Ngunnawal Primary School

Network: North Canberra/ Gungahlin

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

Set up for Success and Future of Education Strategies

Foundation: Every child has a story, strong communities for learning

In 2023 our school supported this foundation through - Priority 1

- strengthening our collaborative culture
- deepening our understanding of how to ensure all students grow with a focus on reading.

Foundation: Valuing educators, values children, empowered learning professionals

In 2023 our school supported this foundation through – Priority 1

- building capability of staff to make the reading and writing connection through evidence informed practice.
- engaging a critical friend to inspire quality practice and build expertise.

Reporting against our priorities

Priority 1: Improve growth in reading and writing for all students.

Targets or measures

By the end of 2027 we will achieve:

- Reduce the percentage of students achieving low expected growth to approximately 25% and increase above expected growth to 25% for Reading. (Kindergarten BASE)
- Maintain 75% or above year 3 to year 5 growth in NAPLAN Reading and work towards consistent levels of growth at or above 70% for NAPLAN Writing.

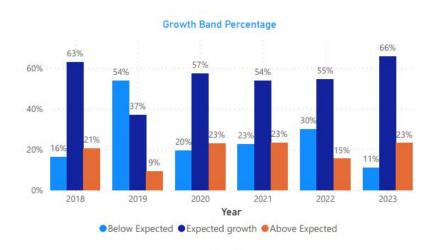
- Increase the proportion of students who overall agree/strongly agree that they are getting a good education to 75% to align with the Statistically Similar School Group (SSSG).
- Self-evaluation against the Professional Learning Community Maturity Matrix with 80% or more of staff at the embedding phase for Curriculum planning and assessment and data is being used to drive collaborative improvement and evaluate impact on learning for Reading and Writing.

In 2023 we implemented this priority through the following strategies.

- 1. Embed the workshop model as the consistent, high impact, approach to reading and writing instruction K-6. Preschool to continue to embed Essential Instructional Practices in Literacy.
- 2. Deepen school wide Professional Learning Community practices with a focus on data being used to drive collaborative improvement and evaluate impact on learning. In particular, the use of a range of evaluative strategies to assess student understanding and progress.
- 3. Deepen school wide Professional Learning Community practices with a focus on curriculum, planning and assessment. In particular, providing focused and differentiated feedback to support the progress and achievement of every child.

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



Growth Band Percentage

Year	Below Expected	Expected growth	Above Expected
2018	16%	63%	21%
2019	54%	37%	9%
2020	20%	57%	23%
2021	23%	54%	23%
2022	30%	55%	15%
2023	11%	66%	23%
Total	27%	55%	19%

Kindergarten BASE: percentages of students with below expected growth, expected growth and above expected growth for reading.

Baseline 2023			Year	1 2024	l	Year	2 2025	<u> </u>	Year	Year 3 2026		
Year 3 2023	: Readin	ıg	Year 3 2024	: Readir	ng	Year 3 2025:	Readir	ng	Year 3 2026: Reading			
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	
Needs additional support	6%	5	Needs additional support			Needs additional support			Needs additional support			
Developing	27%	22	Developing			Developing			Developing			
Strong	48%	41	Strong			Strong			Strong			
Exceeding	19%	16	Exceeding			Exceeding			Exceeding			
84 s	tudents											
			Year 5 2024	: Readir	ng	Year 5 2025:	Readir	ng	Year 5 2026:	: Readii	ng	
Year 5 2023 Proficiency			Proficiency	: Readir	ng Count	Proficiency	Readir	ng Count	Proficiency	: Readii	<u> </u>	
/ear 5 2023	: Readin	g									<u> </u>	
/ear 5 2023 Proficiency Level Needs additional	: Readin	g Count	Proficiency Level Needs additional			Proficiency Level Needs additional			Proficiency Level Needs additional		<u> </u>	
Year 5 2023 Proficiency Level Needs additional support	: Readin	Count 6	Proficiency Level Needs additional support			Proficiency Level Needs additional support			Proficiency Level Needs additional support		Count	
Year 5 2023 Proficiency Level Needs additional support Developing	: Readin % 7% 13%	Count 6	Proficiency Level Needs additional support Developing			Proficiency Level Needs additional support Developing			Proficiency Level Needs additional support Developing		<u> </u>	

Basel	ine 202	3	Year	1 2024		Year	2 2025	5	Year	3 2026	;
Year 3 2023:	: Writinį	g	Year 3 2024:	Writin	g	Year 3 2025:	Writin	ıg	Year 3 2026: Writing		
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	8%	6	Needs additional support			Needs additional support			Needs additional support		
Developing	12%	9	Developing			Developing			Developing		
Strong	75%	55	Strong			Strong			Strong		
Exceeding	5%	4	Exceeding			Exceeding			Exceeding		
84 st Year 5 2023:	udents : Writing	<u> </u>	Year 5 2024:	Writing	g	Year 5 2025:	Writin	ıg	Year 5 2026:	Writin	g
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	6%	4	Needs additional support			Needs additional support			Needs additional support		
Developing	22%	16	Developing			Developing			Developing		
Strong	60%	44	Strong			Strong			Strong		
Exceeding	12%	10	Exceeding			Exceeding			Exceeding		
74 students					,						

Year 3 and 5 NAPLAN: percentage of students at proficiency levels

School program and process data

	READING										
	Data used to focus and drive collaborative improvement and evaluate impact on learning										
	Emerging			Evolving		1	Embedding	3		Excelling	
formative data to e student lea Data diald impact of progress a	meet but use and summativaluate the ir arning in their ogues in relationstruction on achievement of the work of the work of the work of and summatical instruction on the summatical of the work of th	ve student npact on meetings. on to the students' ent are not	system the readily acce class and in used in P	has a data manat enables te ess and use da individual leve LC meetings t riculum plann	rachers to ata at team, els. Data is o support	students school pro effective a data for in range o feedback o	and monitor, subgroups a gress. PLCs are at using a wid approvement. f evidence to on teaching pudent learnin	nd whole ee agile and e range of PLCs use a provide ractice and	drives all th and leade They rou individual s and year gr evidence	I evidence informed work of PLC are fully date of a left of the fully analyse of tudent, sub-group. Multiple are used to defend of the full of the ful	is. Teachers ta literate. e data at roup, class, e sources of drive and
2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
3%			25%			47% 25%					

	READING										
Curriculum planning and assessment											
E	Emerging			Evolving			Embedding			Excelling	
Teachers plan independently Australian Cur differential stu attainment wir classes. Assess evaluative rath teachers' instr	y based on t rriculum. Th udent progr ithin and ac sment is pri her than inf	ere is ess and ross marily	context, englearning and Curriculum. assessment teachers are expected to allocated to moderate state learnin	ensider studer gagement and deliver the A Curriculum p tasks are in pe supported a follow these enable teach tudent work t g has occurre are consister	d prior Australian lans and lace and nd . Time is ers to o ensure d and that	range of assess stur progress. T and diffe suppor achievem school val subject k those wh	port teachers evaluative stra dent understa rhey incorpora erentiated fee ort the progres enent of every ues staff with nowledge and no are less cor es of the currie	ategies to anding and ate focused dback to ss and child. The a excellent d support infident in	and feedbaknowledge deep knowl progress and developed to quality asserigorous more feedback to and highly exprogress and	planning, assect are driven leading of the curriculedge of studed achievementhrough use obstantion products is perfective in suid achievementargets for all.	by a deep lum and a ints' f high- and cesses. burposeful pporting
2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
12%			31%			38% 19%					

	WRITING										
	Curriculum planning and assessment										
	Emerging			Evolving			Embeddin	g		Excelling	
independer Australian differential attainment classes. Ass	an and assessitly based or Curriculum. I student programment of within and a essment is prather than in estruction.	n the There is gress and across orimarily	context, er learning ar Australian plans and a place and t and expect Time is allo teachers to work to en	onsider stud agagement a d deliver the Curriculum. assessment t eachers are ded to follow ocated to end o moderate s sure that lea and that judgo	nd prior e Curriculum asks are in supported these. able student urning has	range of assess stu progress. and diff supp achiever school va subject those w	pport teacher evaluative sudent unders they incorporterentiated foort the programment of everallues staff with knowledge a ho are less cotts of the cur	trategies to tanding and brate focused eedback to eess and y child. The th excellent and support confident in	feedback are knowledge of deep knowled and achieven use of high-q and rigorous Feedback to s highly effective	lanning, assessn driven by a dee f the curriculum dge of students' nent developed uality assessme moderation pro students is purp ve in supporting nent towards an	p and a progress through nt tasks cesses. oseful and progress
2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
12%			66%			22%			0%		

WRITING									
Data used to focus and drive collaborative improvement and evaluate impact on learning									
Emerging		Evolving			Embeddir	ng		Excelling	
Teams meet but use limited formative and summative student data to evaluate the impact on student learning in their meetings. Data dialogues in relation to the impact of instruction on students' progress and achievement are not the focus of the work of teams.	manageme teachers to data at tea levels.	school has a ent system the preadily account, class and Data is used to support of planning.	nat enables ess and use I individual I in PLC urriculum	student school pro effective data for i range feedback	at using a wi mprovement of evidence t	and whole are agile and ide range of t. PLCs use a o provide practice and	the work of are fully da analyse data group, class sources of ev	dence informs a PLCs. Teachers ata literate. The at individual st a, and year grou idence are used as PL needs of the	and leaders y routinely udent, sub- p. Multiple to drive and
2023 2024 2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
47%	28%			19%			6%		

PLC Matrix: staff self-assessment using the PLC matrix for reading and writing.

Perception data

Targets or Measures	BASE	Year 1	Year 2	Year 3
	2022	2023	2024	2025
Increase the proportion of students who overall agree/strongly agree that they are getting a good education to 75% to align with the Statistically Similar School Group (SSSG).	68.7%	76.1%		

What this evidence tells us

Kindergarten BASE

- In 2023, our target to have 25% or less of students experiencing less than expected growth was exceeded with 11% of students in this group.
- In 2023, our target to have approximately 25% of students exceeding expected growth was almost achieved with 23% of students in this group.

Year 3 and 5 NAPLAN

NAPLAN measures have been adjusted to reflect the changes in NAPLAN measuring of achievement from bands of development to proficiency levels in 2023.

Reading

- For reading the new target is to maintain 75% of students at or above achieving the strong or exceeding proficiency level.
- The target for reading in Year 3 was not met with 67% of students achieving the strong or exceeding proficiency level.
- The target for reading in Year 5 was met with 80% of students achieving the strong or exceeding proficiency level.

Writing

- For writing the new target is to maintain 70% of students at or above achieving the strong or exceeding proficiency level. The percentage reflects this being a new action in 2023 which will take time to see impact ion learning data.
- The target for writing in Year 3 was met with 80% of students achieving the strong or exceeding proficiency level.
- The target for writing in Year 5 was met with 72% of students achieving the strong or exceeding proficiency level.

Staff Self Reflection: PLC Matrix

The goal is to have 80% or more of staff at the embedding phase or above for each of the focus areas. This data set was established mid-year in 2023 and reflects a baseline.

Reading

- For data used to focus and drive collaborative improvement and evaluate impact on learning the baseline is 72% staff believe the school is in the embedding phase or above.
- For *curriculum, planning and assessment* the baseline is 57% of staff believe the school is in the embedding phase or above.

Writing

- For data used to focus and drive collaborative improvement and evaluate impact on learning the baseline is 22% of staff believe the school is in the embedding phase or above.
- For *curriculum, planning and assessment* the baseline is 25% of staff believe the school is in the embedding phase or above.

Years 4-6 Student Perceptions

• The target to increase the proportion of students who overall agree/strongly agree that they are getting a good education to 75% was met in 2023 with 76% of students agreeing.

What implications does this evidence have for your next Annual Plan?

Student Learning Data

• Most of the evidence reflects positive trends towards all targets. A focus on reading to strengthen teaching practices and deepen differentiated instruction needs to continue.

School Program and Process Data

 The data reflects several years prioritising reading and the introduction of the writing improvement strategy. Both need to continue to be a priority in such a way that the reading/ writing connection is valued and our agreed practices such as the workshop model are established in both reading and writing.

Perception Data

• The data positively reflects the beginning of a focus on students receiving quality feedback through conferring and adjustments to writing instruction in semester 2 that promote increased

engagement and choice for all students. Deepening quality feedback through conferring in reading is the priority in 2024.

Our achievements for this priority

Strategies 1: Embed the workshop model as the consistent, high impact, approach to reading and writing instruction K-6. Preschool to continue to embed Essential Instructional Practices in Literacy.

- Through collaboration with Catherine Nash, educational consultant we have provided all P-6 teachers with intensive professional learning on how the workshop model is an effective approach to the teaching of writing.
- All teachers P-6 had the opportunity to observe Catherine Nash model new learning with their teaching team and school leader with pre and post observation briefing.
- Elements of the workshop model continue to be the focus of coaching and goal setting for K-6.

Deepen school wide Professional Learning Community practices with a focus on data being used to drive collaborative improvement and evaluate impact on learning. In particular, the use of a range of evaluative strategies to assess student understanding and progress.

- School leaders have consultant with Catherine Nash on whole school systems including
 assessment processes and implemented new evaluative strategies to assess student
 understanding in writing.
- All teachers in K-6 have strengthened data driven collaboration through the introduction of the whole school reading strategies tracker, supported by professional learning to deepen strategy instruction.

Deepen school wide Professional Learning Community practices with a focus on curriculum, planning and assessment. In particular, providing focused and differentiated feedback to support the progress and achievement of every child.

- All teachers have established mechanisms for recording conferencing notes and setting goals for students in reading.
- The spiral of inquiry model is utilised by all teams to examine their practice and impact on learning with reading being the priority.

Challenges we will address in our next Action Plan

- Providing focused and differentiated feedback to support the progress and achievement of every child will be the core of the 2024 action plan.
- Strengthening workshop planning that demonstrates responsiveness to student learning evidence for the whole class, small groups and individuals.

Priority 2 has not been a focus in 2023 and therefore not reported on.