

UC High School Kaleen

Network: Belconnen

Impact Report 2023

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: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1 **Increase growth in student writing performance across all year levels and learning areas**

- Build the capacity of all staff to teach the writing of their subject area (discipline specific literacy).
- Support improvements in writing pedagogy through teacher collaboration, feedback and reflective practice.
- Increase the capacity of staff to respond to a range of data and feedback to support student learning.

Foundation: A fair start for every child, Students at the centre

In 2023 our school supported this foundation through – Priority 2 **Strengthen student wellbeing through connection to learning and increased engagement across all areas of school life.**

- Further embed Professional Learning Community structures and processes to increase classroom engagement.
- Continue to embed and weave together PBL and the UCHSK *House* system, to support a stronger sense of student belonging and school identity
- Build systems and structures to ensure responsiveness to data identifying areas of need associated with student connection, belonging & safety.

Reporting against our priorities

Priority 1: Increase growth in student writing performance across all year levels and learning areas

Targets or measures

By the end of 2025 we will achieve:

- Increase the percentage of year 9 students achieving at or above expected growth in writing to 60% or more.
- Proposed: To increase the percentage of 2023 year 7 students achieving Strong or Exceeding for Writing to 56% by 2025 Year 9 NAPLAN test.
- Increase the percentage of year 9 students in the top two bands of writing to 12% or more.
- Reduce the percentage of year 9 students in the bottom two bands of writing to 36% or less.
- Increase the percentage of year 9 students in the top two bands of spelling to 24% or more.
- Proposed: To increase the percentage of 2023 year 7 students achieving Strong or Exceeding for Spelling to 62% by 2025 Year 9 NAPLAN test.
- Average 73% or more students achieve C grade or higher (proficiency) against writing based Essential Learnings, in Science, SOSE and English, over the last 2 years of this School Improvement Plan.
- Increase to 69% or above the percentage of students who agree or strongly agree that 'Overall I am satisfied I am getting a good education at this school.'

In 2023 we implemented this priority through the following strategies.

1. Build the capacity of all staff to teach the writing of their subject area (discipline specific literacy).
2. Support improvements in writing pedagogy through teacher collaboration, feedback and reflective practice.
3. Increase the capacity of staff to respond to a range of data and feedback to support student learning.

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 2020	Year 1 2021	Year 2 2022*	Year 3 2023*	Year 4 2024	Year 5 2025
Increase the percentage of year 9 students achieving at or above expected growth in writing to 60% or more	48%	50.6%	NA			
Proposed: To increase the percentage of 2023 year 7 students achieving Strong or Exceeding for Writing to 56% by 2025 Year 9 NAPLAN test.	46%			46% (Year 7 2023)		

*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID). *[Delete text if not relevant to your school].*

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022*	Year 3 2023*	Year 4 2024	Year 5 2025
Increase the percentage of year 9 students in the top two bands of writing to 12% or more.	7%	7.5%	5%			
Reduce the percentage of year 9 students in the bottom two bands of writing to 36% or less.	57%	57%	49%			
Increase the percentage of year 9 students in the top two bands of spelling to 24% or more.	14%	13%	11%			
Proposed: To increase the percentage of 2023 year 7 students achieving Strong or Exceeding for Spelling to 62% by 2025 Year 9 NAPLAN test.	58%			58% (Year 7 2023)		
Average 73% or more students achieve C grade or higher (proficiency) against writing based Essential Learnings, in Science, SOSE and English, over the last 2 years of this School Improvement Plan.	70%			71%		

*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID). *[Delete text if not relevant to your school]*.

Perception data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
69% or above of students agree or strongly agree that 'Overall I am satisfied I am getting a good education at this school'.	60%	54%	45%	61%		

School program and process data

No school program or process targets currently.

What this evidence tells us

- NAPLAN based targets unable to determine if there has been any student growth in Writing from 2022 – 2023
- New targets will measure growth of the 2023 Year 7 cohort over the two year period (2023 – 2025).

- Year 7 baseline data identifies UCHSK students starting from a lower base than other similar ACT schools for the writing and spelling.
- A new target has been set to compare NAPLAN achievements with school-based writing assessments.
- Student perception of the quality of the education at UCHSK improved significantly in 2023.
- As a result, 2024 Action Plan priorities and strategies will remain similar to those from 2023.

Our achievements for this priority

- **Build the capacity of all staff to teach the writing of their subject area (discipline specific literacy).**
 - > Continue to develop the literacy practices of all teaching staff through a series of school based professional learning sessions, based on the strategies of *The Writing Revolution*.
 - > Literacy leaders have engaged deeply in *The Writing Revolution* professional learning.
 - > Faculty teams have agreed upon and implemented common writing strategies in all subjects.
 - > Literacy Action Team have continued to play a supportive role in this process, with each faculty being represented on the team. These staff then act as the literacy champion when working with faculty colleagues.
 - > This has resulted in a deeper understanding across all teaching staff of the writing demands of their subject areas.
 - > *The UCHSK Way* has provided all teaching staff with a central point of truth for our pedagogical approach to literacy, clearly articulating the non-negotiables for all staff.
- **Support improvements in writing pedagogy through teacher collaboration, feedback and reflective practice.**
 - > Individual teacher writing priorities included in Performance and Development plans have supported collaboration, feedback and reflective practice.
 - > So too have writing focused teacher observations, carried out by the school leadership team. Staff reflected on this through the satisfaction survey, with the measure relating to *receiving quality feedback* about performance scoring at 9% higher than similar schools.
 - > The Literacy Action Team has developed a UCHSK Writing Process to be rolled out in 2024.
- **Increase the capacity of staff to respond to a range of data and feedback to support student learning.**
 - > *UCHSK Student Data Dashboard* has been embedded in teacher practice. This provides a comprehensive data snapshot for all students at point of entry.
 - > Continued refinement of Cycle of Learning by Professional Learning Teams (PLT). Including the regular collection of evidence and the collaborative development of appropriate pedagogical responses.
 - > Engagement with a wider Data Network, has increased (and will continue in 2024) the capacity of key school leaders to build UCHSK staff skills in *data story telling*.
 - > *The UCHSK Way* provides up to date snapshots of whole school academic and wellbeing data. By making this data regularly visible and easily accessible it helps promote our efforts to improve, in alignment with school priorities.

Challenges we will address in our next Action Plan

- Literacy Action Team to embed the *UCHSK Writing Process* through professional learning planned for semester 1 2024.

- All Executive staff and Professional Learning Teams must continue to privilege focused conversations on embedding the UCHSK Writing Process and the common language linked to this, into all learning programs, and specifically into nominated units of work.
- Systematic use of data to address individual student need and ongoing teacher improvements during PLT planning.
- Improve the fidelity of our PLT processes to support the learning data conversations, planned responses and continued teacher improvement.
- Further embed meaningful teacher observation and feedback protocols to align with school writing focus.

Priority 2: Strengthen student wellbeing through connection to learning and increased engagement across all areas of school life.

Targets or measures

By the end of 2025 we will achieve:

- An average of 75% or more of student achievement grades being C grade or higher over the last 2 years of this School Improvement Plan.
- 54% or more of our students will identify with the school, and have a sense of belonging and connection to the school.
- 61% or more of students will agree or strongly agree that 'Students at this school are being equipped with the capabilities to learn and live successfully'.
- 59% or more of students will agree or strongly agree that 'I feel safe at this school'.
- An average of .45 Major Negative Incidents per student per term over the last 2 years of this School Improvement Plan.
- Average of 4 Positive/1 Negative incidents over the last 2 years of this School Improvement Plan.

In 2023 we implemented this priority through the following strategies.

1. Further embed Professional Learning Community structures and processes to increase classroom engagement.
2. Continue to embed and weave together PBL and the UCHSK *House* system, to support a stronger sense of student belonging and school identity
3. Build systems and structures to ensure responsiveness to data identifying areas of need associated with student connection, belonging & safety.

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 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
Average 75% or more of student achievement grades are C grade or	73%	76%	76%	79.5%		

higher over the last 2 years of this School Improvement Plan.						
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*This item was temporarily removed from the satisfaction survey in 2021.

Perception data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
54% or more of our students will identify with the school and have a sense of belonging and connection to the school.	53%	43.2%	42.1%	45%		
61% or more of students agree or strongly agree that 'Students at this school are being equipped with the capabilities to learn and live successfully'	53%	NA*	47.1%	61%		
59% or more of students agree or strongly agree that 'I feel safe at this school'.	55%	46%	40%	49%		

* This item was temporarily removed from the satisfaction survey in 2021.

School program and process data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5 2025
Average of .45 Major Negative Incidents per student per term over the last 2 years of this School Improvement Plan.	0.69	0.27	0.36	0.44		
Average of 4 Positive/1 Negative incidents over the last 2 years of this School Improvement Plan.	2.7			3.7		

What this evidence tells us

- Continued refinements and improvements in PLT processes is supporting improvements in overall levels of student proficiency and should be continued.
- Student perception of their sense of connection and belonging is mixed. However, significant improvements in a sense of safety and student perception of efforts to grow the "whole child" are enough to suggest 2023 plans should be sustained. This includes a re-focus on PBL, the UCHSK House system, connection to extracurricular opportunities (including extension and enrichment) and student safety measures.
- In 2023 we have introduced a new measure linking positive and negative incidents to provide a more complete picture of efforts to improve student wellbeing.

Our achievements for this priority

Further embed Professional Learning Community structures and processes to increase classroom engagement.

- > Launch and engagement with *The UCHSK Way* from all staff. This pedagogical, philosophical and professional framework for UCHSK outlines the non-negotiables for UCHSK as a PLC, particularly use of Proficiency Scales.
- > Further embedding of Proficiency Scales into every day practice in all UCHSK classrooms.
- > PLTs continue to reflect on their effectiveness, through the identification of progress against key markers. This informs future PLT planning.
- > All staff engaged in a coordinated and deliberate series of Professional Learning, aligning with PLT refinement and improvements. Including:
 - The How and Why of Proficiency Scales
 - Differentiation at UCHSK
- > Small Data Team engage with a wider Data Network to develop capacity for data storytelling and align UCHSK processes with those being used across the system.

Continue to embed and weave together PBL and the UCHSK House system, to support a stronger sense of student belonging and school identity.

- > Reinvigoration of PBL KARE cards, through the use of targets and termly celebrations. This has seen a significant spike in KARE cards awarded and improvements in our positive to negative incident ratio. This may be linked to the visibility of house points, using school displays and assemblies.
- > Continued improvements in the links between our PBL program and the Pastoral Care curriculum, ensuring PBL has a curriculum base at UCHSK.
- > Expansion of break time clubs' program, providing a wide range of extracurricular activities that provide many different opportunities for students to feel connected to UCHSK outside the classroom.

Build systems and structures to ensure responsiveness to data identifying areas of need associated with student connection, belonging & safety.

- > 2023 saw the introduction of Beyond. Beyond is an enrichment program targeting students with identified gifts, talents and passions in key areas of the curriculum, while also exposing them to a range of enrichment opportunities from across the region.
- > The Girls Group provided all interested female and non binary students a safe space and safe group of peers in our school, in an effort to strengthen the positive school experience for all involved.
 - Targeted interventions were also provided to male and female students across all year groups, in an effort to strengthen an inclusive school culture (Boys mentoring, Tomorrow Man/Women, Girls Empowerment excursions etc)
- > Emphasis on the role of the PC teachers as the key support for students and main point of contact for families has strengthened student's layers of support at school.

Challenges we will address in our next Action Plan

- Continued growth of PLT process through engagement in targeted Action Research and a 'learning by doing' approach from all teaching staff.

- Linked to the above point is the systematic use of data to address individual student need during PLT planning.
- Further embed a stronger sense of belonging and school identity for students through the growth and improvement to the UCHSK *House System*.
- 2024 will be the second year of aligning PC groups to school houses. This provides another important layer in student connection to their house and then the wider school.
- Continue to build on improvements in student sense of safety and belonging for identified groups of students (for example Year 8 & 9 females).
- Further strengthen the PC teacher role to provide the critical first layer of support for students.