent Australian Curriculum.
- Our teachers will have access to relevant professional learning and use Essential Instructional Practices in Literacy, Formative Assessment, and the Australian Curriculum General Capabilities to inform their planning, teaching, and assessment.
- Our teachers will regular collect, analysis and use data to understand what is happening for our learners.
- The school will function as a Professional Learning Community and demonstrate strong collaboration and collective impact through professional learning teams.

#### Key Strategy 2: Student Centred Learning

- Our students will feel a strong sense of belonging with Evatt Primary School, reflected in high rates of engagement and attendance.
- Our students learning will be guided by data informed decision making.
- Our students will experience consistent and differentiated teaching that targets their point of need.
- Our students will have opportunity to develop their critical and creative thinking skills to design, create and evaluate.
- Our students will utilise effective resources, systems and structures to support them to be self-directed learners.
- Our students will experience diverse, intentional learning experiences through structured and unstructured play opportunities.

#### Key Strategy 2: Engaged Families & Communities

- Our families will feel a greater sense of co-ownership of student outcomes.
- Our parents/carers will be well equipped to support and extend their child's learning at home.
- Our parents/carers will be meaningfully informed of their child's progress and the schools learning programs.
- Our families will feel a greater connection with the school before formal schooling begins.

In 2023 we implemented this priority through the following strategies.

- Developing teacher confidence and knowledge of grammar
- Implement systematic whole school spelling and phonics program
- Developing student knowledge and understanding of sentence level grammar through explicit teaching
- Increase students' automaticity of key multiplication facts (2-6)
- Increasing the modelling and facilitation of text comprehension and analysis within a knowledge-rich curriculum
- Increase access to quality literature and mentor texts that support the teaching of the Readers' Toolkit

*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*

### **PAT (Progressive Achievement Test – ACER)**

Target growth is determined by students previous scaled score results. A target growth is generated for each individual student determined by norm growth between percentiles.

Targets or Measures	Year 1 2023
	22-23 Growth
<b>PAT Reading</b> Achieve at or above target average	<b>Year 2</b> Target average: 17.0 Actual average: 17.0 Students achieving above target growth: 55%  <b>Year 3</b> Average Target: 11.5 Actual: 13.7 Students achieving above target growth: 47.5%  <b>Year 4</b> Average Target: 7.9 Actual: 5.5 Students achieving above target growth: 45%  <b>Year 5</b> Average Target: 5.4 Actual: 3.0 Students achieving above target growth: 25%  <b>Year 6</b> Average Target: 2.9 Actual: 4.1 Students achieving above target growth: 29%
<b>PAT Maths</b> Achieve at or above target average	<b>Year 2</b> Target average: 8.8 Actual average: 9.2 Students achieving above target growth: 50%  <b>Year 3</b> Average Target: 6.95 Actual: 7.24 Students achieving above target growth: 47.5%  <b>Year 4</b> Average Target: 5.7 Actual: 5.2 Students achieving above target growth: 35%

	<p><b>Year 5</b> Average Target: 4.1 Actual: 3.5 Students achieving above target growth: 30%</p> <p><b>Year 6</b> Average Target: 3.2 Actual: 3.7 Students achieving above target growth: 30%</p>
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#### Perception data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024
The proportion of parents and carers with strong Parent Involvement at School score will increase to 75%.	74.5%	76%	
75% of staff indicating that their grammar knowledge increased to a large or great extent	N/A	67% of staff indicated large or great growth.	

#### What this evidence tells us

- NAPLAN student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results therefore will not be included in impact reports until 2025.
- Strongest PAT growth in lower performing students
- Strong increase in staff knowledge and understanding of grammar

#### Our achievements for this priority

- Core instruction framework developed to serve as a comprehensive guide that outlines specific teaching strategies, methodologies, and best practices for educators at Evatt Primary School.
- DiscoverED Curriculum developed to support implementation of explicit teaching of writing and knowledge rich reading.
- Revision of Writers' Toolkit approach to support implementation at the classroom level.
- Development and implementation of Focus Facts multiplication framework for students in Years 3-6.

#### Challenges we will address in our next Action Plan

- Increase staff capacity in differentiation, particularly for high performing students
- Ensure greater consistency in explicit instruction across school
- Ensure that students achieve target growth in Mathematics & Reading
- Develop tool for tracking student acquisition of number facts

## Priority 2: A community united.

### Targets or measures

By the end of 2027 we will achieve:

#### **Key Strategy 1: Develop and progress a community school framework aligned with the Future of Education Strategy - Foundation: Strong Communities for Learning**

- The school will have systems, structures and processes in place that enable a community school to thrive.

#### **Key Strategy 2: Increase wrap-around support services that address the health and wellbeing needs of students and their families**

- Teachers will have a greater focus on their primary role of leading teaching and learning.
- Families will have a greater understanding of services available, and how to access them.
- There will be improved connections between school and services, as well as interrelationships between services.

In 2023 we implemented this priority through the following strategies.

- Establishment of Family Connect service
- Implementing variety of targeted and universal supports for families

*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	Year 1 2023	Year 2 2024
A 5% averaged increase in staff agreeing/strongly agreeing with the statement "Community partnerships are valued and maintained at the school."	96.8%	96.6%	
A 10% percentage point increase in Proportion with strong Parent Involvement at School score.	74.5%	76%	

### What this evidence tells us

- AEDC data not available until 2024
- Staff maintain perception that community partnerships are valued and maintained at school

### Our achievements for this priority

#### **Wrap around supports for families**

- Over 250 families signed up to Family Connect
- 30 children supported through the NDIS process (including support with diagnosis, building NDIS plans, access to early intervention therapeutic supports)
- Held 2 place-based parenting programs provided across the year
- Over 50 families engaged in Sports Connect programs (Netball, Dance, Lego and Chess)
- Supported 12 families to access complex case management through Child Family Centre (including 5 families access to legal support)
- Implemented an evidence based anxiety program (Cool Kids) for children and parents in the Evatt/McKellar community.

- Promoted adult engagement and connection opportunity through weekly Craft Connection groups.
- Supported 6 families with complex health/family needs to access Enhanced Health Services
- Over 40 families signed up to the Learning for Life program with the Smith Family

#### **Improved school readiness**

- Building connection with young families in the community: 170 children aged 0-4 years enrolled in the Imagination Library program (130 non-Evatt Primary families)
- Weekly Giggle and Wiggle program through partnership with ACT Libraries (Attended by 20 children under 3)
- Supported 8 children (under 5 years) old to access an initial speech consultation, with 5 of these families receiving referrals for further assessment/support.
- Linked 5 families in with EACH, resulting in funded plans and early intervention for these children.
- Strengthened partnership with local ECECs, families and schools by promoting engagement with our universal and targeted programs held at Evatt Primary across the school year.
- All families that attended Circles of Security parenting program had a child aged 6 months or younger.

#### **Challenges we will address in our next Action Plan**

- Expand Family Connect staffing profile
- Implement infrastructure upgrades to support Family Connect
- Increase community understanding and perception of Family Connect
- Build greater connections with non-school age families.