Caroline Chisholm School

Network: Tuggeranong

Impact Report 2022

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: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1 To improve students' academic, personal and social capabilities through holistic learning experiences.

- Embedding the essential literacy instructional practices preschool to year 6.
- Establishing an evidence based culture to drive school practices.
- Embedding a whole school wellbeing framework.

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Reporting against our priorities

Priority 1: To 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.

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- 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 2022 we implemented this priority through the following strategies.

- Embed the essential literacy instructional practices preschool to year 6.
- Establish an evidence based culture to drive school practices.
- Embed strategies for teaching and learning that enable teachers to increase engagement and improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

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 to 53% or more of year 5-7 students will be making above average progress in numeracy.	40%	47.8%	Unable to report due to NAPLAN cancellation			
To decrease the percentage of year 9 students in the bottom two bands of numeracy to 22% or less.	32%	31.1%	56.7%			
To increase the percentage of year 5 students in the top two bands of numeracy to 21% or more.	14%	10%	20%			
To decrease the percentage of year 7 students in the bottom two bands of writing to 38% or less.	53%	32.5%	39.7%			
To decrease the percentage of year 9 students in the bottom two bands of writing to 45% or less.	58%	59.1%	64.1%			
To increase to 64% or more of year 7-9 students will be making at or above expected growth in reading.	54%	38.7%	Unable to report due to NAPLAN cancellation			
To increase the percentage of students achieving high growth in reading in PIPS/BASE to 30% or more.	21%	22%	10%			

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To decrease the percentage of students achieving low growth in reading in PIPS/BASE to 11% or less.	22%	44%	48%			

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
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%			
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%	75%			
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%	38%			
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%	54%			
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%	55%			

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	TBA			
85% of students achieve year-level standards in self awareness, self management, social awareness and social management.	TBA	TBA	TBA			

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Increase student attendance rates to a minimum of 92% across all grade levels. Decrease truancies to 1% per student per day of attendance.	86%	89%	84%			

What this evidence tells us

This evidence tells us that in relation to our achievements for this priority:
- We were close to our target for students in years 5 to 7 making above average progress in numeracy in 2021 and this will need to be monitored in 2023 to determine further improvements.
- We have not yet experienced consistent improvement to meet 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 as measured by BASE.
- Perception data sets have shifted away from the goal in 2022. Exploration of the change in perceptions is further warranted. 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 been embedded and the use of the spiral of inquiry to grow consistent practices P-10 and has included clear goal setting tracking of progress which reflect Learning by Doing models. Ongoing use of data to inform teaching has been a key focus.
- The establishment of consistent school wide policy for PLT structures has been embedded and is being implemented P-10; supported by research into Organisational Health.
- Processes to establish a high expectations culture are being 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 embedded and consistent practices to grow student results has continued to be a significant focus for teachers K-2. This will be embedded into preschool in 2023.
- Literacy policy documents which clearly articulate expected pedagogies and practices have been established and are reflected in Teacher walkthrough feedback.

Establish an evidence based culture.
- School wide targets for improvement in reading and writing results remain a key focus for all staff and the spiral of inquiry has been used as a framework to unpack data and design plans of action.
- The feedback cycle for student learning has continued to be refined and remains a focus for consistent practices P-10.

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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.
- Truancy data processes have been redesigned and a new focus has been taken to increase student learning focus.
- Ready to Learn data has been widely established, explored and responses to student learning needs have been developed as a result. Ongoing growth of consistent practice remains a 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 and numeracy 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.
  - > Establishing a whole-school sequenced curriculum, including VET, that addresses vertical alignment and continuity and progression of learning across year levels.
  - > Embedding consistent formative practices P-10.
- Develop and embed a scope and sequence for personal and social capabilities with shared language and classroom practices P-10.
  - > Growing consistent Berry St practices P-10.

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