

## Impact Report 2021

### 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.

### 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 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Implementation of scaffolding literacy
- Increasing our literacy intervention class to support a growing need
- Building staff capacity to teach writing

#### Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Build the capacity of all staff to teach the writing and reading of their content area.
- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student outcomes.

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student outcomes.
- Embedding Positive Behaviours for Learning across the school.
- Develop a procedure to teach the Personal and Social Capabilities of the Australian Curriculum.
-

## Reporting against our priorities

Priority 1: Increase growth in student performance in writing across all year levels.

### Targets or measures

By the end of 2023 we will achieve:

- 70% of students will achieve at or above expected growth in writing
- 70% of students agree or strongly agree that “Teachers give useful feedback”
- 70% of students agree or strongly agree that “Teachers set high standards for learning in their classes”
- Full implementation of school wide writing strategies

In 2021 we implemented this priority through the following strategies.

- Build the capacity of all staff to teach the writing and reading of their content area.
- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student outcomes.

*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
Year 9 57.5% achieved at or above expected growth in writing	57.5	63	NA	51		
Year 7 60.8% achieved at or above expected growth in writing	60.8	58	NA	61		

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
“Teachers give useful feedback” – Agree/Strongly Agree -	51.75	50	48.1	59		
“Overall I’m getting a good education at this school” – Agree/Strongly Agree –	64	64	61.7	68		

### School program and process data

- Our Action Learning was meant to start in Term three but this did not happen due to lockdown
- In response to the statement ‘My confidence in my capacity to explicitly teach writing to students within my teaching area is best described as’:
  - o 2019 Not confident = 2%, Somewhat confident = 46%, Fairly confident = 33%, Very confident = 19%.
  - o 2020 Not confident = 0%, Somewhat confident = 12.5%, Fairly confident = 52%, Very confident = 35%.
  - o 2021 Not confident = 10.2%, Somewhat confident 32.7 = %, Fairly confident = 46.9%, Very confident = 10.2 %.
- In the Focus Group staff survey, 67.5% of staff Agreed or Strongly Agreed to the statement ‘I teach the specific literacy for my subject more regularly than I did 12 months ago’.

- In the Focus Group staff survey, 65% of staff Agreed or Strongly Agreed to the statement 'I use formative assessment strategies in classes more regularly than I did 12 months ago'.
- In the Focus Group staff survey, 30% of staff Agreed or Strongly Agreed to the statement 'I use and interpret data more regularly now than I did 12 months ago'.

#### What this evidence tells us

- The percentage of Year 9 students achieving at or above expected growth has dropped. Year 7 has increased slightly. It is difficult to make judgements on our impact from NAPLAN data due to the disruption to teaching and learning that the 2 lockdowns have caused.
- Our school-based literacy data which we would have gotten from our Action Learning was not able to be collected as lockdown happened as we were starting our Action Learning cycles. It was decided that we would not do Action Learning and instead would ease pressure on staff and prepare them to be ready to start in 2022.
- Staff aren't quite as confident to teach the literacy of their subject as they were last year. This may be due to the disruption of lockdown and the large number of beginning teachers that joined us in Sem 2.
- Satisfaction Survey results have increased significantly this year with students recognising the focus on useful feedback, flowing onto more students feeling that they are getting a good education at this school.

#### Our achievements for this priority

##### **Built the capacity of all staff to teach the writing and reading of their content area.**

- Whole school professional learning plan with a focus on Discipline literacy
- Literacy Focus Group delivered numerous PL sessions on explicit instruction of literacy. The PL was based on The Writing Revolution. Staff shared learning and experiences in Learning Teams at regular staff meetings

##### **Built the capacity of all teaching staff in continuous formative assessment.**

- Pedagogical focus on minute by minute formative assessment
- Pedagogy Focus Group delivered numerous PL sessions on formative assessment. Staff have used 'No hands up' strategy plus Learning Intentions and Success Criteria. Staff shared learning and experiences in Learning Teams at regular staff meetings

##### **Found appropriate data and developed data processes that enabled effective measurement of impact on student outcomes.**

- Data Focus Group collated the data that the school collects so that it can be put into a user-friendly form for staff to be able to easily access and use, enabling staff to use the data to personalise learning and differentiate teaching to meet student need. Data Focus Group has also worked with other Focus Groups to help measure the impact on student outcomes.
- At staff meetings, the Data Focus Group got staff to look at PAT data of students in their classes, make a commitment to address the needs of some students based on the PAT data, then come back and discuss what they did at a staff meeting.

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

- Systematic use of data to address individual student need. This will be done in the form of data cycles focussing on Discipline Literacy using strategies from The Writing Revolution.
- Continue to build staff capacity to teach the writing required for their subject (Discipline Literacy), based on the activities and progressions in The Writing Revolution.

- The Data Focus Group will concentrate on measuring impact of other Focus Groups on student outcomes. Clarify their purpose of being a 'Service Focus Group' to support the other Focus Groups.
- More effective collection of student data and responding to that data, especially in regard to discipline literacy. Also get regular student feedback on whether they are seeing the literacy and formative assessment strategies being used in their classes.
- Greater alignment of Formative Assessment, Literacy and Data Focus Groups. This alignment will be focussed on 5-week literacy cycles.

## Priority 2: Strengthen and promote a positive school culture.

### Targets or measures

By the end of 2023 we will achieve:

- Students get over 80% on the PBL (Positive Behaviour for Learning) School-wide Evaluation Tool (SET).
- 60% of students report strong positive relationships with staff
- 50% of students report strong positive relationships with their peers
- 85% of staff agree & strongly agree that student behaviour is well managed at this school

In 2021 we implemented this priority through the following strategies.

- Embedding Positive Behaviours for Learning across the school.
- Developed the teaching program and taught WHAM (Wellbeing Health Awareness and Management) to all year levels. This aligned with the Personal and Social Capabilities of the Australian 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 1	Year 2	Year 3	Year 4	Year 5
80% on the PBL SET	0	0	49.9%	NA		

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
60% of students report strong positive relationships with staff	44%	54%	NA	NA	NA	NA
50% of students report strong positive relationships with their peers	33%	29%	NA	NA	NA	NA
Proportion of students with 'strong' average score, Student Relations domain	34%	30%	32%	41.7%		
Proportion of students with 'strong' average score, Staff Student Relations domain	54%	55.4%	59.1%	72%		
85% of staff agree & strongly agree that student behaviour is well managed at this	80%	74%	67%	68%		

school						
--------	--	--	--	--	--	--

### *School program and process data*

- SET was unable to be taken this year due to lockdown.
- We were aiming for 500 Free and Frequent Awards to be given out every week as part of PBL, we averaged 1007/week for 2021 (1162/week for 2020).
- In the Focus Group staff survey, 35% (32.6% in 2020) of staff Agreed or Strongly Agreed to the statement 'I plan and teach the personal and social capabilities more regularly now than I did 12 months ago'.
- In the Focus Group staff survey, 70% (32.5% in 2020) of staff Agreed or Strongly Agreed to the statement 'I recognise and adopt PBL practices more regularly now than I did 12 months ago'.
- ACER SEW (Social Emotional Wellbeing) student survey.
  - o Baseline (Dec, 2020) overall score for SEW (Mean Score): Yr 7- 112.6, Yr 8- 110.1, Yr 9- 109.9
  - o Dec, 2021 Yr 7- 110.2, Yr 8- 109.2, Yr 9- 109.7

### *What this evidence tells us*

- Despite lockdown, students are being acknowledged for PBL behaviours. Staff are utilising Free and Frequent Awards (Stripes) appropriately and getting into the habit of rewarding students for showing expected PBL behaviour.
- Satisfaction survey results in the Student Relations and the Student/Staff Relations domains have increased significantly this year, coinciding with the introduction of WHAM. We will need to see what happens in 2022 to see if these results continue on this upward trend.
- ACER SEW (Social Emotional Wellbeing) student survey saw a slight dip across the school in SEW. The impact of lockdown and other restrictions on return to school makes it difficult to determine what impact our SEW strategies (WHAM, Student Services, other programs etc) are having on the SEW of our students. The survey provided additional information to be addressed in WHAM, targeting needs for year groups and boys and girls.

### *Our achievements for this priority*

#### **Beginning to Embed Positive Behaviours for Learning across the school.**

- Behaviour Matrix embedded across the school
- PBL data is routinely monitored with weekly PBL focus areas to acknowledge positive behaviour
- Acknowledgement system trialled and refined

#### **Developed a procedure to teach the Personal and Social Capabilities of the Australian Curriculum.**

- WHAM (new SEL program, Wellbeing Health Awareness and Management) delivered to all students
- New timetable in place. Slight adjustment of break times due to staff and student feedback in Term 4.
- Staff selected to teach WHAM in 2021 based on capability and desire to teach it.
- WHAM Curriculum scoped and sequenced, as well as the units of work developed and refined.
- The Personal and Social Capabilities are being taught in WHAM.

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

- Measurement of impact on student SEW. ACER SEW survey administered at the beginning and end of the year to obtain more relevant data.

- Constant review and improvement of WHAM Curriculum. Clear and consistent processes need to be in place to ensure this happens systematically.
- PBL signage and further embedding of PBL across the school
- PBL lessons taught. PBL signage and acknowledgement systems decided and in use.
- PBL data used regularly and lessons retaught to students based on the data collected.
- Measurement of WHAM on student outcomes
- Staff have been mostly acknowledging students with Free and Frequent awards in classroom settings, they need to acknowledge students in non-classroom settings more next year.