

# Hughes Primary School

Network: South Canberra/ Weston

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## 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.

Note: Due to the significant disruptive events of 2021 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 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Embed effective pedagogical practices
- Develop a culture of analysis and discussion of data to inform teaching and learning
- Students articulate and demonstrate their personal learning goals in English

#### 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):

- Embed effective pedagogical practices
- Develop a culture of analysis and discussion of data to inform teaching and learning
- Students articulate and demonstrate their personal learning goals in English

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

- Embed Positive Behaviours for Learning
- Implement whole school social and emotional Positive Education curriculum

## Reporting against our priorities

### Priority 1: Increase growth in student performance in English across all year levels

#### Targets or measures

By the end of 2022 we will achieve:

- In NAPLAN, 65% of students achieve greater than or equal to expected growth
- 85% of students will meet or exceed the Australian Curriculum Achievement Standard for writing
- 75% of K-4 students will achieve PM reading benchmarks or above

In 2021 we implemented this priority through the following strategies.

- Embed effective pedagogical practices
- Develop a culture of analysis and discussion of data to inform teaching and learning
- Students articulate and demonstrate their personal learning goals in English

*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	2017	2018	2019	2020	2021	2022
Reading - NAPLAN	71.8	88.1	65.8	N/A	56.5	
Writing - NAPLAN	59.0	52.4	52.6	N/A	61.4	
Reading – PM and F&P	-	75	85	87.2	82	
Writing – Australian Curriculum	-	80.3	78.3	81.6	81.7	

#### Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Teachers give useful feedback	71.4	74.3	66.5	62.0	67.0	
Students' learning needs are being met at this school	90.0	82.8	87.0	86.0	79.0	

#### School program and process data

- All teachers collaboratively collect and analyse evidence to inform teaching to achieve student growth in writing.
- All Preschool teachers design and implement early literacy program.

#### What this evidence tells us

We far exceeded our goal of 75% of students K-4 achieving PM reading benchmarks or above with 82% of students achieving this goal. We were close to meeting our target of 85% of students will meet or exceed the Australian Curriculum Achievement Standard for writing with 81.7% of students achieving this goal. We have seen growth in the number of students achieving greater than or equal to expected growth in relation to NAPLAN writing but have seen a decrease in the space of NAPLAN reading. We are unable to compare growth over the past two years due to

NAPLAN being cancelled in 2020. We have continued to focus on targeting students' writing needs through small group teaching, Response to Intervention (RTI) and personalised programs. Our RTI is now a deeply embedded program at Hughes PS which is a significant accomplishment over the past five years. We are confident in our planned response to students' needs and monitor their progress through formal Professional Learning Community meetings fortnightly, discussions with the psychologist and Disability Education Coordinator, and monitoring through the team leader and classroom teacher. Continued work at a team level and within year groups consolidated our focus on effective English teaching and strategies.

### Our achievements for this priority

We continued our professional learning agenda which commenced in 2019 regarding contemporary, evidence-based practices for the teaching of literacy. This included discussions in regards to the *10 Essential Literacy Practices*, *Developing a Word Conscious Classroom*, and specific writing practices that support all learners including grammar, our whole school approach to spelling and interactive writing in the early years.

Professional learning Communities met fortnightly and prioritised the discussion of differentiating teaching and learning programs, and the analysis of data and moderation of work samples. This included targeted teaching and adapting learning programs during both face to face and remote learning. Additional data discussions and planning within teams after we returned to school were necessary to meet the needs of all students.

These actions demonstrate our commitment to the achievement of the whole of system strategic indicator: *To promote greater equity in learning outcomes in and across ACT public schools.*

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

We welcome six new classroom teachers to Hughes PS at the beginning of 2022. The challenge will be to ensure robust induction for these staff in the *10 Essential Literacy Practices*, and ongoing relevant PL for all staff as needed. We will undergo school review in term 2, 2022. With a new strategic plan in place, we will need to ensure we continue to embed quality literacy practices along with new improvement priorities. Our focus for 2022 will continue to be on strengthening our implementation of the *10 Essential Literacy Practices* including:

Essential Practice 3: the robustness of our PLCs, including the analysis of learning data and subsequent differentiation including structuring learning opportunities in targeted ways. Our professional learning with Dr Selena Fisk in January 2022 focusing on data literacy, data visualisation and data storytelling, will provide the platform for shared language and understanding across the school.

Essential Practice 6: aligning our understanding of curriculum with assessment.

These challenges will need to be addressed through ensuring a sustainable learning agenda as we are balancing professional growth in English, with a significant focus on Mathematics in both 2021 and 2022, and a continued implementation of our whole school approach to Positive Education which we commenced in 2020.

## Priority 2: Increase growth in student performance in Mathematics across all year levels

### Targets or measures

By the end of 2022 we will achieve:

- In NAPLAN, to be achieving in the top 50% (top 25%\*) of similar schools in all areas of Numeracy
  - Maintain the percentage of mainstream students making expected or above expected growth in PIPS Mathematics at 94%+
  - 65% (75%\*) of students Years 2-6 achieve growth annually using PAT Maths scaled scores
- \*indicates an aspirational target that may take more than 5 years to achieve

In 2021 we had planned to implement this priority through the following strategies.

- Embed intellectually rigorous mathematics teaching and learning programs through the implementation of a coaching model for all teachers and school leaders

*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	2017	2018	2019	2020	2021	2022
Numeracy - NAPLAN	48.7	61.0	55.3	N/A	41.3	
PAT Maths	-	68.36	86.67	84.2	82.1	
PIPS	94.0	97.0	97.7	N/A	N/A	

### Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Teachers give useful feedback	71.4	74.3	66.5	62.0	67.0	

### School program and process data

- All teachers collaboratively collect and analyse evidence (PAT-M, assessing students against Australian Curriculum Standards for Mathematics) to inform teaching practice.
- Preschool teachers design and implement early numeracy program.

### What this evidence tells us

Matched student data from 2020 and 2021 was used for comparison. Expected growth scaled score was determined with comparison to the relevant year level norm charts from 2020 and 2021. In addition, effect size calculations were used to review individual and cohort growth, with a score of 0.4 or greater considered expected or above one year's worth of academic growth. Therefore, we exceeded our aspirational goal of greater than 75% of students achieving growth across years 3-6 (81.10% of students achieved growth in 2021). We have continued to consider the data as expected growth or above and will build a target for achievement into the next strategic plan. This year across years 3-6 54.94% of students achieved expected growth or more. Additional strategies for improvement are planned for Mathematics in 2022, including data literacy and data narrative conversations.

### Our achievements for this priority

We participated in a system initiative for building capacity for mathematics leadership and teaching practice in 2021 titled *Finding the Balance*. This enabled us to collaboratively establish our shared beliefs and agreed practice statements for mathematics. There was a sustained effort to align our professional learning opportunities, including practical workshops for teaching mathematics from a strategies approach, and the effective use of assessment to inform planning and differentiation. The student tracking data has improved in relation to our mathematics assessment and our Professional Learning Communities model has increased conversations in relation to improving mathematics teaching practice. Goal setting was a key focus of our plan in 2021 and the mathematics professional learning had an alignment and impact on teacher confidence to set and monitor meaningful learning goals and provide feedback to students. Our assessment dialogue was aligned to the National Numeracy Learning Progressions and teachers are increasing their capacity to use the learning continuum.

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

In 2022, we will continue the focus on the National Numeracy Learning Progressions and ensure our assessment practices and language for learning goals are aligned to the evidence-based learning continuum. We will revisit our shared beliefs and agreed practice for mathematics and ensure our response to intervention model is reviewed and refined where necessary. A key focus for our professional learning in 2022 will be on data literacy and responding to data. This will be reflected in the mathematics priority with individual reflection conversations with teachers about the action plan data and using the spiral of inquiry for applying this reflective view with the students they are now teaching.

### Priority 3: Develop and sustain a consistent whole school approach to social and emotional wellbeing

#### Targets or measures

By the end of 2022 we will achieve:

- All components of our Positive Behaviours for Learning (PBL) plan have been completed and visibly actioned in all classes evidenced by our staff survey and learning walks
- 75% of students agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.
- 90% of parents agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.
- 85% of staff agree/strongly agree that student behaviour is well managed at this school in the School Satisfaction Survey.

In 2021 we implemented this priority through the following strategies.

- Embed Positive Behaviours for Learning
- Implement whole school social and emotional Positive Education 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

- Reduce the overall number of major and minor behaviour incidents.

#### Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Student behaviour is well managed at this school - students	48.3	33.7	32.7	47.0	N/A	
Student behaviour is well managed at this school – parents	88.1	80.0	79.1	82.0	79.0	
Student behaviour is well managed at this school – staff	70.0	68.0	67.0	77.0	35.0	

#### School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Australian Council for Education Research – Social and Emotional Wellbeing Survey: Primary	-	-	81.6	78.6	82.8	
Australian Council for Education Research – Social and Emotional Wellbeing Survey: Early Years	-	-	95.3	95.4	91.7	

## What this evidence tells us

- Using the Australian Council for Education Research – Social and Emotional Wellbeing Survey: Primary 82.8% of students in Years 2-6 had a developed or higher level of social and emotional wellbeing. 85.1% of students in other schools demonstrated a developed or higher level of social and emotional wellbeing.
- The Australian Council for Education Research – Social and Emotional Wellbeing Survey: Early Years completed by the Kindergarten and Year 1 teachers on behalf of students indicate that 91.7% of students demonstrate a developed or higher level of social and emotional wellbeing. 88.6% of students in other schools (2643 students) demonstrated a developed or higher level of social and emotional wellbeing.
- When compared to other schools (18 082 students), survey results indicate that 47.5% of Hughes PS students have a developed level of social and emotional wellbeing compared to 46.3% in other schools. 20% of Hughes PS students indicated a highly developed level of social and emotional wellbeing compared to 22.6% in other schools. At a developed level the student typically experiences positive feelings and is less likely to lose her or his temper or under-achieve. Feelings of loneliness, stress and unhappiness are decreasing, and he or she has developed positive relationships at home. The student can also typically demonstrate strengths such as solving problems without conflict, making new friends, following rules, and demonstrating learning skills and a positive attitude towards learning.
- 15.3% of Hughes PS students in Year 2-6 compared to 16.2% of students in other schools have a very highly developed level of social and emotional wellbeing. At this level a student typically experiences an abundance of strong positive feelings and positive relationships with family, teachers and peers and seldom demonstrates negative behaviours. The student also typically displays exceptional social skills and pro-social attitudes, is exceptionally good at dealing with adversity and anxiety, applies a wide range of exceptional learning skills and positive attitudes, demonstrates advanced collaboration and time management skills, and demonstrates an exceptional set of values and character strengths.
- 2% of Hughes PS students in Years 2-6 compared to 4.7% in other schools have a low level of social and emotional wellbeing. 15.3% of Hughes PS students in Years 2-6 compared to 10.3% of students in other schools have an emerging level of social and emotional wellbeing. At an emerging level the student typically experiences some positive feelings and relationships. The student also typically is developing strengths and skills such as the ability to control negative feelings such as anger, anxiety, empathy, and the ability to consider consequences before acting. He or she is rarely confident when doing schoolwork that is difficult and is not demonstrating a desire to do her or his best at school.

## Our achievements for this priority

The wellbeing of our school community continues to be paramount both when learning at school and learning from home. Opportunities to connect and cement a sense of belonging for each student as a valued member of the Hughes PS community were celebrated throughout 2021. Whole school activities that promoted character strengths of zest, teamwork, a love of learning and hope such as our Slime Spectacular, Hughes Shines, sports carnivals, Hughes Rocks, Show Your Hughie and many activities during our assemblies, both virtual and in person, were a focus and a highlight for many students. These activities demonstrate our Positive Education approach to wellbeing.

As a Positive Education school, Hughes Primary School focuses on supporting our students and community to thrive. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle. The Positive Education Enhanced Curriculum (PEEC) has continued to be implemented to support our Positive Education journey. The PEEC curriculum is built on over a decade of experience with Positive Education at Geelong Grammar School and is designed in consultation with world-renowned researchers in the field of positive psychology.

Our school values of *Be Kind* and *Try Your Best* were further embedded and underpin our Positive Behaviour for Learning (PBL) expectations of *Be Safe, Be Respectful and Be a Learner*. Signage was updated around the school to reflect our school values and expectations. The links between our values and PBL expectations is reflected in the Hughes Primary School Safe and Supportive School Practices and was explicitly unpacked and discussed with students.

Staff, students and families demonstrated character strengths of creativity, bravery and gratitude during the ongoing COVID pandemic. Technology continued to be used in a variety of ways to support the community to remain connected. The continued use of Seesaw as well as synchronous and asynchronous video technology was used to support both the cognitive and affective domains. Offering a range of ways for families to engage in and celebrate learning was also continued throughout 2021. Of particular note was the Hughes Primary School Gratitude Gallery, where each student across the school created a piece of artwork that demonstrated gratitude. These works were displayed along the school fence line for the community to enjoy along with an accompanying uplifting music playlist. The response from Hughes PS families, and the wider community was overwhelming, and resulted in the gallery featuring on WIN News School Segment.

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

Further engagement with our critical friend Brendan Bailey to deepen our shared understanding of Positive Education, and a focus on the continued implementation of Positive Education across the school, will be critical to developing our whole school shared beliefs and practices for wellbeing. The challenge will be to balance the focus on Positive Education, with our continued focus on English, and significant focus on the teaching and learning of Mathematics.

### Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

- Updated and maintained all COVID related procedures in line with Directorate and CECA requirements
- Reviewed and updated policies and procedures around excursions, incidents and illnesses, first aid, and staffing records
- Renewed our evidence document for the NQS Quality Areas
- QIP reflected upon, updated and new actions identified

\*A copy of the QIP is available for viewing at the school.