

Garran Primary School

Network: South Canberra/ Weston

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
- 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

The two Priorities set for improvement align with the Strategic Intent of the ACT Education Directorate.

Set up for Success and Future of Education Strategies

- To promote greater equity in learning outcomes
- To facilitate high quality teaching
- To centre teaching and learning around students as individuals

Reporting against our priorities

Priority 1: Improve Student Achievement in Numeracy

Targets or measures

By the end of 2027 we will achieve:

1. 30% of Year 3 students achieving in the 'Exceeding band' of NAPLAN in Numeracy
2. 30% of Year 5 Students achieving in the 'Exceeding band' of NAPLAN in Numeracy

Starting Point: Year 5- 22% Exceeding and Year 3 – 31% (2023). Note change in targets because of changed reporting data of NAPLAN. Baseline targets set based on previous five years of student results.

3. For each year level 1-6, 20% of students achieving Stanine 8 and 9 of ACER Progressive Achievement Test (PAT) Maths. Starting point: Percentage of students achieving Stanine 8 and 9 in 2022: Year 2: 12.5%, Year 3: 13.7%, Year 4: 17.9%, Year 5: 13%, Year 6: 27.4% as illustrated in table below – Targets & Measures.

In 2023 we implemented this priority through the following strategies.

- Exploring best practise in Mathematics
- Defining school pedagogical approach
- Investigating the personal and social capabilities for learners to build resilience and engagement in taking risks 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. As a high performing school targets have been selected in the highest band of achievement in NAPLAN to guide reporting ie. Exceeding band in NAPLAN data results.

Student learning data

Targets or Measures	Base	Data Collection 2023												
45% or more of year 5 students will achieve in the Top 2 Bands of Numeracy.	45% (2022)	Because of the change in NAPLAN reporting this target has now been changed – see below												
30 % of Year 5 and Year 3 students will achieve Exceeding in Numeracy.	Year 5 Baseline data of 22 % (2023) Year 3 - Baseline data of 31% (2023)	NAPLAN 5 - Numeracy <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th>%</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>22%</td> <td>17</td> </tr> </tbody> </table> NAPLAN 3 - Numeracy <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th>%</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeding</td> <td>31%</td> <td>26</td> </tr> </tbody> </table>	Proficiency Level	%	Count	Exceeding	22%	17	Proficiency Level	%	Count	Exceeding	31%	26
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*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

Targets or Measures						
For each year level 1-6, 20% of students achieving Stanine 8 and 9 of ACER Progressive Achievement Test (PAT) Maths. Data collection for PAT is in the first year so ongoing collection and analysis of data will further inform this target.						
Year	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027
Year 1	NA	N/A				
Year 2	12.5%	18.84%				
Year 3	13.7%	31%				

Year 4	17.9%	34%				
Year 5	13.0%	13.9%				
Year 6	27.4%	20.5%				

What this evidence tells us

The NAPLAN targets have been changed to align with the changed NAPLAN reporting benchmarks. The school's results in Numeracy continue to be strong when compared to other ACT Schools, with the Exceeding Band being achieved by many students across the school in different age groups. The school is seeking to move more children into the exceeding band from the strong band in NAPLAN to further strengthen the strong scores being achieved in Mathematics. Year 3 results in 2023 indicated that this cohort exceeded this goal, however longer-term analysis is needed to observe trends and growth with different cohorts demonstrating different strengths.

The school is moving towards preferring PAT to NAPLAN due to the changing nature of the NAPLAN presentation of the results making longer term analysis difficult. PAT provides a more consistent approach to data collection for aggregating the data and having lines of sight into specific areas in Mathematics for analysis. 2022/3 is the first year of PAT testing so further collection of data in this sphere is necessary.

Our achievements for this priority

Differentiated Learning for new educators was provided with a strong mentoring program and in class support through coaching and curriculum chats and curriculum snaps. The new staff induction program was enacted at the beginning of the year to ensure that new staff had access to resources to support the Garran way of teaching. Curriculum coaches continued to support staff by working shoulder to shoulder with teachers to enact school curriculum documents and to build consistency of practice across the year.

Differentiated professional learning workshops and classroom walkthroughs continue to be popular with staff. Postgraduate studies continue to be encouraged with several staff completing action research and Master of Education study.

Further areas of focus were elicited from data collection to ascertain next steps to increase improvement in maths.

Challenges we will address in our next Action Plan

- Design a Maths progression for a differentiated approach to teacher goal setting to support teachers in further developing their expertise and knowledge in how best to teach Mathematics
- Implement a focus on number in every maths lesson
- Develop a school approach to problem solving and mathematical vocabulary
- Utilise Maths planner and Scope and Sequence

Priority 2: Strengthen the personal capability of all students with a focus on increasing student ‘Adaptability’ and ‘Persistence’.

Targets or measures

By the end of 2027 we will achieve:

Student learning data

1. Target or measure: 80% of students are competent in their year level’s “Perseverance and Adaptability” Australian Curriculum General Capability Sub-Element.
Starting point: Baseline data to be determined in 2024.

Perception data

2. Target or measure: Increase the proportion of students with a high ‘Resilience’ score in the School Social and Emotional Wellbeing Survey.
Starting Point: Newly established in 2023. Whilst the school has previously collected data through this survey each year, the questions will be adjusted moving forward to focus on specific areas identified for improvement.

In 2023 we implemented this priority through the following strategies.

Engaging students in completing the school Social and Emotional Wellbeing Survey, analysing the results and focussing teaching on the areas where students required the most support. Professional learning was provided to teachers through the Teacher Register of Expertise.

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	Year 1 2023	Year 2 2024
80% of students are competent in their year level’s “Perseverance and Adaptability” Australian Curriculum General Capability Sub-Element. Baseline data to be determined in 2023	N/A	The school is continuing to develop assessment criteria to effectively collect data for this element.	

Perception data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024
Increase the proportion of students with a high ‘Resilience’ score in the School Social and Emotional Wellbeing Survey (school-based survey).	N/A	The school is continuing to develop assessment criteria to effectively collect data for this element.	

Garran Social and Emotional Well-being Survey Results 2023

1. I am a happy person.

Overall	Garran 2021 Agree (%)	Garran 2022 Agree (%)	Garran 2023 Agree (%)
Boys	93.3	93.4	94
Girls	89.9	92.8	95

2. When I do not understand something I give up easily.

All	Garran 2021 Agree (%)	Garran 2022 Agree (%)	Garran 2023 Agree (%)
Boys	13.9	14.2	12
Girls	13.6	18.5	17

3. I like helping others (with their class projects, jobs or problems etc).

All	Garran 2021 Agree (%)	Garran 2022 Agree (%)	Garran 2023 Agree (%)
Boys	84	91.2	92
Girls	90.2	94	90

19. I love to learn.

All	Garran 2021 Agree (%)	Garran 2022 Agree (%)	Garran 2023 Agree (%)
Boys	79.4	81.8	84
Girls	87.3	89.1	90

What this evidence tells us

The school continues to utilise student data to inform areas of focus. This data is shared with all staff to target specific student groups for particular skills and development. This work will be carried into 2024 with the development of a student matrix and mapping student resilience results from the School Survey. Discussion of the differences between boys and girls is also noted and approached in different ways. Overall Garran students are happy and love to learn. Student resilience continues to be an area of focus for learning.

Our achievements for this priority

The leadership team and staff continue to explore different approaches for assessment of general capabilities. This learning will be carried into 2024 with the development of a student self-assessment and working habits.

Challenges we will address in our next Action Plan

Collaborate with other systems and educators to design a student self-assessment matrix that aligns with the Australian Curriculum general capabilities. Design a GPS work habits approach to align with the above.