

# Alfred Deakin High 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 2 (see reporting for detail):

- Development of a Continuum of Education Support (CES) strategy and program to meet the need of connecting all students to their learning
- Further development of cultural integrity approaches through the Deakin Deadly Mob

#### 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 (see reporting for detail):

- Building Staff capacity in using data and evidence to show student learning growth
- Developing and trialling models which allow an increase in pedagogies focussing on 21<sup>st</sup> Century skills and General Capabilities

#### 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 2 (see reporting for detail):

- Developing and trialling models which allow an increase in pedagogies focussing on 21<sup>st</sup> Century skills and General Capabilities
- Developing and trialling methodologies for providing evidence of and assessing 21<sup>st</sup> Century skills and General Capabilities which incorporate student reflection on learning

## Reporting against our priorities

Priority 1: Flexible and personalised learning experiences to maximise each student's growth.

### Targets or measures

By the end of 2022 we will achieve:

- 70% of year 9 students (within school match) achieve expected growth or better in reading. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
- 70% of year 9 students (within school match) achieve expected growth or better in writing. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
- 77% of year 9 students (within school match) achieve expected growth or better in numeracy. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
- Increase the number of Digital Technology classes from three in 2018 to six and at least one STEM class.
- All students utilise E-portfolios as repositories for their best work, goals and future planning
- All staff can critically reflect on their impact on student learning using a range of data/evidence-based tools

In 2019 we implemented this priority through the following strategies.

- Implement a school wide inquiry approach to professional learning communities with a focus on using data and evidence to show growth in student learning
- Develop and trial models which allow an increase in pedagogies focussing on 21<sup>st</sup> Century skills and General Capabilities
- Develop and trial methodologies for providing evidence of and assessing 21<sup>st</sup> Century skills and General Capabilities which incorporate student reflection on 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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
NAPLAN expected growth reading	58.0%	65.7%	63.5%			70%
NAPLAN expected growth writing	65.4%	48.7%	63.0%			70%
NAPLAN expected growth numeracy	61.7%	64.5%	54.8%			77%

### Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Student perception data – Teachers give useful feedback (% strongly agree and agree)	60.8%	63.4%	63.3%			
Student perception data – I have the opportunity to provide feedback about teaching and learning programs (% strongly agree and agree)			53.0%			
Staff perception data – Teachers from this school use results from system testing and system processes to inform planning (% strongly agree and agree)	78.7%	71.8%	72.9%			

### School program and process data

Nil
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Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Digital Technology classes (total number of classes)	3	5	6			6
STEM classes (total number of classes)	0	1	5			

### What this evidence tells us

#### Year 9 NAPLAN Reading Analysis

The percentage of students achieving at or above expected growth in year 9 NAPLAN Reading has increased from the baseline of 58% at the commencement of the improvement cycle to 63.5% in 2019. This represents a positive trend toward the projected target of 70% by 2022.

41.4% (79 students) were in the top 2 bands for reading compared to 40.1% in top two bands for similar schools, representing an overall increase from 36.1% in 2017.

7.9% (15 students) in bottom two bands compared to 7.1% in bottom two bands for similar schools, representing a decrease from 12.0% in 2016.

#### Year 9 NAPLAN Writing Analysis

The percentage of students achieving at or above expected growth in year 9 NAPLAN Writing has fluctuated from the baseline of 65.4% to 63% in 2019, after dropping to 48.7% in 2018. Overall results have stabilised but not progressed toward the projected target of 70% by 2022.

23.7% (46 students) were in the top 2 bands for writing compared to 22.0% in top two bands for similar schools, representing an overall increase from 21.4% in 2016.  
26.8% (52 students) in bottom two bands compared to 19.8% in bottom two bands for similar schools, representing a decrease from 35.3% in 2018.

### **Year 9 NAPLAN Numeracy Analysis**

The percentage of students achieving at or above expected growth in year 9 NAPLAN Numeracy was 54.8%, a decrease from the baseline of 61.7% in 2017 and an overall negative trend away from our 2022 target of 77%.

7.3% (14 students) in bottom two bands and 39.8% (76 students) in top two bands compared to 45.1% in top two bands for similar schools. This is trending up from 34.3% in 2016.

### **Staff and student perception data**

There are 3 items which link to the improvement strategies.

72.9 teachers from this school report using results from system testing and system processes to inform planning. This is in comparison to 60.8% from similar school types. This figure is down from 78.7% in 2017. This could be explained by an increased focus on using small data approaches to measure student growth in the classroom.

63.3% of students report teachers give useful feedback. This is in comparison to 60.8% from similar school types. This figure is up significantly from 34% in 2016.

53.0% of students report they have the opportunity to provide feedback about teaching and learning programs.

## **Our achievements for this priority**

### **Build a focus and staff capacity in using data and evidence to show growth in student learning**

- Through the Professional Learning Communities model, teachers conducted an inquiry in the classroom which involved collecting data to evidence student learning
- The PLC model for 2020 has been redesigned following review with stakeholder input from teachers

### **Developing and trialling models which allow an increase in pedagogies focussing on 21<sup>st</sup> Century skills and General Capabilities**

- Integrated STEM projects through Maths and Science faculties
- Use of inquiry pedagogy in gifted and talented program
- Mapping and increasing focus on the delivery of GC and 21st-century skills in existing learning programs and assessment items
- Trialling the use of portfolios to present for assessment of GC and 21st-century skills

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

- Strengthen Professional Learning Community strategy to target specific improvement areas including: numeracy, writing, CES programs, cultural integrity, wellbeing, assessing growth and future focussed pedagogies.
- Professional Learning Communities inquiry projects must include pre and post performance data.

## Priority 2: Equipping students to be successful members of our community

### Targets or measures

By the end of 2022 we will achieve:

- Use Sentral measures of community involvement (TBC) or Reduce to 15% students giving a 'needs improvement' rating to measures for Student Well-Being, specifically anxiety, in the School Climate survey (from an average of 21% over the previous three years).
- Add new questions for Satisfaction Survey (staff/students/parents) – I am able to organise school work and submit assignments on time/I am able to organise my time and seek 90% agreement from all stakeholders.
- 80% of students report 'I can talk to my teachers about my concerns' in the annual Satisfaction Survey (from average 55% over last four years)
- Canteen returns to profit (currently \$22,000 in deficit) and 70% of students respond positively to 'I am satisfied with the availability of healthy food and drink at this school' in the annual Satisfaction Survey (from average 51% over previous two years).

In 2019 we implemented this priority through the following strategies.

- Establish a research partnership to investigate indicators of student wellbeing contained in School Climate and Satisfaction Surveys
- Review of Student Wellbeing structures and policies
- Develop a Continuum of Education Support (CES) tier 3 strategy and program in preparation for 2020
- Increase opportunities for student voice in school improvement planning processes

*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.*

### Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Student perception data – Staff take students' concerns seriously (% strongly agree and agree)	66.0%	64.2%	61.5%			
Student perception data – I can talk to my teachers about my concerns (% strongly agree and agree)	58.3%	58.8%	54.2%			80%
Student perception data – I feel safe at this school (% strongly agree and agree)	72.7%	76.6%	70.1%			
Trend analysis – School identification (Average Response)	3.6	3.8	3.8			
Trend analysis – School identification	65%	67%	66%			

(% strongly agree and agree)						
Trend analysis – Shared values and approach (Average Response)	3.8	4.0	3.8			
Trend analysis – Shared values and approach (% strongly agree and agree)	70%	71%	67%			
Trend analysis – Student relations (Average Response)	3.4	3.5	3.4			
Trend analysis – Student relations (% strongly agree and agree)	48%	53%	48%			
Trend analysis – Student staff relations (Average Response)	3.7	3.9	3.8			
Trend analysis – Student staff relations (% strongly agree and agree)	66%	69%	65%			
Trend analysis – Behavioural engagement (Average Response)	3.7	4.0	4.0			
Trend analysis – Behavioural engagement (% strongly agree and agree)	74%	77%	76%			
Trend analysis – Emotional engagement (Average Response)	3.5	3.4	3.4			
Trend analysis – Emotional engagement (% strongly agree and agree)	54%	50%	48%			
Trend analysis – Anxiety (Average Response)	2.0	2.0	2.1			
Trend analysis – Anxiety (% not true or hardly true)	70%	63%	61%			
Trend analysis – Resilience (Average Response)		3.3	3.3			
Trend analysis – Resilience (% strong)		42%	41%			

## What this evidence tells us

### **Student Wellbeing measures**

Stakeholder perception data on the whole indicates that students feel safe at the school and identify with the school at higher levels than similar schools. Student and staff relations are perceived positively overall and at levels above similar schools.

Reported anxiety levels have increased with 61% of students reporting *not true or hardly true* when asked how frequently each statement relating to anxiety applied to them, down from 70% in 2017. The metric for anxiety has changed since the targets were set, meaning the target will need to be adjusted to reflect this.

The percentage of students reporting *I can talk to my teachers about my concerns* was at 54.2% in 2019, a decrease from the baseline of 58.3% in 2017 and a negative trend away from the 2022 target of 80%.

## Our achievements for this priority

### **Introduced Continuum of Education Support Program (Track)**

- Small group model incorporating integrated learning and student voice
- Resources allocated, curriculum being developed

### **Continued to develop mechanism for student voice using Student Executive Group structure**

- All students in the school had opportunity for input through Tutor Group in to Student Executive Group on issues including mobile phones in schools, school values, teaching and learning.

### **Developed revised mobile phone policy**

- Conducted consultation with students, parents and staff
- Strengthened policy and procedures around mobile phones in classrooms

### **Pastoral Care Program**

- Refinement of Pastoral Care Hour of Wellbeing (PCHOW)
- Provided opportunities for student voice through Pastoral Care

### **Continued development of the House system**

- Introduced new events and ways to encourage community involvement and school connection

### **Reviewed and redeveloped Student Services processes**

- Referral and triage processes
- Integration with SAS wellbeing module

### **Initiated affiliated schools research partnership**

- Partnership with University of Canberra to commence in 2020

## Challenges we will address in our next Action Plan

- Review data metrics for the improvement priority of *Equipping students to be successful members of our community*, including measures for community involvement, self-reported anxiety, with a view of setting new targets and measures
- Review Canteen target, as it is operational rather than linked to the improvement strategy