

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.

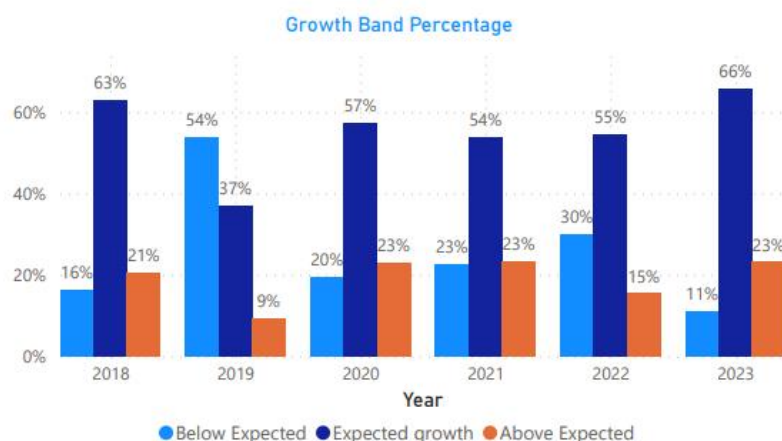
- Increase the proportion of students who overall agree/strongly agree that they are getting a good education to 75% to align with the Statistically Similar School Group (SSSG).
- Self-evaluation against the Professional Learning Community Maturity Matrix – with 80% or more of staff at the embedding 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			Year 2 2025			Year 3 2026		
Year 3 2023: Reading			Year 3 2024: Reading			Year 3 2025: Reading			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 students											
Year 5 2023: Reading			Year 5 2024: Reading			Year 5 2025: Reading			Year 5 2026: Reading		
Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count	Proficiency Level	%	Count
Needs additional support	7%	6	Needs additional support			Needs additional support			Needs additional support		
Developing	13%	11	Developing			Developing			Developing		
Strong	62%	52	Strong			Strong			Strong		
Exceeding	18%	15	Exceeding			Exceeding			Exceeding		
74 students											

Baseline 2023	Year 1 2024	Year 2 2025	Year 3 2026																																																												
<div>Year 3 2023: Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>8%</td><td>6</td></tr><tr><td>Developing</td><td>12%</td><td>9</td></tr><tr><td>Strong</td><td>75%</td><td>55</td></tr><tr><td>Exceeding</td><td>5%</td><td>4</td></tr></table> <div>84 students</div>	Proficiency Level	%	Count	Needs additional support	8%	6	Developing	12%	9	Strong	75%	55	Exceeding	5%	4	<div>Year 3 2024: Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td></td><td></td></tr><tr><td>Developing</td><td></td><td></td></tr><tr><td>Strong</td><td></td><td></td></tr><tr><td>Exceeding</td><td></td><td></td></tr></table>	Proficiency Level	%	Count	Needs additional support			Developing			Strong			Exceeding			<div>Year 3 2025: Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td></td><td></td></tr><tr><td>Developing</td><td></td><td></td></tr><tr><td>Strong</td><td></td><td></td></tr><tr><td>Exceeding</td><td></td><td></td></tr></table>	Proficiency Level	%	Count	Needs additional support			Developing			Strong			Exceeding			<div>Year 3 2026: Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td></td><td></td></tr><tr><td>Developing</td><td></td><td></td></tr><tr><td>Strong</td><td></td><td></td></tr><tr><td>Exceeding</td><td></td><td></td></tr></table>	Proficiency Level	%	Count	Needs additional support			Developing			Strong			Exceeding		
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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			Embedding			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.			The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. Data is used in PLC meetings to support curriculum planning.			PLCs track and monitor individual students, subgroups and whole school progress. PLCs are agile and effective at using a wide range of data for improvement. PLCs use a range of evidence to provide feedback on teaching practice and student learning.			Data and evidence informs and drives all the work of PLCs. Teachers and leaders are fully data literate. They routinely analyse data at individual student, sub-group, class, and year group. Multiple sources of evidence are used to drive and inform the PL needs of the team.		
2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
3%			25%			47%			25%		

READING

Curriculum planning and assessment

Emerging			Evolving			Embedding			Excelling		
Teachers plan and assess independently based on the Australian Curriculum. There is differential student progress and attainment within and across classes. Assessment is primarily evaluative rather than informing teachers' instruction.			Teachers consider student data, context, engagement and prior learning and deliver the Australian Curriculum. Curriculum plans and assessment tasks are in place and teachers are supported and expected to follow these. Time is allocated to enable teachers to moderate student work to ensure that learning has occurred and that judgements are consistent.			PLCs support teachers to use a range of evaluative strategies to assess student understanding and progress. They incorporate focused and differentiated feedback to support the progress and achievement of every child. The school values staff with excellent subject knowledge and support those who are less confident in aspects of the curriculum.			Curriculum planning, assessment and feedback are driven by a deep knowledge of the curriculum and a deep knowledge of students' progress and achievement developed through use of high-quality assessment tasks and rigorous moderation processes. Feedback to students is purposeful and highly effective in supporting progress and achievement towards ambitious targets for all.		
2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
12%			31%			38%			19%		

WRITING

Curriculum planning and assessment

Emerging			Evolving			Embedding			Excelling		
Teachers plan and assess independently based on the Australian Curriculum. There is differential student progress and attainment within and across classes. Assessment is primarily evaluative rather than informing teachers' instruction.			Teachers consider student data, context, engagement and prior learning and deliver the Australian Curriculum. Curriculum plans and assessment tasks are in place and teachers are supported and expected to follow these. Time is allocated to enable teachers to moderate student work to ensure that learning has occurred and that judgements are consistent.			PLCs support teachers to use a range of evaluative strategies to assess student understanding and progress. They incorporate focused and differentiated feedback to support the progress and achievement of every child. The school values staff with excellent subject knowledge and support those who are less confident in aspects of the curriculum.			Curriculum planning, assessment and feedback are driven by a deep knowledge of the curriculum and a deep knowledge of students' progress and achievement developed through use of high-quality assessment tasks and rigorous moderation processes. Feedback to students is purposeful and highly effective in supporting progress and achievement towards ambitious targets for all.		
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			Embedding			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.			The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. Data is used in PLC meetings to support curriculum planning.			PLCs track and monitor individual students, subgroups and whole school progress. PLCs are agile and effective at using a wide range of data for improvement. PLCs use a range of evidence to provide feedback on teaching practice and student learning.			Data and evidence informs and drives all the work of PLCs. Teachers and leaders are fully data literate. They routinely analyse data at individual student, sub-group, class, and year group. Multiple sources of evidence are used to drive and inform the PL needs of the team.		
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 2022	Year 1 2023	Year 2 2024	Year 3 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 on 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.