Forrest Primary School

Network: South Canberra/ Weston

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 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: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1 and 2

- Improve student performance in writing across all years
- Improve the percentage of students making expected growth in numeracy

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

In 2022 our school supported this foundation through – Priority 3

- Improve the wellbeing of students at school

Reporting against our priorities

Priority 1:   Improve student performance in writing across all year levels

Targets or measures

By the end of 2025 we will achieve:

- To increase the percentage of year 5 students in the top two bands of writing to 29% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools over 2016-2019.
- To increase the percentage of year 5 students achieving at or above expected growth in spelling to 61% or more. The target was set by averaging the percentage of students achieving at or above expected growth in spelling for similar schools over 2016-2019.
- 97% or more staff agree or strongly agree that 'Teachers at this school expect students to do their best'.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

In 2022 we implemented this priority through the following strategies.

- Embed a whole school approach to writing to support student growth.

- Implement the 10 Essential Literacy Practices consistently across the school.

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
To increase the percentage of year 5 students in the top two bands of writing to 29% or more.	22%	38.9%	N/A			
To increase the percentage of year 5 students achieving at or above expected growth in spelling to 61% or more.	57%	56.9%	N/A			

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
97% or more staff agree or strongly agree that 'Teachers at this school expect students to do their best' (please note: 2021 data replaced with 'teachers want every student to do their best')	94%	100%	97.5%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
PAT eWrite – reported on in the narrative						
To increase the percentage of students in the 77th percentile and above in PAT Spelling to…	33%	33%	28.5%			
To increase the percentage of students in the 77th percentile and above in PAT Grammar to…	41%	41%	41%			

What this evidence tells us

- 2022 NAPLAN student growth data is unavailable for this cohort due to an absence of 2020 NAPLAN results.
- 2022 perception data tells us that we are tracking in a positive trajectory for staff agreeing or strongly agreeing that 'teachers at this school expect children to do their best'.
- PAT data allows us to identify students level of achievement prior to sitting NAPLAN and intervene where necessary to ensure students are being supported and extended to continue making growth. We administer tests biannually to monitor student progress and growth as per our data schedule.
- PAT eWrite data is difficult to look at as a whole school snapshot tool and presents challenges in assessing students' writing as it also assesses their computing skills. However, when looking at individual reports we can gain data to adjust teaching.
- COVID continues to impact our school with high staff and student absences. In turn, there has been significant challenges across all cohorts with disruptions in the learning programme due to illness. We expect that there are gaps in student learning, particularly with high absences among staff and students.

Analysis → Priorities → Strategies → Actions → Impact (for student)

Our achievements for this priority

Embed a whole school approach to writing to support student growth

- Whole school focus on writing with Literacy Champions modelling, supporting and providing feedback on ways to improve student writing. This was promoted in the fortnightly school newsletter.
- Literacy Champions created a writing framework and modelled the literacy progressions to staff.

Implement the 10 Essential Literacy Practices across the school

- Forrest established a Literacy Champions team consisting of staff across the school. After gaining feedback from staff, the team focused specifically on ELP6, ELP9 and ELP10 (improved professional knowledge of staff, student growth in writing, community engagement with literacy).
- A whole school scope and sequence for English was developed and will be shared with staff in 2023.

Challenges we will address in our next Action Plan

- Whole school PL on Forrest Scope and Sequence for literacy. To work through the Forrest Writing Guide with staff as continual PL.
- Embedding the writing process across all year levels.
- Utilising external sources for professional development.
- Executive staff will regularly be in classrooms for shoulder-to-shoulder learning.
- Continuing work as a staff as well as through coaching and mentoring to ensure all teachers can deliver an effective writing programme.

Priority 2:   Improve the percentage of students making expected growth in numeracy

Targets or measures

By the end of 2025 we will achieve:

- 50% or more of year 5 students will be making above average progress in numeracy.
- To increase the percentage of students achieving high growth in mathematics in BASE to 23% or more.
- 92% of staff agree or strongly agree to 'use results from system testing and system processes to inform planning' for learning.

In 2025 we implemented this priority through the following strategies.

- Develop and implement a balanced Mathematics Programme

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
50% or more of year 5 students will be making above average progress in numeracy.	46%	59.3%	N/A			

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

To increase the percentage of students achieving high growth in mathematics in BASE to 23% or more.	15%	26.7%	14%			

Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
92% of staff agree or strongly agree 'use results from system testing and system processes to inform planning' for learning.	87%	N/A	85%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To increase the percentage of students in the 77th percentile and above in PAT Mathematics to 27%	25%	25%	24%			

What this evidence tells us

- 2022 NAPLAN student growth data is unavailable for this cohort due to an absence of 2020 NAPLAN results.
- PAT Mathematics data has remained similar to our baseline data with minimal decline. As teaching and learning continues as normal into 2023, we expect our data to reflect consistency in student learning.
- 2022 NAPLAN data shows a decline in Mathematics at the school, state and national level. We expect students to have considerable gaps in their learning due to COVID with high levels of staff and student absences.

Our achievements for this priority

Develop and implement a Balanced Maths Programme

- Maths Leadership Team was established with a range of teachers and expertise across the school.
- Maths Leadership Team unpacked all the elements of a Balanced Maths Programme and refined their pedagogical paper for teaching maths at Forrest. PYP Elements have been aligned to classroom practices and will be shared with staff in 2023.
- Maths Leadership Team participated in online Professional Learning to support building student vocabulary.
- Maths Leadership Team developed and refined a 'place mat' to share with staff with the tools use to deliver a Balanced Maths Programme. This will be shared with staff in 2023.
- Resources discussed and purchased with Maths Leadership Team to ensure all teachers can engage in a Balanced Maths Programme with hands on resources to support all areas of the curriculum.

Challenges we will address in our next Action Plan

- Purchase Mathletics for all students at school. This will be promoted for use in the classroom and at home with direct links to what the students are learning as part of our Balanced Maths Programme.
- Maths Leadership Team will be sharing best practice, facilitating Professional Learning Communities and implementing the Balanced Maths Programme at Forrest.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Engaging the community in Maths.
- Improving classroom practice through PLCs and regular bite size Professional Learning at staff meetings to engage staff with different elements of our Balanced Maths Programme.

Priority 3: Improve the wellbeing of students at school.

Targets or measures

By the end of 2025 we will achieve:

- 85% or more of our students claim to be 'very happy' or 'fairly happy', a student wellbeing measure determined by the average of 2018 and 2020 data for ACT P-6 schools. Happiness together with life satisfaction is a student wellbeing measure that is an important predictor of student growth and learning. Note that it measures a student's sense of wellbeing at a particular snapshot in time.

In 2025 we implemented this priority through the following strategies.

1. Embed a whole school approach to wellbeing.

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	Year 1	Year 2	Year 3	Year 4	Year 5
85% or more of our students claim to be 'very happy' or 'fairly happy', a student wellbeing measure determined by the average of 2018 and 2020 data for ACT P-6 schools.	82%	N/A	68%			

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To increase the percentage of girls who agree that they are a happy person in the PAT SEW to 93%	91.16%	91.16%	89.6%			
To increase the percentage of boys who agree that they are a happy person in the PAT SEW to 95%	94.53%	94.53%	94.38%			
PBL Data	TBD	TBD	TBD			

What this evidence tells us

- School Satisfaction Survey data tells us there is a decline in students claiming to be 'happy' or 'very happy'. We note this is a similar trend for all ACT schools and could be a result of COVID and the impacts on schooling, family and extracurricular activities. This data will continue to be monitored in 2023.
- PAT SEW data tells us that the majority of our students in years 3 – 6 consider themselves to be 'a happy person.' We note a misalignment between School Satisfaction Survey data and PAT SEW data. When looking at specific cohort data, we note a decline in Year 5 data.
- The implementation of PBL is in the beginning stages, we are reviewing an appropriate target for our plan when positive incident acknowledgements are introduced.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Our achievements for this priority

Embed a whole school approach to wellbeing

- Maintaining staff and student morale through difficult and uncertain times due to COVID.
- Alignment of Social and Emotional Learning practices at Forrest and how they work together to create a positive culture – Restorative Practices, Learner Profile, Positive Education and PBL.
- Positive Education resources shared with staff to promote building character strengths in the classroom.
- PBL Team have created and shared expected behaviour lessons with staff. Signage has been reviewed, refined and sent to the printer for display in 2023.

Challenges we will address in our next Action Plan

- PBL to be fully embedded in non-classroom settings with positive incidents acknowledged.
- Ensuring all our staff are skilled in delivering and embedding Restorative Practices, Positive Education and PBL.
- Development of a Social and Emotional Learning team for staff and students.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to report progress and achievements either within their QIP or in the section below.

A copy of the QIP is available for viewing at the school.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)