Gold Creek School

Network: North Canberra/ Gungahlin

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2021 which translated our school priorities into actions for the last year of our five-year improvement cycle. This Action Plan reflects the priorities in the first year of our School Improvement Plan 2022-2026. 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: Every child has a story, Strong communities for learning

In 2022 our school supported this foundation through – Priority 1 Increase students' connection to community through building school pride by developing:

- a whole school approach around promoting a safe and respectful learning environment

Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priorities 2 and 3, Build students' ownership of learning through increased agency and Improve students' achievement through evidence based personalised learning

- Increase student **agency, voice, and choice** explicitly within in the learning program and learning environment

- Begin working with critical friend Maya Gunawardena, Assistant Professor of Teacher Education and Emily Hills from UC on establishing a definition for personalised learning at GCS

- Develop GCS data plan and processes

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

Reporting against our priorities

Priority 1: Increase students' connection to community through building school pride

Targets or measures

By the end of 2026 we will achieve:

- Students will experience a strong sense of belonging and pride in the school and be committed to purposeful and successful learning.

- Gold Creek School will continue to strengthen being an inclusive space, with a high level of cultural integrity where diversity is embraced, students are valued for who they are, and the school community is a welcome and valued partner in student learning.

In 2022 we implemented this priority through the following strategies.

- Embed the GCS Cultural Integrity Framework
- Continue to implement a whole school approach to developing a safe and respectful learning environment

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	Year 1	Year 2	Year 3	Year 4	Year 5
52% or more of our students agree or strongly agree that they identify with their school and are therefore more likely to engage in learning and to behave in line with school norms and values.	45%	50.0%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proficiency level of staff to design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background, and histories of Aboriginal and Torres Strait Islander students.	Graduate 42% Proficient 29% Highly Accomplished 15% Lead 13%	Graduate 42% Proficient 29% Highly Accomplished 15% Lead 13%				

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
- Have any of your data sources changed over time? If so, why?
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
- What implications does this evidence have for your next AP?

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

The measures chosen for this priority are perception based (students) as well as program and process data based (teachers).

The results from 2022 indicate that our student population have shown an increase in their perception that they agree or strongly agree that they identify with their school and are therefore more likely to engage in learning and to behave in line with school norms and values. This is a 5% increase on the base level of 45%, and which is 2% away from our target for the life of the plan. This growth is significant as the number of students who completed the survey in 2022 was a considerable increase on the number of students who completed the survey in 2021. Comparatively speaking, this result of 50% is 3.8% behind the average for ACT public schools of this type in 2022.

The evidence collected as a part of a baseline to measure the target of ' Increase the proficiency level of staff to design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students' was a component of the school-based survey on the Australian Professional Standards for Teachers. This survey was also a perception based metric tool and on reflection the leadership team believe that the data does not necessarily reflect the current reality. We will continue to collect this data to see if it more closely aligns with other evidence relating to those proficiencies.

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

Our achievements for this priority

2022 was the first year of the current school improvement plan and although there were no periods of whole school home learning (the school did send the year 9 and year 10 into home learning for a short period), the impact of the ongoing pandemic was felt through other ways, such as the need to cohort students and teaching teams for a portion of the year as well as high numbers of absence across both students and staff throughout the year. These impacted the successful achievement of our strategies outlined in our annual action plan,

- **Embed the GCS Cultural Integrity Framework**

    > On reflection, the approach to this strategy was not nearly as successful as we had hoped. The initial plan was to have all staff complete Engoori professional learning that was scheduled for 0 Week in 2022. The fact that the sessions had to be delivered online rather than in a face-to-face capacity, due to cohorting rules, reduced the overall effectiveness of the learning. The follow up learning did not gain the traction we had hoped, and the decision has been made to shelve this for the time being and focus on other strategies in this space.

- **Continue to implement a whole school approach to developing a safe and respectful learning environment**

    > This strategy was a part of the ongoing work in the PBL (Positive Behaviours for Learning) space. Staff worked well at promoting positive behaviours and continued to promote and model the consistency of language across all sites of the school. Other factors that led to success in achieving in success with PBL was the introduction of the PBL dashboard, an analytic tool that provided weekly oversight of behaviour trends and locations that executive teams used to target interventions.

Challenges we will address in our next Action Plan

- 2023 will need to include a shift away from the work on Engoori and will need to align to the priority in a way that has a tangible and measurable positive impact for students.

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Priority 2: Build students' ownership of learning through increased agency

Targets or measures

By the end of 2026 we will achieve:

- Students will make decisions informed about their learning, how their learning environments operate and have a say in what and how they learn.

In 2022 we implemented this priority through the following strategies.

- Increase student **agency, voice, and choice** explicitly within in the learning program and learning environment (pedagogy) (NSIT)

- Establish student led focus groups/forums

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	Year 1	Year 2	Year 3	Year 4	Year 5
60% or above of students agree or strongly agree that 'Teachers give useful feedback'.	49.7%	46%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proficiency level of staff to set challenging and achievable learning goals for all students and provide timely and appropriate feedback.	Graduate 3% Proficient 23% Highly accomplished 52% Lead 21%	Graduate 3% Proficient 23% Highly accomplished 52% Lead 21%				

What this evidence tells us

The measures chosen for this priority are perception based (students) as well as program and process data based (teachers).

The evidence demonstrates that although there was a whole school focus on promoting student voice and choice in student learning, this did not equate to a feeling that teachers were then able to provide useful feedback regarding that learning. This evidence leads to a need for feedback to be a specific strategy for the next annual action plan.

The evidence collected as a part of a baseline to measure the target of 'Increase the proficiency level of staff to set challenging and achievable learning goals for all students and provide timely and appropriate feedback' was a component of the school-based survey on the Australian Professional Standards for Teachers. This survey was also a perception based metric tool and on reflection the leadership team believe that the data does not necessarily reflect the current reality. We will

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

continue to collect this data to see if it more closely aligns with other evidence relating to those proficiencies.

Our achievements for this priority

2022 was the first year of this current school improvement plan and although there were not any periods of whole school home learning, the impact of the ongoing pandemic was felt through the need to cohort students and teaching teams for a portion of the year as well as high numbers of absence across both students and staff, including the need to run a period of home learning for years 9 and 10 due to staffing shortages. The result of this was an overall impact on the effectiveness of achieving our strategies outlined in our annual action plan,

- Increase student **agency, voice, and choice** explicitly within in the learning program and learning environment (pedagogy) (NSIT)

    o The whole school learning undertaken in 0 week and throughout the year, with Nicole Jaggers SLB, has been very beneficial for the staff at GCS in building an understanding of agency through student voice and choice. This work will continue in 2023.

- Establish student led focus groups/forums

    o This strategy was unsuccessful in 2023 due to restrictions and interruptions placed on the day-to-day operation of the school due to cohorting and high levels of absence. This will be revisited in 2023.

Challenges we will address in our next Action Plan

- The need to establish successful and effective student led focus groups.
- Continuing the work in Student Agency and setting goals that are measurable in regard to positive impacts for students.

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

Priority 3: Improve students' achievement through evidenced based personalised learning

Targets or measures

By the end of 2023 we will achieve:

- Each student will have the personalised support they require to succeed determined by educators who implicitly know their needs

In 2022 we implemented this priority through the following strategies.

Develop GCS data plan and processes

Begin working with critical friend Maya Gunawardena, Assistant Professor of Teacher Education and Emily Hills from the University of Canberra on establishing a definition for personalised learning at GCS

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
62% or more of our **year 5 students** will be achieving at or above expected growth in **reading**	55.3%	NA*				
63% or more of our **year 9 students** will be achieving at or above expected growth in **reading**	61.8%	NA*				
67% (approx. 78 students) or more of **year 5-7 students** will be making at or above expected growth in numeracy.	58%	NA*				
To decrease the percentage of **year 9 students** in the bottom two bands of numeracy to **10%** (approx. 11 students) or less	21%	25%				
Mathematics and Reading: Growth in the median scaled score for each year level is at or above that of the PAT norm median scaled score in each year level over a 12-month period.	See tables below					

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

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Mathematics

Year Level	Base (GCS 2022 results)	Year 1	Year 2	Year 3	Year 4
1	95	PAT Growth GCS Growth			
2	96.4	8.8			
3	110	7.1			
4	110.2	5.7			
5	119.4	4.4			
6	120.1	3.4			
7	125	-3.4			
8	130.5	8.1			
9	132.8	1.8			
10	135.8	1.7			

Reading

Year Level	Base	Year 1	Year 2	Year 3	Year 4
1	84.2	Pat Growth GCS Growth			
2	101.1	16.9			
3	113	11.9			
4	120.9	7.9			
5	125.8	4.9			
6	128.8	3			
7	130.7	1.9			
8	132.6	1.9			
9	135.5	2.9			
10	140.5	5			

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
62.5% or above of students agree or strongly agree that 'Overall, I am satisfied I am getting a good education at this school.	52.5%	50.9%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proficiency level of staff to differentiate instruction in numeracy to meet specific learning needs	Proficient 9.6% Highly accomplished 50% Lead 40.4%	Proficient 9.6% Highly accomplished 50% Lead 40.4%				

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

What this evidence tells us

Due to COVID interruptions over the past years the growth data from NAPLAN results was unavailable.

The 2022 result of the target, *to decrease the percentage of **year 9 students** in the bottom two bands of numeracy to **10%** (approx. 11 students) or less* was that 25% of GCS Year 9 students achieved scores to place them in the bottom two bands (4% above the baseline of 21%). This was a considerable decrease (an improvement of 8.3%) from 2021 where 33.3% of Year 9 GCS students were in that same category. The state average for 2022 was 16.6%.

The school began the widespread use of PAT in 2022 and this was used as year to establish baseline measures. This data will be assessed against ongoing results in 2023 once comparative and growth data becomes available.

The evidence collected as a part of a baseline to measure the target of 'Increase the proficiency level of staff to differentiate instruction in numeracy to meet specific learning needs 'was a component of the school-based survey on the Australian Professional Standards for Teachers. This survey was also a perception based metric tool and on reflection the leadership team believe that the data does not necessarily reflect the current reality. We will continue to collect this data to see if it more closely aligns with other evidence relating to those proficiencies.

Our achievements for this priority

This is an area where data from 2023 will inform much of the success of this priority.

The school undertook work with critical friend Maya Gunawardena, Assistant Professor of Teacher Education and her team from the University of Canberra (UC). The initial learning was well received, and some staff have contributed to the learning through being a part of the on-going action research at UC. This work will be ongoing in 2023.

A whole school Data Plan was developed and shared with the executive team. Year level teams have expanded on and made variations to the whole school plan to make it specific to their areas.

Challenges we will address in our next Action Plan

- The challenge in this area will be to get reliable data in terms of PAT assessment.
- The target *to decrease the percentage of **year 9 students** in the bottom two bands of numeracy to **10%** (approx. 11 students) or less* may need to be recalibrated as state averages for this group are between 15.5% and 16.6% over the past three NAPLAN cycles and similar school (SSSG) averages are between 10.4% and 12% over the past three NAPLAN cycles.

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 report progress and achievements either within their QIP or in the section below.

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

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