

Red Hill Primary School

Network: South Canberra/ Weston

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 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: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 1 To focus on differentiation to address learner variability and meet each student at their point of need.

In 2022 our school supported this foundation through – Priority 2 To focus on practices that prioritise student well-being and promote active participation in learning through:

- the implementation of the school's Positive Education framework, and
- the implementation of PBL structures and processes to support this.

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 1 to support teachers in facilitating student learning by empowering them as professionals through:

- the sharing of detailed information about student learner profiles, and
- providing access to current research and targeted professional learning.

In 2022 our school supported this foundation through – Priority 2 to facilitate partnerships that will support students through:

- opportunities to collaborate with parents and carers on our Positive Education journey, and
- opportunities to work with other professionals such as the 'Finding the Balance' team.

Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 1 to support teachers in promoting equity of opportunity and excellent outcomes for all learners through:

- the implementation of universal design for learning principles, and
- access to current information of student learning.

In 2022 our school supported this foundation through – Priority 2 to support teachers in promoting equity of opportunity and excellent outcomes for all learners through:

- the establishment of PBL structures and systems that support well-being and achievement.

Reporting against our priorities

Priority 1: To improve student growth in numeracy

Targets or measures

By the end of 2026 we will achieve:

- 65% or more of our year 5 students will be achieving at or above expected growth in numeracy
- The scaled growth score for our year 5 students in numeracy will be equal to, or above, like schools (SSSG) averaged at 91 score points over 2018-2021.
- The percentage of students in the top two bands for numeracy will be equal to, or above, like schools (SSSG), so targets are 64.6% for year 3 and 56.4% for year 5, averaged over the last three years of the plan.
- Growth in the PAT median scaled score in mathematics for each year level at Red Hill is at or above the growth in the norm reference group median scaled score for the corresponding time period.
- 84% or above of Red Hill students agree/strongly agree that '*Teachers explain what we are learning about and why*'.
- 76% or above of Red Hill students agree/strongly agree that '*Teachers give useful feedback*'.
- The percentage of students with a high level of self-efficacy in mathematics increases over the life of the plan.

In 2022 we implemented this priority through the following strategies.

1. Differentiating teaching and learning to meet the needs of all students
2. 'Finding the Balance'

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	
		School	SSSG	School	SSSG	School	SSSG	School	SSSG	School	SSSG
Percentage of year 5 students achieving at or above expected growth in numeracy compared to like schools (SSSG)	47%	N/A*									
Scaled growth score in Numeracy compared to like schools (SSSG) – year 5	74 points	N/A*									
Percentage of students in top two bands for numeracy compared to like schools (SSSG) – year 3	52.3%	42.9 %	56.8 %								
Percentage of students in the top two bands for numeracy compared to like schools (SSSG) - year 5	36.2%	38%	46%								

Source: SCOUT NAPLAN 2022

*Please note student growth reports for 2022 cohort are unavailable due to absence of 2020 NAPLAN results.

Student learning data

Growth in the PAT median scaled score in mathematics for each year level at Red Hill is at or above growth in the median scaled score for the norm reference group.												
YEAR LEVEL	Base		Year 1		Year 2		Year 3		Year 4		Year 5	
	School	Norm	School	Norm	School	Norm	School	Norm	School	Norm	School	Norm
2	7.5	10	2.1	8.8								
3	8.5	9	10.9	7.1								
4	7.2	8	17.1	5.7								
5	5.6	6.7	5.9	4.4								
6	3.3	5.3	6.4	3.4								

Source: ACER Progressive Achievement Testing in mathematics (2018-2022).

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students agree/strongly agree that:						
'Teachers explain what we are learning about and why'.	80.3%	83.4%				
'Teachers give useful feedback'.	71%	81%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
The percentage of students with a high level of self-efficacy in mathematics.						
<i>I believe I can do well in maths.</i>	88.4%	88.4%				
<i>When I am given a difficult maths task I am certain that I will be able to do it if keep trying.</i>	83.1%	83.1%				
<i>I will be able to achieve most of my maths goals.</i>	89.9%	89.9%				
<i>Even when things are tough, I can do quite well in mathematics.</i>	76.4%	76.4%				
<i>I feel confident enough to ask questions about maths in class.</i>	73.2%	73.2%				
<i>I believe I can do well on a maths test.</i>	85.9%	85.9%				
<i>I believe I can understand the maths that is being taught in class.</i>	86.1%	86.1%				
<i>I get nervous when asking questions in class*.</i>	62.3%	62.3%				
<i>I am afraid to give the wrong maths answer*.</i>	54.4%	54.4%				
<i>I believe I can think like a mathematician.</i>	57.2%	57.2%				
<i>I get nervous doing mathematics problems*.</i>	67.8%	67.8%				
<i>I feel confident when using mathematics outside of school.</i>	77.8%	77.8%				
<i>I worry when doing maths homework*.</i>	72.5%	72.5%				
Total average	75%	75%				

*These four responses are for those students who disagreed or strongly disagreed with the statements. All other responses are for those students who agreed or strongly agreed with the statements.

What this evidence tells us

This evidence suggests there has been some improvement in students' learning outcomes for mathematics over the last twelve months, although there is inconsistency between year 3 NAPLAN and ACER Progressive Achievement Testing (PAT) results.

In NAPLAN the percentage of students achieving in the top two bands decreased for year 3 but increased slightly for year 5. Given that the results for like schools (statistically similar schools group-SSSG) have decreased over time it was valuable to compare the differences between the schools' and SSSG results. Previously the difference between the year 3 results for the school and SSSG had been an average of 10.4% points, whilst the difference for year five had been 18.3 %

points. In 2022 the difference for year 3 was 13.9%, demonstrating lack of improvement. However, the difference for year 5 was 7.8% points, demonstrating marked improvement.

Note: These targets may require adjustment, given that the percentage of students achieving in the top two bands in SSSG schools has been steadily decreasing since 2018.

An analysis of results from the ACER Progressive Achievement Testing (PAT) in mathematics showed an improvement for all grade levels except year two. For years three to six, the growth in the median scaled scores was both higher than in 2021 and higher than for the norm reference group.

The survey perception data indicates that teachers have made positive changes to their teaching to support student learning in mathematics, better explaining what students *are learning and why* and providing more *useful feedback*. The five-year target for the former was very close to being met (83.4% cf. 84%) and for the latter was surpassed (81% cf. 76%). The school's results were also higher than for the ACT primary school average.

The baseline results of the school designed mathematical self-efficacy survey provided interesting data which will inform the implementation of future teaching strategies by teachers.

Overall, the evidence indicates that the school should continue the path it has taken, implementing effective research-based strategies to improve students' sense of self-efficacy and self-identity in mathematics and to address learner variability. The school should however investigate the possible causes of the lack of achievement in the upper two bands of NAPLAN by year 3 students.

Our achievements for this priority

Identify areas of strength and opportunities for improvement in numeracy (including pedagogical practice, student learning outcomes and student engagement)

- Using research conducted by the 'Finding the Balance' teachers built their understanding of the impact of mathematical self-efficacy and self-identity on pedagogical practice, student engagement and student achievement in mathematics. They also built their understanding of effective teaching and learning strategies that can improve mathematical self-efficacy and self-identity.
- A research-based survey was designed and used to gather baseline data regarding teachers' and students' sense of mathematical self-efficacy and self-identity. This provided the opportunity for teachers to build a deeper, shared understanding of their own and their students' mathematical profiles and adopt targeted teaching strategies in order to increase mathematical self-efficacy and self-identity and in turn increase achievement. PAT and year 5 NAPLAN data showed improvement in students' achievement.
- An analysis of PAT and NAPLAN data was conducted to identify a specific area of mathematics that requires improvement.

Identify and develop staff understanding of learner variability

- Professional learning based on the Universal Design for Learning (UDL) principles and work of Carol Tomlinson was provided for all staff to build a deeper understanding of learner variability and how to cater for this. This resulted in more 'universal' teaching strategies being used and more students being able to access the curriculum at their point of need.
- A teachers' differentiation survey was conducted to inform the leadership team's future provision of targeted professional learning.

Challenges we will address in our next Action Plan

Identify areas of strength and opportunities for improvement in numeracy

In 2022 the school faced chronic staffing shortages which impacted workload, teacher release and the number of whole staff meetings we could schedule. We are hopeful that these constraints will lessen in 2023, enabling the following:

- > completing current, accurate identification of specific areas of mathematics that require improvement, particularly in year three, resulting in teachers' shared understanding
- > simultaneously continuing to build mathematical self-efficacy and identity, informed by the baseline survey data, whilst ensuring a balance of the four proficiency strands (reasoning, fluency, understanding and problem-solving) in our teaching of mathematics, and
- > ensuring the work of 'Finding the Balance' continues to support this action.

Identify and develop staff understanding of learner variability

- > continuing to develop staff understanding of learner variability, based on survey data, and
- > accessing accurate longitudinal EAL/D data to confirm indications that this is an area of learner variability that requires focus.

Priority 2: To improve students' resilience and capabilities as learners

Targets or measures

By the end of 2026 we will achieve:

- Increase the percentage of students receiving B's and A's across all learning areas.
- Increase the percentage of students consistently applying effort across all learning areas.
- 86% or above of parents and students agree/strongly agree that 'Students at this school are being equipped with the capabilities to learn and live successfully'.
- 66% or above of students agree/strongly agree that '*I can talk to my teachers about my concerns*'.
- Decrease the percentage of students in each cohort (years 2 – 6) who agree with the statements:
 - > *I worry a lot about my schoolwork or what others think about me*
 - > *When I do badly in my schoolwork, I think "I'm stupid"*.
 - > *When I do not understand something, I give up easily*.
- Increase the percentage of students in each cohort (years 2 – 6) who agree with the statements:
 - > *I can calm down quickly when I feel bad*.
 - > *I love to learn*.

In 2022 we implemented this priority through the following strategies.

- Continue to embed positive education principles
- Refine structures and processes that support student wellbeing and achievement
- Strengthen productive partnerships with parents and the community

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
The percentage of students receiving B's and A's across all learning areas.						
Kindergarten	43%	55.8%				
Year 1	49%	45.1%				
Year 2	43.2%	42.1%				
Year 3	41.2%	52.3%				
Year 4	47.2%	52.6%				
Year 5	46%	56.1%				
Year 6	56.2%	54.9%				
Source : A-E Grade Data 2019-2022						

The percentage of students receiving B's and A's across all learning areas.

	English		Maths		Science		HASS	
	Base	2022	Base	2022	Base	2022	Base	2022
K	39.25	40.5	63	70.2	47.25	57	40.5	64.9
1	38.5	39.8	64.25	45.7	55	39	50	47.4
2	48	41.8	47	46.1	41	40.5	44	44.7*
3	45.5	59.8	48.5	55.5	39.25	52	38.5	56.8
4	44.5	52.2	56.5	64	54.5	52.2	61.25	54
5	52	52.2	47	56.7	50.75	49.1*	42.5	57.5
6	58.5	45.8	63.5	61.9	58.5	53.7	60	54.1

	Arts		Technology		Physical Education		Languages		Total	
	Base	2022	Base	2022	Base	2022	Base	2022	Base	2022
K	46	53.5	40	63	30.5	53.5	37	43	43	56
1	46	49.5	58.5	48.5	36	54	42	36.5	49	45
2	26	29	42	38.5	48.5	58	49	38.5	43	42
3	46	56	37.5	45.5*	36	55	38	38.5	41	52.5
4	45	48	49	39.8	33	58.5	34	52	47	52.5
5	55.5	65	39.5	56.5*	37.25	54	42	57.5	46	56
6	58	67	53.5	61.5	54.5	48.5	43	46.5	56	55

*These learning areas were only assessed and reported on in Semester 1 2022. All other results are from Semester 2 2022.

Source : Sentral A-E Grade Data 2019-2022

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
The percentage of students consistently applying effort across all learning areas.						
Kindergarten	70.5%	70.5%				
Year 1	84%	78.5%				
Year 2	88%	73%				
Year 3	81%	79.5%				
Year 4	92%	84.5%				
Year 5	82%	91%				
Year 6	86%	92%				
Source : Sentral A-E Effort Data 2019-2022						

The percentage of students consistently applying effort across all learning areas.

	English		Maths		Science		HASS	
	Base	2022	Base	2022	Base	2022	Base	2022
K	60.5%	64%	66%	77.5%	62%	62.5%	68%	60.5%
1	76%	72%	91%	77.5%	91.5%	79%	88%	76.5%
2	82%	80.5%	81%	81%	95.5%	86%	89%	84%
3	78%	69.5%	90%	82.5%	69%	96%	75%	69%
4	83%	75.5%	84%	80%	93%	72%	83.5%	73.5%
5	71%	88.5%	74.5%	87.5%	81%	96.5%	76%	86.5%
6	81%	93%	84%	94%	89.5%	96%	84%	91.5%

The percentage of students consistently applying effort across all learning areas

	Arts		Technology		Physical Education		Languages		Total	
	Base	2022	Base	2022	Base	2022	Base	2022	Base	2022
K	76%	70.5%	57%	71.5%	100%	86%	73%	73%	70.5%	70.5%
1	93.5%	89.5%	67%	77%	90%	88.5%	78.5%	66.5%	84%	78.5%
2	98%	84.5%	84.5%	85.5%	94.5%	82%	75.5%	70%	88%	73%
3	100%	81%	73%	89%	99%	78%	64%	69.5%	81%	79.5%
4	99%	97%	91.5%	92%	100%	97%	98%	89%	92%	84.5%
5	93%	92.5%	88%	99%	95.5%	81.5%	80.5%	95.5%	82%	91%
6	95%	94%	80%	95%	95%	94%	81%	77.5%	86%	92%

Source : Sentral A-E Effort Data 2019-2022

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Students/parents agree/strongly agree that:						
'Students at this school are being equipped with the capabilities to learn and live successfully.' (PARENTS)	85%	87.3%				
'Students at this school are being equipped with the capabilities to learn and live successfully'. (STUDENTS)	84%	79.9%				
'I can talk to my teachers about my concerns'. (STUDENTS)	62.75%	66%				
Source: System Survey 2022						
Improve the percentage of students in each cohort (years 2 – 6) who agree with these statements*.						
I worry a lot about my schoolwork or what others think about me	57%	43%				
When I do badly in my schoolwork, I think "I'm stupid".	27%	32%				
When I do not understand something, I give up easily.	21%	18%				
I can calm down quickly when I feel bad.	61%	60%				
I love to learn.	81%	82.5%				
Source: ACER Social and Emotional Well-Being Survey 2020-2022						
*The first three statements require a decrease in the percentage of students who agree.						

The percentage of students in each cohort (2-6) who agree with these statements*.

2022	<i>I worry a lot about my schoolwork or what others think about me.</i>		<i>When I do badly in my schoolwork, I think "I'm stupid".</i>		<i>When I do not understand something, I give up easily.</i>		<i>I can calm down quickly when I feel bad.</i>		<i>I love to learn</i>	
	School	Norm	School	Norm	School	Norm	School	Norm	School	Norm
Year 2	32.5	35.5	23	18	13	16.5	62	73	82.5	90
Year 3	37.5	36.5	25	20.5	21.5	14	54	69.5	88	89
Year 4	39.5	38.5	32	20	8.5	16.5	62.5	68.5	83	88
Year 5	45	42	32.5	28	22.5	19	63.5	68.5	88	89
Year 6	59.5	43.5	48	28.5	25	18	56.5	69.5	72	88.5
Total	43	39	32	23	18	17	60	70	82.5	89

The percentage of students in each cohort (2-6) who agree with these statements*.

BASE	<i>I worry a lot about my schoolwork or what others think about me.</i>		<i>When I do badly in my schoolwork, I think "I'm stupid".</i>		<i>When I do not understand something, I give up easily.</i>		<i>I can calm down quickly when I feel bad.</i>		<i>I love to learn</i>	
	School	Norm	School	Norm	School	Norm	School	Norm	School	Norm
Year 2	35	35.5	29.5	18	21	16.5	62	73	81	90
Year 3	38	36	16.5	19	16	15	70.5	71	90	89.5
Year 4	47.5	37.5	29	20	22.5	15	56.5	69	84	88.5
Year 5	39.5	40.5	28	24	22	17.5	57	68.5	80	89
Year 6	52	43	31.5	28	23	18.5	60	69	69.5	80
Total	57	38.5	27	22	21	16.5	61	70	81	87.5

*The first three statements require a decrease in the percentage of students who agree.

Source: ACER Social and Emotional Well-Being Survey 2020-2022

What this evidence tells us

It has been assumed that improving students' resilience and capabilities as learners will result in increases in their performance and engagement across all areas, demonstrated by higher grade and effort levels.

In this first year of the School Improvement Plan's implementation the student learning evidence showed an increase in the percentage of students achieving A's and B's for kindergarten and years 3, 4 and 5. Most of this improvement was in the learning areas of the arts and physical education. It is hoped that this will transfer over time to all year levels, especially in the learning areas of English, mathematics and science.

An increase in consistent levels of effort was observed in years five and six. This was pleasing because typically the upper primary years can be a challenging time for students. However, it was

puzzling to not observe the same pattern in the lower year levels. This will require close monitoring.

The evidence demonstrated improvement over the last twelve months in stakeholder perception. The percentage of parents who agreed or strongly agreed that their children were *being equipped with the capabilities to learn and live successfully* not only surpassed the five-year target but was also higher than the ACT primary school average (87.3% cf. 79.1%). Although the student percentage for this statement was lower than the base average and did not meet the five-year target it was well above the ACT primary school average (79.9% cf. 72.1%). The percentage of students who agreed/strongly agreed that they could *talk to [their] teachers about [their] concerns* met the five-year target and was also well above the ACT primary school average (66% cf. 57%).

The evidence related to students' social-emotional well-being demonstrated improvement in student perception for three of the five statements but does still suggest ongoing cause for concern, given that the school's results are consistently below the results of the norm reference group. Of course, caution should be taken, considering that the latter results may have been drawn from the pre-Covid period (i.e., prior to 2020). However, the data does show trends that it is useful to be conscious of.

Overall fourteen percent less students in years two to six believed that they *worry a lot about [their] schoolwork or what others think about [them]* than in 2022. Female students in years 2, 5 and 6 were most likely to worry. The school's results mirrored those of the norm reference group with upper primary students being more prone to worry. This is congruent with international research data, however the trend was far more pronounced in the school's results than for the norm reference group (e.g., year six boys 53% cf. 40% and year six girls 66% cf. 47%).

Slightly more students *reported that when [they] do badly in [their] schoolwork, [they] think "I'm stupid"*. Again, whilst international research data shows that it is not unusual for upper primary students to hold this perception of themselves, the trend was far more pronounced in the school's year six results than for the norm reference group (e.g., year six boys 57% cf. 28.5% and year six girls 39% cf. 28%).

A slight improvement was reported by students for the statement *'When I do not understand something, I give up easily'*. The school's results were also consistently similar to and often slightly above those of the norm reference group, indicating that the teachers' work around growth mindset and perseverance has been effective.

Slightly less students reported being able to *calm down quickly when [they] feel bad* than in 2021. In both the norm reference groups' and school's results boys responded more positively than girls, however the margin was much greater for the latter.

Conversely, slightly more students reported that they *love to learn*. As with the norm reference group the girls' results were higher than the boys'. The greatest discrepancy between the norm reference group's and the school's results was found in year six.

Overall, this evidence indicates that the school still has considerable work to do in the positive education space to shift senior students' perception of themselves and build their capacity to be independent learners who willingly seek clarification to understand and can recognise and regulate emotions.

As the school moves forward in the PBL space it will be important to measure positive behaviours in Sentral. This data may become valuable evidence for the second priority.

Our achievements for this priority

Revisit the health domain of the Red Hill Positive Education framework

- Teachers revisited the health domain in the school's Positive Education framework and accessed health domain resources to support student mindfulness, overall wellbeing and self-regulation.
- Teachers were exposed to strategies and tools in staff meetings to support their own mindfulness and well-being.

Implement Positive Behaviour for Learning (PBL) Tier 1 system for outdoor shared spaces

- A staff PBL matrix was collaboratively developed for the playground through consultation, so that teachers had a common language to use and held consistent expectations across the school. Teachers began addressing minor and major playground behaviour in a more predictable way and providing specific feedback to students to reinforce positive behaviour. A greater number of students demonstrated positive behaviour on the playground.
- Work began on a PBL matrix for all shared spaces in the school. The matrix is scheduled to be published in term one 2023 as part of the school's refine of structures and processes to support student wellbeing and achievement.

Challenges we will address in our next Action Plan

The chronic staffing shortages which impacted workload, teacher release and the number of whole staff meetings we could schedule impacted the school's progress towards this priority also. Another challenge was the departure of two of the three teachers trained to implement PBL because of new leadership opportunities in other settings.

Continue to embed positive education principles

- We identified that implementation of the domains of the Red Hill Positive Education framework was inconsistent and that this was in part because we were unable to devote sufficient time in meetings to revisiting the framework and also because the documentation was not user friendly. Explicit attention will be paid to the framework using a revised, more accessible document in weekly collaborative planning, commencing with the health domain.

Refine structures and processes that support student wellbeing and achievement

- New staff who have been trained in PBL will be recruited to the Positive Education Team to continue the work on our matrices and collection of PBL data.

Strengthen productive partnerships with parents and the community

Partly because of workload and partly because of initial Covid restrictions, actions to support this strategy were limited in 2022. In 2023 it will be important to overcome this challenge by:

- consulting parents and carers about the PBL matrix for shared spaces prior to finalising the document, and
- sharing the evidence, we have collected and our understanding of the current research with parents and carers so that they can support our achievement towards this priority.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. The progress, achievements and future actions in our QIP can be viewed at the school.