

Caroline Chisholm School

Network: Tuggeranong

Impact Report 2021

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 identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2021 our school supported this Strategic Indicator through – Priority 1:

- Improve students' academic, personal and social capabilities through holistic learning experiences.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2021 our school supported this Strategic Indicator through – Priority 1:

- Improve students' academic, personal and social capabilities through holistic learning experiences.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1:

- Improve students' academic, personal and social capabilities through holistic learning experiences.

Reporting against our priorities

Priority 1: Improve students' academic, personal and social capabilities through holistic learning experiences.

Targets or measures

By the end of 2025 we will achieve:

- 53% or more of year 5-7 students will be making above average progress in numeracy. The target was set by averaging the two highest percentages of students making at or above average progress at the school since 2012 compared to students of a similar background and those who had the same starting score on their previous NAPLAN test.
- To decrease the percentage of year 9 students in the bottom two bands of numeracy to 22% or less. The target was set by averaging the percentage of students in the bottom two bands of numeracy for similar schools over 2017-2019.
- To increase the percentage of year 5 students in the top two bands of numeracy to 21% or more. The target was set by averaging the percentage of students in the top two bands of numeracy for similar schools over 2017-2019.
- To decrease the percentage of year 7 students in the bottom two bands of writing to 38% or less. The target was set by averaging the percentage of students in the bottom two bands of writing for similar schools over 2017-2019.
- To decrease the percentage of year 9 students in the bottom two bands of writing to 45% or less. The target was set by averaging the percentage of year 9 students in the bottom two bands of writing for similar schools over 2017-2019.
- 64% or more of year 7-9 students will be making at or above expected growth in reading. The target was set by averaging the percentage of students from similar schools making at or above expected growth over the last three cohorts i.e. since 2017.
- To increase the percentage of students achieving high growth in reading in PIPS/BASE to 30% or more. The target was set by averaging the two highest percentages of students achieving high growth over 2014-2019.
- 68% or more of our students agree or strongly agree that student relations at the school reflect the extent to which students care about and are friendly to each other. It includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other's differences. This was determined by averaging the data for ACT P-10 schools over 2019-2020.
- 45% or more of our students agree or strongly agree that students try their best, both in completing work and undertaking work to the best of their ability. It includes student self-reported levels of hard work, active participation in learning and their perceptions that they can be a good student. This was determined by averaging the data for ACT P-10 schools over 2018-2020.
- 53% or more of our students agree or strongly agree that I like being at my school. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for ACT P-10 schools.
- 61% or more students agree or strongly agree that Teachers explain what we are learning and why. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-10 schools.

- 63% or more of our students agree or strongly agree that My school gives me opportunities to do interesting things. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for similar schools.
- Essential learnings are being achieved, exceeded or worked to by 100% of students.
- 85% of students achieve year-level standards in self awareness, self management, social awareness and social management.
- Increase student attendance rates to a minimum of 92% across all grade levels. Decrease truancies to 1% per student per day of attendance.

In 2021 we implemented this priority through the following strategies.

- Establish a collaborative culture of high expectations and student growth through embedding the PLT model P-10.
- Embed the essential literacy practices identified in the Early Years Literacy Project P to 2 and expand into years 3 to 6.
- Establish an evidence based culture.
- Establish and embed trauma informed practices P-10.

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
53% or more of year 5-7 students will be making above average progress in numeracy.	40%	47.8%				
To decrease the percentage of year 9 students in the bottom two bands of numeracy to 22% or less.	32%	31.1%				
To increase the percentage of year 5 students in the top two bands of numeracy to 21% or more.	14%	10%				
To decrease the percentage of year 7 students in the bottom two bands of writing to 38% or less.	53%	32.5%				
To decrease the percentage of year 9 students in the bottom two bands of writing to 45% or less.	58%	59.1%				
64% or more of year 7-9 students will be making at or above expected growth in reading.	54%	38.7%				
To increase the percentage of students achieving high growth in reading in PIPS/BASE to 30% or more.	21%	22%				
To decrease the percentage of students achieving low growth in reading in PIPS/BASE to 11% or less.	22%	44%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
68% or more of our students agree or strongly agree that student relations at the school reflect the extent to which students care about and are friendly to each other. It includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other's differences.	54%	30%				
45% or more of our students agree or strongly agree that students try their best, both in completing work and undertaking work to the best of their ability. It includes student self-reported levels of hard work, active participation in learning and their perceptions that they can be a good student.	39%	77%				
53% or more of our students agree or strongly agree that I like being at my school. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for ACT P-10 schools.	44%	47%				
61% or more students agree or strongly agree that Teachers explain what we are learning and why. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-10 schools.	54%	70%				
63% or more of our students agree or strongly agree that My school gives me opportunities to do interesting things. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for similar schools.	57%	64%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Essential learnings are being achieved, exceeded or worked to by 100% of students.	TBA	TBA				
85% of students achieve year-level standards in self awareness, self management, social awareness and social management.	TBA	TBA				
Increase student attendance rates to a minimum of 92% across all grade levels. Decrease truanancies to 1% per student per day of attendance.	86%	89%				

What this evidence tells us

This evidence tells us that in relation to our achievements for this priority:

- We are close to our target for students in years 5 to 7 making above average progress in numeracy.
- We have exceeded our target of reducing the percentage of year 7 students scoring in the bottom two bands in writing.
- Continued focus on student progress in writing for years 5 and 9 needs to be made in order to meet the expected growth targets and reduce the percentage of students in the bottom two bands.
- Continued focus is needed to meet reading targets for students in years 7 to 9.
- Continued focus is needed to meet targets for year 5 students scoring in the top two bands and to reduce the percentage of kindergarten students achieving low growth in reading in BASE.
- Most perception data sets are close to or have met the targets set. The remaining focus on peer to peer relationships must be a continued focus.

Our achievements for this priority

Establish a collaborative culture of high expectations and student growth through embedding the PLT model P-10.

- The PLT model has continued to grow consistent practices P-10 and have included clear goal setting tracking of progress which reflect Learning by Doing models.
- School wide targets in some cases have been met. Streamlining practices to ensure all targets are met remains a key focus.
- The establishment of consistent school wide policy for PLC structures has been developed and is being implemented P-10.
- Processes to establish a high expectations culture are being established and embedded.

Embed the essential literacy practices identified in the Early Years Literacy Project Pre and K to 2 and expand into years 3 to 6.

- Articulated Benchmarks in reading and writing P-6 have been developed and consistent practices to grow student results has been a significant focus for teachers.
- The use of oral language screeners by classroom teachers and educators is being embedded P-6.
- Literacy policy documents which clearly articulate expected pedagogies and practices have been established and are reflected in Teacher walkthrough feedback.
- Positive feedback from the EYLI team on walk throughs was received and future actions have been identified to grow teaching practices.

Establish an evidence based culture.

- School wide targets for improvement in reading and writing results have been established and remain a key focus for all staff.
- A policy document capturing the feedback cycle has been established and a culture of student to educator feedback has been established. Future actions will continue to grow consistency in this space.

Establish and embed trauma informed practices P-10.

- School wide supports at the universal through to tier 3 have been grown to meet student need.

- School wide targets for improvement in reading and writing results will be met in some areas and remain a future focus.
- Student wellbeing targets for improvement have been met in some areas and ongoing work is being done to ensure consistent practices P-10 focused on a Trauma informed lens.

Challenges we will address in our next Action Plan

- Continued focus on literacy practices P-10.
 - > Embedding of the essential literacy practices.
 - > Growing the response to intervention model P-10.
- Growing the existing evidence based culture to drive school practices.
 - > Embedding the spiral of inquiry in the P-10 PLT model.
 - > Embedding consistent formative practices P-10.
- Embedding strategies for teaching and learning that enable teachers to increase engagement and improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.
 - > Growing consistent Berry St practices P-10.