Belconnen High School

Network: Belconnen

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 five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A 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 and 2 (see reporting for detail):

- Development of 5 Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action
- Targeting wellbeing interventions to student need
- Ensuring school climate facilitates wellbeing and inclusion for students and families

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 – Priority 1 and 2 (see reporting for detail):

- Development of 5 Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

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

- Implementation of Positive Behaviours for Learning (PBL)
- Development of 5 Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action.

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

Reporting against our priorities

Priority 1: **Increase growth in student performance in numeracy across all year levels**

Targets or measures

By the end of 2024 we will achieve:

- Numeracy success for all students. This will see students having strong numeracy links across learning areas. Students will feel confident and supported to take risks and challenge themselves.

In 2020 we implemented this priority through the following strategies.

- Identify current data and data gaps in numeracy
- Identify the current numeracy opportunities in the curriculum at BHS and highlight areas for development
- Identify evidence-based teaching strategies to support learning across the school with a focus on numeracy.

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
66% or more of our year 9 students will be achieving at or above expected growth in numeracy. *(NAPLAN growth data available through SCOUT)*	57% *(2015 – 2019 Average)*	N/A				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
63% or more students agree or strongly agree that 'Teachers give useful feedback'. *(Annual Student Satisfaction Survey)*	52% *(2015 – 2018 Average)*	53.4%				
64% or more students agree or strongly agree that 'My teachers motivate me to learn'. *(Annual Student Satisfaction Survey)*	56% *(2015 – 2018 Average)*	60.6%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To be determined during 2020	N/A	N/A				

What this evidence tells us

- We have made gains for students in the areas of feedback and motivation to learn.
- We were unable to use NAPLAN measures for this year or to reliably determine school-based data due to the disruptive events of 2020

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

Our achievements for this priority

Development of 5 Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action.
- All teaching staff have been collaborating as part of an Action Team.
- These teams have reviewed current school wide processes and practices, researched best-practice, and identified next step strategies for 2021.
- Each Action Team has prepared and will deliver PL to whole staff in 2021 on their focus areas. This PL will prepare staff to deliver on the actions from the 2021 Action Plan.

Implementation of Positive Behaviours for Learning (PBL)
- The PBL Action Team in collaboration with whole staff have developed the matrix for Non-classroom settings.
- Posters have been designed and are on display throughout the school.
- A variety of positive recognition systems have been considered and trialled with implementation planned for 2021.

Trialling of a Numeracy Intervention Program
- Staff have developed a numeracy intervention program for students in Years 9/10.
- The program aims to increase student confidence and competency in their learning of mathematics so they can more readily engage in their classroom learning.
- Learning and perception data indicates success against the aims and the program will be increased to Year 7/8 in 2021.

Challenges we will address in our next Action Plan

- Determine school program and process data to set measures and targets.
- Continue to measure growth through PAT Maths and school derived tools.
- Continuing to build consistent teacher practice through enabling pedagogies.

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

Priority 2:   **Increase growth in student performance in writing across all year levels**

Targets or measures

By the end of 2024 we will achieve:

- Writing success for all students. This will see students writing for meaning and purpose across learning areas. Students will feel confident and supported to take risks and challenge themselves.

In 2020 we implemented this priority through the following strategies.

- Identify current data and data gaps in literacy.
- Identify the current writing opportunities in the curriculum at BHS and highlight areas for development.
- Identify evidence-based teaching strategies to support learning across the school with a focus on writing.

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
An increase in the percentage of year 9 students in the top two bands of writing to 14% or more. (NAPLAN % in bands available through SCOUT)	10% *(2015 – 2019 Average)*	N/A				
A decrease in the percentage of year 9 students in the bottom two bands of writing to 34% or less. (NAPLAN % in bands available through SCOUT)	52% *(2015 – 2019 Average)*	N/A				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
86% or more of our staff agree or strongly agree that 'I am satisfied this school has high expectations in all that it does'.	81% *(2015 – 2018 Average*	91%				
61% or more of our students agree or strongly agree that 'I am satisfied this school has high expectations in all that it does '.	50% *(2017 – 2019 average)*	59%				

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

What this evidence tells us

- We have surpassed the target for our staff measure in perception data. During the challenges posed by 2020 this is a significant achievement. Maintaining this through 2021 and beyond will be a priority.
- We have made strong gains in the student measure for perception data.
- We were unable to use NAPLAN measures for this year or to reliably determine school-based data due to the disruptive events of 2020

Our achievements for this priority

Focus on writing for authentic purposes and audiences within their discipline area
- During home-based learning, and following teacher PL focused on teaching in an online format, staff incorporated lessons with a focus on writing with purpose.
- Incorporation of Journaling across practical subjects to increase exposure to writing for specific discipline areas.

Intensive Literacy Support for Junior Years
- Targeted year 7/8 students requiring additional literacy support. Students have two lines of intensive support including the MacqLit program.
- Literacy teacher additional time to support teacher of these students to differentiate/modify work in other learning areas.

PL in discipline specific literacy and use of meta-language
- Literacy coach working with new educators. The program aims to increase staff confidence in understanding of literacy and meta-language in their subject areas.
- Learning and perception data indicates success against the aims and the program will be increased to additional staff and faculty areas in 2021.

Challenges we will address in our next Action Plan

- Build student and teacher knowledge and understandings of discipline area literacy and in the guiding principles of writing for specific learning areas.
- Continue to build consistent teacher practice through Enabling Pedagogies resources and PL.

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