

# Hughes Primary School

Network: South Canberra/ Weston

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## Impact Report 2019

### The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

### Our school's contribution to whole-of-system Strategic Indicators

#### Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Embed effective pedagogical practices
- Develop a culture of analysis and discussion of data to inform teaching and learning
- Students articulate and demonstrate their personal learning goals in English

#### Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

In 2019 our school supported this Strategic Indicator through Priorities 1 and 2 (see reporting for detail):

- Embed intellectually rigorous mathematics teaching and learning programs through the implementation of a coaching model for all teachers and school leaders

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through Priority 3 (see reporting for detail):

- Embed Positive Behaviours for Learning
- Implement whole school social and emotional wellbeing procedures

## Reporting against our priorities

### Priority 1: Increase growth in student performance in English across all year levels

#### Targets or measures

By the end of 2022 we will achieve:

- In NAPLAN, 65% of students achieve greater than or equal to expected growth
- 85% of students will meet or exceed the Australian Curriculum Achievement Standard for writing
- 75% of K-4 students will achieve PM reading benchmarks or above

In 2019 we implemented this priority through the following strategies.

- Embed effective pedagogical practices
- Develop a culture of analysis and discussion of data to inform teaching and learning
- Students articulate and demonstrate their personal learning goals in English

*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	2017	2018	2019	Year 3	Year 4	Year 5
Reading - NAPLAN	71.8	88.1	65.9			
Writing - NAPLAN	59.0	52.4	50.0			
Reading – PM and F&P	-	75	85			
Writing – Australian Curriculum	-	80.3	78.3			

#### Perception Data

Targets or Measures	2017	2018	2019	Year 3	Year 4	Year 5
Teachers give useful feedback	71.4	74.3	66.5			
Students' learning needs are being met at this school	90.0	82.8	88.9			

#### School program and process data

- All teachers collaboratively collect and analyse evidence to inform teaching to achieve student growth in writing.
- All Preschool teachers design and implement early literacy program.

#### What this evidence tells us

- The evidence for reading shows we made progress for the percentage of students achieving at or above expected growth in NAPLAN from 2017 to 2018, but this declined in 2019. Our school-based assessment demonstrates strong growth from 2018 to 2019 with a jump of 10% growth of the number of students achieving at or above expected growth for their year level, resulting in us significantly surpassing our target for reading.

- Our writing results show a decline from 2017 to 2019 regarding the percentage of students achieving at or above expected growth in NAPLAN. There has been a slight decrease in the percentage of students achieving at or above Australian Curriculum standard in writing as tracked against the achievement standards within the Australian English Curriculum. This meant we did not meet our target of 85% of students will meet or exceed the Australian Curriculum Standard for writing.
- There has been a decline in students' perceptions that teachers give useful feedback. There has been a jump from 2018 to 2019 in staff perceptions that students learning needs are being met at this school.
- This evidence indicates the need to continue our focus on our whole school practices to the teaching, learning and assessment of English, including continuing our specific focus on writing in 2020.
- The evidence also indicates the strong impetus to grow our visible learning agenda that is happening in some classrooms to ensure there is consistent, robust practice in this space across the school. This includes conferencing with students, setting individual learning goals and giving students focused feedback.
- Our data sources have changed from 2017 to 2019 as we have strengthened the consistency between classes and between year levels. We are now consistently using the PM Benchmarking Kit, Fountas and Pinnell Benchmarking Kit and Australian Curriculum Achievement Standard Rubrics to track students' growth in reading and writing.

#### Our achievements for this priority

- Our professional learning agenda was strategically considered to ensure that we built staff capacity across the school regarding contemporary, evidence-based practices for the teaching of literacy. We employed Christine Topfer (renowned literacy expert) as our critical friend for the duration of 2019, and coupled Christine's professional learning on the *10 Essential Literacy Practices*, Developing a Word Conscious Classroom, and specific writing practices that support all learning, with our professional learning focused on embedding Professional Learning Communities (PLCs) across the school.
- Professional Learning Communities met fortnightly and prioritised the discussion of differentiating teaching and learning programs, and the analysis of data and moderation of work samples.
- Engagement in the ACT Education Directorate Writing Inquiry focusing specifically on the Guiding Principles for a writing classroom and how these link to the *10 Essential Literacy Practices*. A specific whole school focus on purpose, authenticity & choice resulting in a focus on celebrating students' writing through Writers' Monthly & publication of whole school writing yearbook featuring writing from every child in the school.
- All teachers had the opportunity to engage in targeted coaching and mentoring through SLC staff resulting in enhanced pedagogy.
- Participation in the development of whole school Shared Beliefs and Practices of Literacy teaching and assessment. This process and resulting documentation captured our collective learning and ensured that going forward, our work is grounded in evidence-based practice and consistent across the school.
- To support capacity building teachers identified areas that they would like feedback on relating to the *10 Essential Literacy Practices* and were observed and provided with feedback following Learning Walks.
- Professional Learning Communities engaged in action research relating to the assessment of writing. The Noella McKenzie Writing Rubric (K-2), NAPLAN Writing Analysis tools and

Australian Curriculum Achievement Standard rubrics trialled and adopted. This will strengthen our assessment of writing going forward.

- Our Response to Intervention Model was refined identifying appropriate levels of resourcing and support for teachers to make effective adjustments of student learning as a response to the analysis of data, to meet individual student needs.
- All classroom teachers used Lyn Sharrat's circle of practice to reflect on their practice of the 10 Essential Literacy Practices and gave an account of where their practice has changed and what they would like to focus on next. The data on each area and the degree in which it is embedded into regular practice gives us an indication of where our teachers have developed confidence and capacity and shows our next areas to target professional learning and whole school initiatives.
- We interviewed a number of students from across each classroom about writing. The directorate's sample interviews for early, middle and upper primary were adapted to create a tool suited to our school goals. Students were first asked whether they were a writer. All students identified as writers. Anecdotal observations from earlier in the year were that not all students engaged as writers. Other key information that came from this research was how students' felt about the writing process, what success they had in writing, their perspective on what was helping them and others to be successful writers, what they loved writing, how much choice they had when writing and what feedback they had received. With the insight gained from these interviews the next priorities must be to make it a standard, uniform practice to provide regular opportunities for genre-choice or open-endedness to writing tasks. Where we focus our feedback in the writing cycle is also a key area for us to improve.
- These actions demonstrate our commitment to the achievement of the whole of system strategic indicator: *To promote greater equity in learning outcomes in and across ACT public schools.*

### Challenges we will address in our next Action Plan

Our focus for 2020 needs to be continuing to strengthen our implementation of the *10 Essential Literacy Practices* including:

Essential Practice 3: the robustness of our PLCs, including the analysis of learning data and subsequent differentiation including structuring learning opportunities in targeted ways;

Essential Practice 6: aligning our understanding of curriculum with assessment.

These challenges will need to be addressed through ensuring a sustainable learning agenda whereby we continue to strengthen and reflect upon our learning from this year and set about deeply embedding our significant collective learning from 2019 in 2020 and beyond.

## Priority 2: Increase growth in student performance in Mathematics across all year levels

### Targets or measures

By the end of 2022 we will achieve:

- In NAPLAN, to be achieving in the top 50% (top 25%\*) of similar schools in all areas of Numeracy
  - Maintain the percentage of mainstream students making expected or above expected growth in PIPS Mathematics at 94%+
  - 65% (75%\*) of students Years 2-6 achieve growth annually using PAT Maths scaled scores
- \*indicates an aspirational target that may take more than 5 years to achieve

In 2019 we implemented this priority through the following strategies.

- Embed intellectually rigorous mathematics teaching and learning programs through the implementation of a coaching model for all teachers and school leaders

*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	2017	2018	2019	Year 3	Year 4	Year 5
Numeracy - NAPLAN	48.7	61.0	56.8			
PAT Maths	-	68.36	86.67			
PIPS	94.0	97.0	97.7			

### Perception Data

Targets or Measures	2017	2018	2019	Year 3	Year 4	Year 5
Teachers give useful feedback	71.4	74.3	66.5			

### School program and process data

- All teachers collaboratively collect and analyse evidence (PAT-M, SENA/MYMC, assessing students against Australian Curriculum Standards for Mathematics) to inform teaching practice.
- Preschool teachers design and implement early numeracy program.

### What this evidence tells us

- We made progress for the percentage of students achieving at or above expected growth in NAPLAN from 2017 to 2018, but this declined slightly in 2019.
- Our school-based assessment through PAT Maths demonstrates substantial growth from 2018 to 2019 with a jump of almost 20% of the number of students achieving at or above expected growth for their year level. This resulted in us surpassing our aspirational target for 2019.
- Our PIPS data demonstrates growth from 2017, with us surpassing our target of maintaining the percentage of mainstream students making expected or above expected growth in PIPS Mathematics at 94%+.
- The implication of this data shows that we need to continue our focus on Mathematics but need to balance this priority against the more pressing priority of lifting students' results in writing.

- Our target of achieving in the top 50% (top 25%\*) of similar schools in all areas of Numeracy as measured by NASPLAN cannot be commented on at this time as the 2019 results comparing us to similar schools are yet to be released.
- The evidence also indicates the strong impetus to grow our visible learning agenda that is happening in some classrooms to ensure there is consistent, robust practice in this space across the school. This includes conferencing with students, setting individual learning goals and giving students focused feedback.

### Our achievements for this priority

- The Mathematics PLC attended Dr Paul Swan and David Dunstan PL 'Developing a Whole School Approach to Problem Solving and Word Problems'
- Professional learning with a focus on vocabulary in mathematics began in 2019 led the Mathematics PLC. This whole school professional learning concentrated on practical classroom application through games.
- A range of resources were purchased to support the implementation of quality teaching in mathematics including a variety of teacher resource books by Dr Paul Swan, dice sets and software applications.
- Our implementation of PLCs across the school has seen a significant strengthening of team planning and discussion of individual student strengths and areas of need based on assessment data. This has led to an increase in differentiation as teachers within a PLC have supported one another in their practice.
- These actions demonstrate our commitment to the achievement of the whole of system strategic indicator: *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

### Challenges we will address in our next Action Plan

Competing priorities led to data determining the area of highest need. Data indicated that our focus needed to remain on Priority 1. Our in-depth action for Priority 1 was rich and extensive. We want to continue to embed the learning and the processes established this year in both English and mathematics in 2020. Our Mathematics data indicates that this priority area is does not require the same level of focus as Priority 1 and 3. Consequently, the challenge will be to balance the improvement agenda in mathematics with our improvement agenda in both English and social and emotional learning to ensure deep and sustained improved practices.

**Priority 3:** Develop and sustain a consistent whole school approach to social and emotional wellbeing

**Targets or measures**

By the end of 2022 we will achieve:

- All components of our Positive Behaviours for Learning (PBL) plan have been completed and visibly actioned in all classes evidenced by our staff survey and learning walks
- 75% of students agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.
- 90% of parents agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.
- 85% of staff agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.

In 2019 we implemented this priority through the following strategies.

- Embed Positive Behaviours for Learning
- Implement whole school social and emotional wellbeing procedures

*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*

- Reduce the overall number of major and minor behaviour incidents.

*Perception Data*

<b>Targets or Measures</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Student behaviour is well managed at this school - students	48.3	33.7	32.7			
Student behaviour is well managed at this school – parents	88.1	82.0	79.1			
Student behaviour is well managed at this school – staff	70.0	67.7	66.7			

*School program and process data*

<b>Targets or Measures</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Australian Council for Education Research – Social and Emotional Wellbeing Survey: Primary	-	-	81.6			
Australian Council for Education Research – Social and Emotional Wellbeing Survey: Early Years	-	-	95.3			

## What this evidence tells us

- Using the Australian Council for Education Research – Social and Emotional Wellbeing Survey: Primary 81.6% of students in Years 2-6 had a developed or higher level of social and emotional wellbeing. 85.1% of students in other schools (18 082 students) demonstrated a developed or higher level of social and emotional wellbeing.
- The Australian Council for Education Research – Social and Emotional Wellbeing Survey: Early Years completed by the Kindergarten and Year 1 teachers on behalf of students indicate that 95.3% of students demonstrate a developed or higher level of social and emotional wellbeing. 88.6% of students in other schools (2643 students) demonstrated a developed or higher level of social and emotional wellbeing.
- When compared to other schools (18 082 students), survey results indicate that a similar percentage of students in Years 2-6 have a developed and highly developed level of social and emotional wellbeing. 46.9% of Hughes PS students have a developed level of social and emotional wellbeing compared to 46.3% in other schools. 24.1% of Hughes PS students indicated a highly developed level of social and emotional wellbeing compared to 22.6% in other schools. At a developed level the student typically experiences positive feelings and is less likely to lose her or his temper or under-achieve. Feelings of loneliness, stress and unhappiness are decreasing and he or she has developed positive relationships at home. The student can also typically demonstrate strengths such as solving problems without conflict, making new friends, following rules and demonstrating learning skills and a positive attitude towards learning.
- 10.6% of Hughes PS students in Year 2-6 compared to 16.2% of students in other schools have a very highly developed level of social and emotional wellbeing. At this level a student typically experiences an abundance of strong positive feelings and positive relationships with family, teachers and peers and seldom demonstrates negative behaviours. The student also typically displays exceptional social skills and pro-social attitudes, is exceptionally good at dealing with adversity and anxiety, applies a wide range of exceptional learning skills and positive attitudes, demonstrates advanced collaboration and time management skills, and demonstrates an exceptional set of values and character strengths.
- 15.1% of Hughes PS students in Years 2-6 compared to 10.3% of students in other schools have an emerging level of social and emotional wellbeing. 3.3% of Hughes PS students in Years 2-6 compared to 4.7% in other schools have a low level of social and emotional wellbeing. At an emerging level the student typically experiences some positive feelings and relationships. The student also typically is developing strengths and skills such as the ability to control negative feelings such as anger, anxiety, empathy and the ability to consider consequences before acting. He or she is rarely confident when doing schoolwork that is difficult and is not demonstrating a desire to do her or his best at school.
- It is typical across the ACT when analysing the student satisfaction survey results, for student behaviour management to score lower than other areas of the survey. However, the downward trend in student behaviour management results supports the need to implement a social and emotional learning program that foster each student to feel valued.
- This evidence indicates the need for further social and emotional learning, particularly fostering values and character strengths. Positive Education will be a key action for priority 3 in the action plan for 2020.

## Our achievements for this priority

- Positive Behaviour for Learning has continued to be used a framework to support student wellbeing. The Hughes Primary School Safe and Supportive School Practices reflects a whole school systems approach where positive social expectations are consistently reinforced throughout the school community. This document was updated in 2019 and demonstrates our commitment to fostering lifelong learners in a respectful and safe environment. Whole school professional learning occurred throughout the year to unpack the school-wide practices and support consistent implementation. Hughes Primary School Safe and Supportive School Practices packs were created containing items such as classroom posters, positive praise cards and information sheets to further support consistent implantation across the school.
- Positive Behaviour for Learning expectations are clearly exhibited in non-classroom settings. In 2019, permanent signage was designed and displayed across the school. These signs state our PBL expectations of be safe, be respectful and be a learner and the required behaviours to demonstrate these expectations in the setting.
- Peer Support was implemented this year. The program aims to provide students with Social and Emotional knowledge and skills and encourages students to consider the outcomes they would like to see in their relationships and school environment. Year 6 student leaders led small group multi age lessons across the school. The lessons this year had a focus on relationships.
- Trauma informed practices also continued to be established in 2019 with the introduction of the Berry Street Education Model. This professional learning for teachers built from previous professional learning including Team Teach completed in 2018. The body and relationships were the focus for the whole school learning in 2019. As a staff we also explored teaching strategies, brain breaks and lesson structures.
- These actions demonstrate our commitment to the achievement of the whole of system strategic indicator: *To centre teaching and learning around students as individuals.*

## Challenges we will address in our next Action Plan

Positive Behaviour for Learning, Peer Support and the Berry Street Education Model Professional provided some consistency in our whole school approach to social and emotional wellbeing. However, there is a clear need for a school wide social and emotional wellbeing program that fosters values and develops character strengths. Positive Education will be implemented in 2020 at Hughes Primary School. The aim is to place wellbeing at the heart of education for a life where a person uses their character strengths in ways that support the self and others, and that is flourishing. Address why some students do not feel Hughes PS is a safe learning environment by increasing communication to students and families about how we respond to incidents, including surveying students more regularly about what makes them feel safe or unsafe at school.

## 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 either report against their QIP using the Directorate template or to report progress here.

- We have updated all records to comply with changes to the NQF and regulations
- Developing a digital resource of all records and templates
- QIP reflected upon, updated and new actions identified

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