Telopea Park School

Network: South Canberra/ Weston

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our four-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.

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 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- In the primary sector, the implementation of the Social-Emotional Curriculum (Friendly School Plus) for all students is an on-going journey for developing life skills to support well-being
- Use of restorative practices throughout the school with professional learning for staff in January 2020 (Primary and all French Staff) and planned for January 2021 (Secondary Australian Staff)
- Presentation to parents and carers on Restorative Practices to support consistency of approach
- Ongoing Aboriginal and Torres Strait Islander (AATSI) support through the Reconciliation Action Plan, the AATSI Committee and links with external agencies including a community presentation in term 1
- Support given by SLC Differentiation Officer (K-10); the continuation of the role of the primary "Bonus Class" for primary students with learning needs / troubles d'apprentissage
- Implementation of 180 Individual Learning Plans (ILPs) in the school.

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

- Implementation of remote teaching and learning aligned to the ACT COVID-19 guidelines
- Implementation of remote teaching and learning aligned to the recommendations of the French Ministry of Education COVID-19 guidelines

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- Rapid skill development of all staff in Information Communication Technologies (ICT) to be able to deliver the best remote teaching and learning and to support the well-being of students and teachers – using online portals
- Continued focus on formative assessment, differentiation, inquiry learning and feedback for all teachers and included as priorities in their Teacher Performance and Development Plans. Professional learning provided for French teachers through the AEFE (Agency for French teaching abroad) concerning the French National Curriculum and pedagogy
- Mapping of the Australian Curriculum General Capabilities with the Socle Commun (Common Core of Knowledge, Skills and Culture) and the International Baccalaureate's *Approaches to Learning* skills.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priorities 1 and 3 (see reporting for detail):

- Whole-school focus on differentiation, formative assessment, inquiry learning and feedback to students
- Telopea Park School surveys to provide additional opportunities for students, teachers and parents/carers to give feedback
- Implementation of 180 ILPs in the school
- Professional Learning Communities (PLCs) adapted focus due to student and staff needs
- Five Yearly IB Review completed February 2020 (7-10 Australian Stream) with a focus on students and teachers as learners.

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

Reporting against our priorities

Priority 1:   To maximise the growth in learning for all students

Targets or measures

By the end of 2021 we will:

- Achieve growth for kindergarten to year 10 (K - 10) students in numeracy
- Achieve growth for K – 10 students in writing
- Achieve growth in French oral language development for English-French Stream (EFS) students, K-10
- Achieve growth for high-achieving K-10 students
- Enable students to know how to make well-informed decisions affecting their well-being

In 2020 we implemented this priority through the following strategies:

1. Collection, analysis and use of data to inform teaching and learning and to monitor student growth

2. Systematic approach to formative strategies/assessment to progress student learning/competencies and provide timely, timely feedback

3. Develop and maintain differentiation strategies by every teacher

4. Use of agreed K-10 student wellbeing programs

5. Utilise a range of diagnostic tools to measure student 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.

Student learning data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
▪ Increase % of students 'at or above expected growth' n Year 7 Numeracy to 71%	69.9	74.7	76.9	N/A	
▪ Increase in % of students" at or above the expected growth" in Year 9 Numeracy, from 60% to 63%	60.1	65.2	58	N/A	
• In PAT testing, Mathematics Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing + those who held top level	77.1% 68.6% + 8.5%	71.4% 67.1% + 4.3%	68.2%	N/A	
• In PAT testing, Reading Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing	66.7% 65.4% + 1.3%	70.1% 58.2% + 11.9%	78%	N/A	
▪ An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 7, from 69% to 71% *	59.5	63.6	67.3	N/A	

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	57.6	58.6	63.0	N/A	
▪ An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 9, from 60% to 62% *	57.6	58.6	63.0	N/A	
▪ An increase of the percentage of students (year 1) in French National Assessment commenced Feb 2020 Numeracy. Growth February to October Note that French National testing only commenced in 2020. Result reflects growth from Feb to Oct	N/A	N/A	N/A	+11.2%	
▪ An increase of the percentage of students (year 1) in French National Assessment commenced Feb 2020 Literacy. Growth February to October	N/A	N/A	N/A	+15.4%	
▪ An increase of at least one level in French oral language competency for 75% students in the EFS, K-10 as tracked each semester against the French Oral Language Competencies of the French National Curriculum	70	73	75	N/A	
▪ An increase in the number of students in the 75th percentile and above attaining expected growth in NAPLAN testing in year 9 in Writing (25% to 27%) and Numeracy (17% to 20%) *	Writing 25.8 % (49 students) Numeracy 35.3 (65 students)	Writing 21.8 % (42 students) Numeracy 48.1 (90 students)	Writing 16.6 % (39 students) Numeracy 42.2 (98 students)	N/A	

Perception Data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
▪ An annual increase of 3% in the number of students identifying positive well-being in the Telopea Park School's student well-being survey Data sourced noted as *Enjoy classes at TLPS* Note that results are given for the top 2 rankings out of 5 rankings: 1 = highly agree 2 = agree	N/A	53%	52% Term 2 42% Term 4	57 % Term 2 76% Term 4	

School program and process data

Targets or Measures	Base Year 2017 %	1st Year 2018 %	2nd Year 2019 %	3rd Year 2020	4th Year 2021
increase of 1-2% in the number of students achieving a C grade and above in Mathematics in Years 7	87	85.7	97.7	97.5	
increase of 1-2% in the number of students achieving a C grade and above in Mathematics in Year 8	89	91	94.8	94.4%	

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increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Year 9 (81% to 83%)	81	91.3	89.1	84.5%	
increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Year 10 (75% to 77%)	75	92.2	90.2	90.7	
Successfully completed the Brevet Year 9	100%	98%	98%	100%	

What this evidence tells us

What this evidence indicates about the school's progress towards its five-year targets:

- The Education Directorate, and indeed Australia has relied on NAPLAN results to ascertain growth in student learning each year. This cannot be analysed this year as NAPLAN did not occur due to the COVID-19 pandemic. Other forms of individual assessment therefore have been used to ascertain growth. These are more reliable as growth occurs throughout the year. Comparing semester grades has been used.
- PAT testing in Year 2 was not carried out in 2020.
- The French National testing results in Year 1 showed significant growth in both Literacy and Numeracy from February to October.
- There has not been a possibility to measure any change in French Oral Language competency in year 9. There were no French Oral examinations in 2020 due to COVID arrangements
- Positive well-being as identified in the TPS survey is at 44.1%/66% for the top two bands. It can be seen that 88.6% were in the top 3 bands
- In 2020 the percentage of students attaining a C-Grade and above in year 7 Mathematics is 97.5, again well above the 2017 base of 87%. Note that students were not assessed by A-E grades in semester 1.
- In 2020 the percentage of students attaining a C-Grade and above in year 8 Mathematics is 94.4 a very slight decrease on the 2019 results, and well above the 2017 base of 89%
- In 2020 the percentage of students attaining a C-Grade and above in year 9 Mathematics is 84.5 a decrease on the 2019 results, but above the 2017 base of 81%
- In 20120 the percentage of students attaining a C-Grade and above in year 10 is 90.7, a slight increase on the 2019 results, but well above the 2017 base of 75%
- The Brevet results attained 100% pass rate. Forty-nine Year 9 students passed the Diplôme National du Brevet:
  95% of them with credits (mention) - 88% in 2019;
  75.5% with high distinctions (Mention Très Bien) – 60% in 2019;
  This year, the success rate in France was 91% with 29.4% with High distinctions.

Student growth in overall grades each year are compared with previous grades.
Two surveys (SSS and the TPS survey) are now used to ascertain student well-being and approaches to learning
Approaches to learning, student well-being and health/happiness are all contributing factors to overall achievement.
Perception data is inconsistent requiring greater attention in 2021,

Our achievements for this priority

- Collection of data in line with the school's Data Plan has been refined to focus on the direction as given in the Annual Action Plan.
- Faculty/Team Data Plans have been written

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

- Teachers have addressed differentiation, formative assessment, inquiry learning and the importance of feedback to students in their Teacher Performance and Development Plans (TPDPs). All teachers have named supervisors to guide this journey, to mentor good practice and to assess progress throughout the year
- Differentiation Plans have been developed to indicate progress and the direction/improvement journey to be taken
- The Executive Teacher of Differentiation has been mentoring teachers and faculties this year to guide teachers in using maximum differentiation strategies in their classes
- The Executive Teacher of Differentiation has been sharing practices with the primary colleagues so that there is a common understanding of differentiation across the school, K-10
- A focus on formative assessment especially during remote teaching and learning this year during the pandemic
- Students continue to achieve at a high level in Mathematics. More students continue to achieve grades at or above a C grade relative to the base level of 2017. Results in all years are slightly lower than in 2019. This is evidence for a continued focus on numeracy across the secondary school in 2021 both within the Mathematics Faculty and across the curriculum
- French Brevet results continue to be excellent as seen in the table below. It is also evident that more students are continuing to sit for the Brevet each year.

Année	Numbre candidats	Passed	Admis	% de réussite	Mentions		
					High Distinction	Distinction	Credit
2017	37		37	100%	24	5	5
2018	38		37	97%	22	8	6
2019	42		41	98%	24	7	5
2020	49		49	100%	37	2	8

Challenges we will address in our next Action Plan

- Primary and Secondary – an ongoing focus on student well-being and resilience
- Primary and Secondary – an ongoing focus on writing (K-10) and to implement additional strategies to support numeracy
- The sharing of differentiation best practice will continue. A focus on differentiation in every classroom will continue, K-10
- Feedback to support students' learning and enrich teaching strategies will continue to ensure that students and teachers share a common understanding of the role of feedback to improve learning
- Further development of formative assessment practices
- Sharing classroom practices through classroom visits will continue with teachers receiving feedback from their faculty/team leaders as well as the Senior Executive team and classroom teachers
- On-going use of relevant data to refine teaching practices to improve student learning and growth.

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

Priority 2:   To develop a culture of inquiry across the school

Targets or measures

By the end of 2021 we will achieve:

- Every student is supported to develop the key attributes and Australian Curriculum (AC) General capabilities/French Curriculum Competencies to be a confident and creative individual
- Increased opportunities for student engagement using digital technologies and Science, Technology, Engineering and Mathematics (STEM) activities

In 2020 we implemented this priority through the following strategies.

1. Creation of agreed student learner profile for Primary, 7-10 Australian Stream and EFS stream and embedded in the secondary school culture

2. In primary the development of Bilingual Unit Plans through the focus of inquiry

3. In the Secondary Australian Stream all Unit Plans are based on a statement of inquiry

4. In the Secondary French Stream, an increased focus on inquiry learning based on the new French National Curriculum guidelines

5. Students ongoing development of ICT skills to support their learning across the curriculum.

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 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
▪ A cycle of inquiry that is embedded in, and across, learning areas	Partial	Developing	Developing	Implementing	
▪ AC General Capabilities embedded across the curriculum	Partial	Developing	Developing	Implementing	
▪ 100% of the students engaged in inquiry design as a vehicle for digital technology learning and STEM activities	N/A	Not yet achieved	Developing	Developing	

Perception Data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Students' positivity about their learning as: • Identified by student satisfaction survey (SSS) question: the school gives me opportunities to do interesting things - Improvement from 2017 • TPS survey responses – top 2 out of 5 rankings	74.5% N/A	73.4% N/A	67.6% 52% Term 2	65% (6.3% above like schools) 55% Term 2	

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

			52% Term 4	80% Term 4 (primary only)	
▪ SSS question: the school motivates me to learn - Improvement from 2017 SSS responses.	53.5 %	62.5 %	60 %	55%	
▪ TPS survey - school motivates me to learn			40% Term 2 36 % Term 4	44% Term 2 57% Term 4	
• Design in-school survey focused on inquiry and engagement "Does your teacher encourage you to develop an inquiry mindset TPS survey?" N/a		Designed and tested N/A	Started in 2019 81 %	49% Term 2 69% Term 4	

School program and process data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
% of the students engaged in inquiry design as a vehicle for digital technology and learning and STEM activities		Not yet quantified On-going	Developing	Years 3-10 100%	
Develop a student *Learner Profile* for Primary	N/A	Developing	Developing	Achieved	
Strengthen students understanding of *Approaches To Learning* (ATLs)		Developing	Developing with progress from 2017	Achieved	
Strengthen the 7-10 Australian Stream and EFS Stream *Learner Profile*		Developing	Developing	Achieved	
Map the similarities and additional features of the attributes and skills of the *Socle Commun* and the AC General Capabilities – as well as with the ATL for secondary students		Not achieved – for the 2019 plan	Completed in 2019	Achieved	

What this evidence tells us

This evidence indicates the school's progress towards the four-year targets is on track with clear evidence for a focus in 2021 on student approaches to, and enjoyment of, learning
- Data Plan continued to be refined with a focus on analysis and action to improve student learning. **All improvement will be predicated on evidence from data** collected across the school
- A Learner Profile, 7-10, has been a focus in line with the Australian Curriculum (AC) General Capabilities, the IB's Learner Profile and the French Socle Commun
- A learner profile has been developed for K-6 and will be progressed in 2021

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

- To have Inquiry learning embedded across the curriculum will be a continued focus in 2021
- STEM learning will be further embedded across the school in 2021

The implications from this evidence indicate that, in the next Action Plan, we will focus on:
- All teachers collecting, analysing and using data to inform their teaching practices
- The Binational Curriculum delivery in Primary through inquiry
- Inquiry in all secondary subjects
- Implementing the Learner Profile for the Primary School (K-6 TLPS Charter)

Our achievements for this priority

- The collection of data has been refined to inform teaching practices to support the growth of all student learning
- Inquiry mindset and learning implemented and demonstrated in the School Satisfaction Survey's improvement (I feel safe at this school; I am satisfied the school has high expectations; my school gives me opportunities to do interesting things)
- Digital Technologies continue to reach a greater number of secondary students in specialised courses
- Learner Profile (Charter) developed for the primary school

Challenges we will address in our next Action Plan

- All improvement to be driven by evidence/data for change/enrichment of practice
- Digital Technologies to be taught according to the AC across the school with specialist classes in secondary to continue
- Inquiry learning to continue - to embed this as a culture.

Priority 3:   To strengthen communication and collaboration across the school community

Targets or measures

By the end of 2021 we will achieve:

Student outcomes to be achieved through this priority include:
- Increased opportunities for student voice
- Increased number of students reporting receipt of useful feedback in a timely manner
- Increased number of students reporting that they are engaged in their learning

Staff outcomes to be achieved through this priority include:
- Improved levels of satisfaction for staff about communication and collaboration
- More effective communication with parents about student progress
- Increased opportunities for staff voice

Community outcomes to be achieved through this priority include:
- Improved understanding of the objectives of the Binational Agreement
- Increased opportunities for parent/community voice

In 2020 we implemented this priority through the following strategies.

1. Continued to use surveys that measure student, teacher and community

2. Developed opportunities for improved student voice and strengthen student skills for effective communication

3. Encouraged teachers to give all students quality and timely feedback to support their progress

4. Increased the opportunities for student voice

5. Increased the opportunities for teacher voice

6. To increase the opportunities for community voice

Below is our progress towards our four-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 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Annual increase of 5 % of students reporting receipt of timely and useful feedback (SSS)	41.6%	50.5%	52.4 %	48.6%	
An annual increase of 5 % in students reporting receipt of useful and timely feedback (TPS survey)	N/A	51.2% (top 2 rankings out of 5)	45% Term 2 40% Term 4	45.1% (80.7 % top 3) Term 2 67% Term 4	

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

▪ Annual increase of 5 % of students reporting they are engaged with their learning (SSS)	N/A	74.4%	Question not asked	Question not asked	Question not asked

Perception Data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
STUDENTS					
Annual increase of 5 % of opportunities for student voice (SSS)*: involvement in planning and decision-making*	62%	46%	Question omitted from the ED Survey	Question omitted from the ED Survey	
Annual increase of 5 % of opportunities for student voice (SSS): *believe their concerns are taken seriously*	40.9%	45.8%	41.2	40.2%	
Annual increase of 5 % of opportunities for student voice (TLPS Survey): *I am given opportunities to voice my concerns and opinions at TLPS*	N/A	42% (top 2 rankings out of 5)	62% Term 2 57% Term 4 *I do use my voice*	66.1% Term 2 79% Term 4	
STAFF					
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: SSS – *involved in planning and decision making*	41%	60%	Data unavailable	Question omitted from the ED Survey	
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TPS survey – *I value the opportunities for collaboration at TLPS*	N/A	58% (top 2 rankings out of 5 bands)	62% Term 2 47% Term 4	42.1% Term 2 86% Term 4	
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TLPS survey – *do you feel there is a lot of professional communication about student learning*	N/A	63% (top 2 rankings out of 5 bands)	84% Term 2 73% Term 4 About colleague communication	84% Term 2 86.1% Term 4	
Three % point increase in staff reporting improved communication about student progress: TLPS survey – *do you communicate when necessary about their students learning?*	N/A	84.1 % (top 2 rankings out of 5 bands)	86% Term 2 70% Term 4	74.3% Term 2 80.5% Term 4	

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

An annual increase of 3 % points in staff reporting increased opportunities for staff voice (TLPS Survey) *My opinions are heard and responded to appropriately*	N/A	56.9 % (top 2 rankings out of 5 bands)	65% Term 2 50% Term 4	64.1% Term 2 67.6% Term 4	
COMMUNITY					
An annual increase of 3 % points in parents/community reporting increa1sed opportunities for parents/community voice (TPS Survey) *Does TLPS offers opportunities for parent/community voice?*	N/A	55.3 % (top 2 rankings out of 5 bands)	60 % Term 2 61 % Term 4	55.7% Term 2 61.7% Term 4	
The Objectives of the Binational Agreement to be promoted and supported	On going	Ongoing	Ongoing	Ongoing	
Three percentage point increase in parents reporting improved communication about student progress (TLPS survey): *do teachers communicate with you when necessary about your student's learning?*	N/A	*48.1% (top 2 bands)*	49.5 % Term 2 50 % Term 4	52.4% Term 2 61.6% term 4	
Three percentage point increase in parents reporting improved communication about student progress (SSS): *timely and useful feedback*	70%	65.9%	68.8 %	Question omitted from the ED Survey	
Three percentage point increase in parents reporting improved communication about student progress (SSS): *improved communication about student progress to support students in their learning*	63%	67.2%	74.8 % New question I am regularly informed about progress	72.2%	

School program and process data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Not added in 2018					

What this evidence tells us

What this evidence indicates about the school's progress towards our four-year targets:
- As much of this priority focuses on perception data it is difficult to progress when the same questions are not given in the Education Directorate's School Satisfaction Survey (SSS) each year
- Meaningful conclusions are hard to draw when a small percentage of the school population answers the surveys indicating there is a need to encourage parents to have a voice through the surveys
- In spite of considerable professional learning for teachers on the importance of feedback for both student learning and good pedagogy, students are still reporting that the receipt of timely and useful feedback can be improved. The percentages given are for the top two bands out of 5. If the

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

Parent / community feedback:

Community voice, Collaboration 2020 Data		
Statement	Change from 2019 data (whole school)	Change from 2017
I can talk to my child's teachers about my concerns.	-3.0%	0.0%
This school takes parents' opinions seriously	-5.0%	-2.7%
This school looks for ways to improve	-4.5%	-4.5%
This school works with me to support my child's learning	-0.9%	+1.6%

School satisfaction survey, SSS 2019-2020

Student feedback

Student feedback				
Question	2017	2018	2019	2020
Teachers give useful feedback	41.6%/56%	50.0%	52.4%	48.6%

Student voice and engagement with learning				
Statements	2017	2018	2019	2020
Staff take students' concerns seriously	32.8%/41%	45.8%	41.2%	40.2%

It is of interest that the two questions:

I can talk to my teachers about my concerns
Staff take students' concerns seriously

are well below 50% indicating that these need to be analysed and a plan for improvement articulated.

This will be added to the 2021 Action Plan.

Staff feedback

Communication and collaboration, communication about student progress, staff voice				
Statements	2017	2018	2019	2020
Parents at this school can talk to teachers about their concerns.	93.9%	92.9%	90.7%	90.4%
Teachers give useful feedback	81.7%	82.8%	75.3%	76.7%
This school looks for ways to improve.	82.9%	73.7%	79.4%	77.2%
This school takes staff opinions seriously.	43.9%	51.5%	48.5%	57.9%
This school works with parents to support students' learning.	81.7%	80.8%	79.4%	81.6%
Teachers at this school use results from system testing and system processes to inform planning.	75.6%	66.7%	65.6%	64.9%

Our achievements for this priority

- Improved communication in several areas in spite of a difficult year for families to stay safe during the pandemic

Challenges we will address in our next Action Plan

- To encourage more parents to answer the survey so that results are indicative of the broader school community
- To continue to focus on feedback to students
- To develop other ways for students to have a greater voice in their learning including expanding on consultation through the SRC and student voice surveys
- To identify improved ways to communicate with staff and hear staff voice, including through PLCs, K-10.