

# UC High School Kaleen

Network: Belconnen

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## Impact Report 2021

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

- Continue to develop and embed professional learning community processes.
- Continue to increase the capacity of staff to respond to a range of data and feedback to support student learning.
- Develop a learning culture that promotes high expectations of behaviour and learning outcomes for all students.

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

- Participating in the *Teachers as Researchers* to develop discipline specific writing strategies.
- Embedding the use of Proficiency Scales into classroom pedagogy to enhance student connection to and engagement in learning.
- Build the capacity of all staff to teach the writing of their subject area.

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

- Improving student's ability to understand literacy & writing demands of subjects and replicate what successful writing in all subject areas looks like.
- Embedding the use of Proficiency Scales into classroom pedagogy to enhance student connection to and engagement in learning.
- Ongoing implementation of PBL.

## 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 the school will:

- Increase the percentage of year 9 students achieving at or above expected growth in writing to 60% or more
- 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.
- 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 2021 we implemented this priority through the following strategies.

1. Build the capacity of all staff to teach the writing of their subject area.
2. 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	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the percentage of year 9 students achieving at or above expected growth in writing to 60% or more	48%	50.6%				
Increase the percentage of year 9 students in the top two bands of writing to 12% or more.	7%	7.5%				
Reduce the percentage of year 9 students in the bottom two bands of writing to 36% or less.	57%	57%				
Increase the percentage of year 9 students in the top two bands of spelling to 24% or more.	14%	12.8%				

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
69% or above of students agree or strongly agree that 'Overall I am satisfied I am getting a good education at this school'.	64%	54%				

### School program and process data

No school program or process targets currently.

### What this evidence tells us

- Initial progress towards writing targets has been small. However, average NAPLAN Writing Growth score for Year 9 students (not measured) is high.
- Significant percentage of students not growing writing skills (as recorded by NAPLAN) at expected rate between years 7 & 9
- Continued focus on discipline literacy required.
- UCHSK is yet to see a significant shift of students out of the bottom 2 bands or into the top two writing bands on baseline.
- Student perception of the quality of education at UCHSK has dropped below the base.

### Our achievements for this priority

- Average NAPLAN Growth Score (not measured in this plan) – 7 points higher than SSSG and 9 points higher than state average.
- Establishment of a Literacy Action Team that, despite disruptions, participated in the *Teachers as Researchers* program and conducted meaningful action research to inform 2022 writing plans.
- Further refinement of timetabled *Achieve* session to incorporate writing in a personalised and engaging manner.
- Dedicated professional learning for all teaching staff, targeting the development of writing focused pedagogies.
- Deeper understanding across all teaching staff of the writing demands of their subject areas.
- School Leaders have begun leading the embedding discipline specific writing into the curriculum of all faculty areas.
- Teachers continuing to increase their capacity to respond to a range of data and feedback to support student learning.

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

- All Professional Learning Teams meeting regularly to discuss pedagogical approaches to the development of discipline specific writing skills & the trialling of these approaches.
- A more refined and school specific *Teachers as Researchers* program targeting discipline literacy across our school.
- Continuation of regular, job embedded, Discipline Literacy professional learning for all teaching staff.

- Further embed meaningful teacher feedback protocols to align with school writing focus.
- Develop systems and structures across the school, supporting a stronger sense of belonging and school identity for students.

**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.

In 2021 we implemented this priority through the following strategies.

1. Further embed Professional Learning Community structures and processes to increase classroom engagement.
2. Improve PLT processes to identify areas of need and implement interventions.
3. Develop true clarity on the greatest areas of wellbeing need for our student cohort.

*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
Average 75% or more of student achievement grades are C grade or higher over the last 2 years of this School Improvement Plan.	73%	76%				

**Perception Data**

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
54% or more of our students will identify with the school and have a sense of belonging and connection to the school.	51%	43.2%				

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'	57%	This item was removed from the satisfaction survey in 2021				
59% or more of students agree or strongly agree that 'I feel safe at this school'.	52%	46%				

#### *School program and process data*

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Average of .45 Major Negative Incidents per student per term over the last 2 years of this School Improvement Plan.	.69	.27				

#### What this evidence tells us

- Ongoing focus on Proficiency Scales and identifying for students, what *Proficiency* looks like, is positively impacting student performance.
- Connection and belonging to school have dipped in 2021 (possibly linked to the COVID-19 impacts). While there has been a dip across the system, UCHSK has dipped further than other schools. School identity and belonging should feature in 2022 Action Plan.
- The dip in student sense of safety at school correlates closely to the dip in identity and belonging
- Major negative behaviours continue to significantly decline per student.

#### Our achievements for this priority

- Proficiency Scales have become more than a tool for teachers and are more meaningfully built into classroom pedagogy.
- PLTs continue to reflect on their effectiveness, through the identification of progress against key markers. This informs future PLT planning.
- Conducted the first annual, UCHSK student Wellbeing Survey.
- PBL implementation has continued. 2021 saw *Classroom Settings* work partially completed. Ongoing implementation aligns with continuing decrease in major negative behaviours.
- Ongoing training of new PBL team members.

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

- A continued focus on Proficiency Scales becoming more than a tool for teachers and more meaningfully built into classroom pedagogy.
- Continued development of pedagogical skills through Discipline Literacy professional learning to improve NAPLAN and school based literacy results.
- Further embed meaningful teacher feedback protocols to align with PLC and PBL practices.
- Develop systems and structures across the school supporting a stronger sense of belonging and school identity for students.
- Completion of *Classroom Settings* element of PBL.