UC High School Kaleen

Network: Belconnen

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 20XX 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: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 1 **Increase growth in student writing performance across all year levels and learning areas**

- Build the capacity of all staff to teach the writing of their subject area.

- Increase the capacity of staff to respond to a range of data and feedback to support student learning.

Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 2 **Strengthen student wellbeing through connection to learning and increased engagement across all areas of school life.**

- Further embed Professional Learning Community structures and processes to increase classroom engagement.

- Improve PLT processes to identify areas of need and implement interventions.

- Develop true clarity on the greatest areas of wellbeing need for our student cohort.

Reporting against our priorities

Priority 1: **Increase growth in student writing performance across all year levels and learning areas**

Targets or measures

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

By the end of 2025 we will achieve:

- 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 2022 we implemented this priority through the following strategies.

- Build the capacity of all staff to teach the writing of their subject area.
- Increase the capacity of staff to respond to a range of data and feedback to support student learning.
- Support improvements in writing pedagogy through teacher collaboration, feedback and reflective practice.

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%	5%			
Reduce the percentage of year 9 students in the bottom two bands of writing to 36% or less.	57%	57%	49%			
Increase the percentage of year 9 students in the top two bands of spelling to 24% or more.	14%	13%	11%			

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

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%	45%			

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

School program and process data

No school program or process targets currently.

What this evidence tells us

- Significant reduction in percentage of students in bottom two bands for writing, however no increase in percentage of students in the top two bands for writing or reading.
- Writing growth for year 9 cohort unable to be measured because no NAPLAN was held in 2020.
- Student perception of the quality of education at UCHSK continued to drop in 2022. This result needs to be investigated further to determine the cause of this perception.
- Consideration needs to be given to possible school program data that may inform progress.

Our achievements for this priority

Build the capacity of all staff to teach the writing of their subject area.

- Average NAPLAN scaled writing score for year 9 students (not measured in this plan) continues to grow for third year in succession, closing the gap between UCHSK and both ACT and SSSG schools.
- Embedding the practices of the Literacy Action Team which, again participated in the UC Affiliated Schools *Teachers as Researchers* program and conducted meaningful action research to inform 2023 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 and the Literacy General Capability from the Australian Curriculum.
- Deeper understanding across all teaching staff of the writing demands of their subject areas.
- School leaders further embedded discipline specific writing into the curriculum of all faculty areas.
- Writing focused lesson observations embedded into school processes and carried out regularly by school executive.

Increase the capacity of staff to respond to a range of data and feedback to support student learning.

- Support for students in the lower two literacy bands is strong resulting in a significant shift of students out of the bottom 2 bands into the middle bands.
- Development of school wide student data dashboard to provide up to date academic and wellbeing data.
- Continued refinement of collaborative learning cycle by Professional Learning Teams (PLT). Including the regular collection of evidence and the collaborative development of appropriate pedagogical responses.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Challenges we will address in our next Action Plan

- Greater focus required on moving students into the top two bands for literacy. Professional Learning to be provided on differentiation and PLT process to support advanced learners.
- Literacy Action Team to engage with "The Writing Revolution" to support enhanced writing pedagogies.
- Continuation of regular, job embedded, writing pedagogies professional learning for all teaching staff with a focus on discipline specific literacy.
- All Professional Learning Teams must continue to privilege focused conversations on embedding writing pedagogies and discipline specific writing skills into all learning programs.
- Systematic use of data to address individual student need during PLT planning.
- Improve the fidelity of our PLT processes to support the learning data conversations and planned responses.
- Further embed meaningful teacher feedback protocols to align with school writing focus.
- Increased emphasis on; connection of students to their learning, and student sense of belonging, to improve student perception of the quality of education at UCHSK.

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 2022 we implemented this priority through the following strategies.

- Further embed Professional Learning Community structures and processes to increase classroom engagement.
- Improve PLT processes to identify areas of need and implement interventions.
- Build a school wide *House Points* system to support a stronger sense of student belonging and school identity

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.

Analysis → Priorities → Strategies → Actions → Impact (for student)

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%	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%	42.1%			
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 temporarily removed from the satisfaction survey in 2021	47.1%			
59% or more of students agree or strongly agree that 'I feel safe at this school'.	52%	46%	40%			

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	.36			

What this evidence tells us

- An ongoing focus on Proficiency Scales and identifying for students, what *Proficiency* looks like, is positively impacting student grade averages.
- Percentage of students with a strong sense of connection and belonging to school plateaued in 2022.   The gap between UCHSK and other ACT schools (not measured in this plan) on this measure has decreased.
- The dip in student sense of safety at school correlates closely to the dip in identity and belonging.
- Major negative behaviours continue to remain significantly below both base line and target.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

Our achievements for this priority

Further embed Professional Learning Community structures and processes to increase classroom engagement
- Thorough induction of large new staff cohort into UCHSK PLC processes.
- Consistent Proficiency Scale template developed to ensure a consistent application across the entire school.
- Proficiency Scales continue to be meaningfully built into classroom pedagogy as a tool for student connection to learning.
- Continued focus on Proficiency Scale implementation through structured lesson observations.

Improve PLT processes to identify areas of need and implement interventions.

- PLTs continue to reflect on their effectiveness, through the identification of progress against key markers. This informs future PLT planning.

Build a school wide *House Points* system to support a stronger sense of student belonging and school identity.

- New UCHSK House structures and processes launched and will be further embedded in 2023, including one new house name (Fraser → Freeman), House Mascots, house celebrations each term.
- UCHSK student Wellbeing Survey embedded into the annual school cycle, guiding further student wellbeing interventions.
- Twice / term Safety & Belonging Snapshot. Support resources under development.
- PBL implementation has continued. 2022 saw ongoing implementation of *Classroom Settings*. This implementation aligns with continuing decrease in major negative behaviours.
- Data on positive incidents in the school (not measured in this plan) far exceed the negative incident data, in line with PBL targets of 4/1.
- Ongoing training of new PBL team members.

Challenges we will address in our next Action Plan

- A continued focus on Proficiency Scales. These must become more than a tool for teachers and more must be meaningfully built into classroom pedagogy, starting with January PL for all staff.
- Implementation of UCHSK Pedagogical and Professional Framework: *The UCHSK Way*
- Further embed meaningful teacher feedback protocols to align with PLC and PBL practices.
- Further embed a stronger sense of belonging and school identity for students through the growth and improvement to the UCHSK *House System.*
- Clear understanding for all students on what it means to be safe and belong to UCHSK to inform all data collection and appropriate responses.
- Clearly identify those groups feeling less connected and unsafe at school as a means of identifying appropriate interventions to arrest poor results on this measure.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)