Telopea Park School

Network: South Canberra/ Weston

Impact Report 2019

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 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Implementation of Friendly School Plus as an on-going journey for developing life skills for primary students
- Use of restorative practices throughout the school with professional learning for staff in January 2020
- Greater Aboriginal and Torres Strait Islander (ATSI) support through the Reconciliation Action Plan, the ATSI Committee and links with external agencies
- Appointment of an SLC Differentiation Officer in Secondary
- Implementation of 138 Individual Learning Plans (ILPs)s in the High School and 25 Personalised Learning Plans (PLPs) for ATSI students.

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

- Professional Learning provided on formative assessment, differentiation and feedback to all teachers and included as priorities in their Teacher Performance and Development Plans
- Mapping of the Australian Curriculum General Capabilities with the Socle Commun and the IB's Approaches to Learning

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

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

In 2019 our school supported this Strategic Indicator through – Priority 1 and 3 (see reporting for detail):

- Appointment of an SLC Differentiation Officer in Secondary
- Whole-school focus on differentiation, formative assessment, inquiry and feedback to students
- Telopea Park School surveys to give a voice to students, teachers and parents/carers
- Implementation of 138 ILPs in the High School along with supporting Professional Learning (PL)
- Professional Learning Communities (PLCs) developed, supported and on-going so that all teachers have a voice and contribute to sharing of best pedagogy for student learning.

Reporting against our priorities

Priority 1:   To maximise the growth in learning for all students

Targets or measures

By the end of 2021 we will achieve:

- Achieve growth for kindergarten to year 10 (K - 10) students in numeracy
- Achieve growth for K – 10 students in writing
- Achieve growth in French oral language development for English-French Stream (EFS) students, K-10
- Achieve growth for high-achieving K-10 students
- Students know how to make well-informed decisions affecting their well-being

In 2019 we implemented this priority through the following strategies:

1. Collection, analysis and use of data to inform teaching and learning and to monitor student growth

2. Systematic approach to formative strategies/assessment to progress student learning/competencies and provide timely, supportive feedback

3. Develop and maintain differentiation strategies by every teacher

4. Development of an agreed K-10 student wellbeing program for Primary, 7-10 Australian Stream and the secondary English/French Stream (EFS)

5. Utilise a range of diagnostic tools to measure student wellbeing

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 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
▪ Increase % of students 'at or above expected growth' n Year 7 Numeracy to 71%	69.9	74.7	76.9		
▪ Increase in % of students" at or above the expected growth" in Year 9 Numeracy, from 60% to 63%	60.1	65.2	58		
• In PAT testing, Mathematics Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing + those who held top level	77.1% 68.6% + 8.5%	71.4% 67.1% + 4.3%	68.2%		
• In PAT testing, Reading Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing	66.7% 65.4% + 1.3%	70.1% 58.2% + 11.9%	78%		
▪ An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 7, from 69% to 71% *	59.5	63.6	67.3		

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

Targets or Measures					
▪ An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 9, from 60% to 62% *	57.6	58.6	63.0		
▪ An increase of at least one level in French oral language competency for 75% students in the EFS, K-10 as tracked each semester against the French Oral Language Competencies of the French National Curriculum	70	73	75		
▪ An increase in the number of students in the 75th percentile and above attaining expected growth in NAPLAN testing in year 9 in Writing (25% to 27%) and Numeracy (17% to 20%) *	Writing 25.8 % (49 students) Numeracy 35.3 (65 students)	Writing 21.8 % (42 students) Numeracy 48.1 (90 students)	Writing 16.6 % (39 students) Numeracy 42.2 (98 students)		

Perception Data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
▪ An annual increase of 3% in the number of students identifying positive well-being in the Telopea Park School's student well-being survey Data sourced noted as *Enjoy classes at TPS*	N/A	53% (top 2 rankings out of 5)	52 % Mar 42 % Nov (top 2 82-92% for top 3)		

School program and process data

Targets or Measures	Base Year 2017 %	1st Year 2018 %	2nd Year 2019 %	3rd Year 2020	4th Year 2021
increase of 1-2% in the number of students achieving a C grade and above in Mathematics in Years 7	87	85.7	97.7		
increase of 1-2% in the number of students achieving a C grade and above in Mathematics in Year 8	89	91	94.8		
increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Year 9 (81% to 83%)	81	91.3	89.1		
increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Year 10 (75% to 77%)	75	92.2	90.6		
An increase of at least one level in French oral language competency for 75% students in the EFS, K-10 as tracked each semester against the French Oral Language Competencies of the French National Curriculum	70	73	75		
Successfully completed the Brevet Year 9	100	98	98		

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

What this evidence tells us

What this evidence indicates about the school's progress towards its five-year targets:

- Students in Year 7 NAPLAN Numeracy are on track to maintain an increase in growth over time; students in year 9 have shown a negative growth in 2019 indicating the need for further analysis of Mathematics results.
- PAT testing in Year 2 demonstrates that the named achievement for Mathematics has not yet been achieved. It must be noted that most of the learning in Mathematics is done in French while the PAT testing is in English. The students' results in English Reading Comprehension, however, are 3% above what was expected. This indicates that 78% of the students tested have achieved growth of at least one level or have maintained the top level
- In both years 7 and 9 there has been an increase in the NAPLAN results in Writing. This could be attributed to a greater emphasis on writing across the curriculum in both primary and secondary and the engagement of teachers in the 2019 Writing Project with Dr Misty Adoniou. This will continue into 2020
- There has been an overall growth in French Oral Language competency in year 9
- Although there has been an overall growth in writing in both years 7 and 9, the percentage of students in the 75th percentile and above attaining expected growth, in both Writing and Numeracy, has slightly decreased this year.
- Positive well-being as identified in the TPS survey is at 52%/42% for the top two bands. It can be seen that 82% were in the middle band and above by the end of the year.
- In 2019 the percentage of students attaining a C-Grade and above in year 7 is 97.7 a large increase on the 2018 results, and well above the 2017 base of 87%
- In 2019 the percentage of students attaining a C-Grade and above in year 8 is 94.8 a slight increase on the 2018 results, and well above the 2017 base of 89%
- In 2019 the percentage of students attaining a C-Grade and above in year 9 is 89.1 a slight decrease on the 2018 results, but well above the 2017 base of 81%
- In 2019 the percentage of students attaining a C-Grade and above in year 10 is 90.2, a slight decrease on the 2018 results, but well above the 2017 base of 75%
- The Brevet results have been maintained at 98% pass rate. Forty-one Year 9 students (out of forty-two) passed the Diplôme National du Brevet; 88% of them with credits and nearly 60% with high distinctions (Mention Très Bien). This year, the success rate in France was 87.1%.

Data sources have not changed over time. Growth in overall grades each year are compared with NAPLAN results. Two surveys (SSS and the TPS survey) are now used to ascertain student well-being and approaches to learning
Approaches to learning, student well-being and health/happiness are all contributing factors to overall achievement.

Our achievements for this priority

- All teachers have addressed differentiation, formative assessment and the importance of feedback to students in their Teacher Performance and Development Plans. All teachers have named supervisors to guide this journey, to mentor good practice and to assess progress throughout the year
- An improvement in year 7 and 9 NAPLAN Writing results is likely to be a result from engaging in the ED's The Writing Project over the year. The school's Literacy Plan and approach to supporting students with low literacy could also have contributed to this improvement.
- Students continue to achieve at a high level in Mathematics. More students have achieved grades at or above a C grade relative to the base level of 2017. Results in years 7 and 8 are particularly encouraging that the targeted approach to improve numeracy skills is impacting on student outcomes.
- French Brevet results are excellent

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

Année	Numbre candidats	Passed	Admis	% de réussite	Mentions		
					High Distinction	Distinction	Credit
2017	37		37	100%	24	5	5
2018	38		37	97%	22	8	6
2019	42		41	98%	24	7	5

Challenges we will address in our next Action Plan

- Primary – to continue to have a focus on writing across the school and numeracy
- Secondary - to support growth in numeracy in year 9. A new on-line textbook will be used in 2020 with hard copies also purchased for students who prefer a textbook as well as for teachers K- 10
- The sharing of differentiation best practice will continue. A focus on differentiation in every classroom will continue
- Feedback to support students' learning and enrich teaching strategies - to continue the journey
- Formative assessment to support students' understanding and growth in all areas will continue to be addressed in line with differentiation.

Priority 2:   To develop a culture of inquiry across the school

Targets or measures

By the end of 2021 we will achieve:

- Every student is supported to develop the key attributes and Australian Curriculum (AC) General capabilities/French Curriculum Competencies to be a confident and creative individual
- Increased opportunities for student engagement using digital technologies and Science, Technology, Engineering and Mathematics (STEM) activities

In 2019 we implemented this priority through the following strategies.

1. Mapping of the similarities and additional features of the attributes and skills of the Socle Commun and the Australian Curriculum (AC) General Capabilities

2. Creation of agreed student learner profile for Primary, 7-10 Australian Stream and EFS stream and embedded in the school culture

3. Students supported to learn digital technologies in each subject area

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 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
▪ A cycle of inquiry that is embedded in, and across, learning areas	Partial	Developing	Developing		
▪ AC General Capabilities embedded across the curriculum	Partial	Developing	Developing		
▪ 100% of the students engaged in inquiry design as a vehicle for digital technology learning and STEM activities	N/A	Not yet achieved	Developing		

Perception Data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Students' positivity about their learning as: • Identified by student satisfaction survey (SSS) question: the school gives me opportunities to do interesting things - Improvement from 2017 • TPS survey responses	N/A	TPS Top 2 out of 5 rankings) 53%	52 March 58 Oct 68%		
• SSS survey responses.	76%	73 %	68%		
▪ SSS question: the school motivates me to learn - Improvement from 2017 SSS responses.	56 %	62.5 %	60 %		

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

				40% Mar /36 % Nov		
▪ TPS survey						
• Design in-school survey focused on inquiry and engagement "Does your teacher encourage you to develop an inquiry mindset TPS survey?"	N/a	Designed and tested N/A	Started in 2019 81 %			

School program and process data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
% of the students engaged in inquiry design as a vehicle for digital technology and learning and STEM activities		Not yet quantified On-going	Developing		
Develop a student *Learner Profile* for Primary	N/A	Developing	Developing		
Strengthen students understanding of *Approaches To Learning* (ATLs)		Developing	Developing with progress from 2017		
Strengthen the 7-10 Australian Stream and EFS Stream *Learner Profile*		Developing	Developing		
Map the similarities and additional features of the attributes and skills of the Socle Commun and the AC General Capabilities – as well as with the ATL for secondary students		Not achieved as yet – for the 2019 plan	Completed in 2019		

What this evidence tells us

This evidence indicates the school's progress towards the five-year targets is on track with clear evidence for a focus in 2020 on student approaches to, and enjoyment of, learning
- A Learner Profile, 7-10, has been a focus in line with the Australian Curriculum (AC) General Capabilities, the IB's Learner Profile and the French Socle Commun
- A learner profile has been discussed but not yet clearly articulated for K-6
- Inquiry learning embedded across the curriculum is developing but will be a focus in 2020 with students able to answer open-ended questions
- STEM learning has been a focus across the school
- An audit has been carried out to ascertain the similarities between the Australian Curriculum General Capabilities, The IB's Approaches to Learning and the French Socle Commun
- The data sources used will be continued with greater emphasis on action from the data results.
The implications from this evidence indicate that, in the next Action Plan, we will focus on:
- STEM across the school through the lens of inquiry learning
- To develop the Learner Profile for the Primary School with all teachers and students contributing to this document
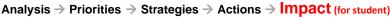
- To focus on student learning through approaches to learning, the AC General Capabilities and the French Socle Commun

Our achievements for this priority

- An audit has been carried out to ascertain the similarities between the Australian Curriculum General Capabilities, The IB's Approaches to Learning and the French Socle Commun
- Inquiry mindset and learning are developing
- Digital Technologies now reaching a greater number of secondary students in specialised courses
- Learner Profile known in secondary and used to describe students at each stage of the learning cycle

Challenges we will address in our next Action Plan

- A Learner Profile to be developed for the primary sector
- Digital Technologies to be taught according to the AC across the school with specialist classes in secondary to continue
- Inquiry learning to continue - to embed this as a culture.

Priority 3: To strengthen communication and collaboration across the school community

Targets or measures

By the end of 2021 we will achieve:

Student outcomes to be achieved through this priority include:
- Increased opportunities for student voice
- Increased number of students reporting receipt of useful feedback in a timely manner
- Increased number of students reporting that they are engaged in their learning

Staff outcomes to be achieved through this priority include:
- Improved levels of satisfaction for staff about communication and collaboration
- More effective communication with parents about student progress
- Increased opportunities for staff voice

Community outcomes to be achieved through this priority include:
- Improved understanding of the objectives of the Binational Agreement
- Increased opportunities for parent/community voice

In 2019 we implemented this priority through the following strategies.

1. To develop surveys that measure student, teacher and community

2. To develop opportunities for improved student voice and build student skills for effective communication

3. To ensure all students receive quality and timely feedback to support their progress as learners

4. To improve the engagement of students in their learning

5. To increase the opportunities for teacher voice

6. To increase the opportunities for community voice

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 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Annual increase of 5 % of students reporting receipt of timely and useful feedback (SSS)	56%	50.5%	52.4 %		
An annual increase of 5 % in students reporting receipt of useful and timely feedback (TPS survey)	N/A	51.2% (top 2 rankings out of 5)	45% March 40% Nov With over 35% mid band		
▪ Annual increase of 5 % of students reporting they are engaged with their learning (SSS)	N/A	74.4%	Not asked		

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Perception Data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
STUDENTS					
Annual increase of 5 % of opportunities for student voice (SSS): *involvement in planning and decision-making*	62%	46%	Question omitted from the ED Survey		
Annual increase of 5 % of opportunities for student voice (SSS): *believe their concerns are taken seriously*	32%	45%	41.2		
Annual increase of 5 % of opportunities for student voice (TPS Survey): *I am given opportunities to voice my concerns and opinions at TPS*	N/A	42% (top 2 rankings out of 5)	62% Mar 57% Oct *I do use my voice*		
STAFF					
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: SSS – *involved in planning and decision making*	41%	60%	Data unavailable		
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TPS survey – *I value the opportunities for collaboration at TPS*	N/A	58% (top 2 rankings out of 5 bands)	62% Mar 47% Oct		
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TPS survey – *do you feel there is a lot of professional communication about student learning*	N/A	63% (top 2 rankings out of 5 bands)	84% Mar 73% Oct About colleague communication		
Three % point increase in staff reporting improved communication about student progress: TPS survey – *do you communicate when necessary about their students learning?*	N/A	84.1 % (top 2 rankings out of 5 bands)	86% Mar 70% Oct To parents		
An annual increase of 3 % points in staff reporting increased opportunities for staff voice (TPS Survey) *My opinions are heard and responded to appropriately*	N/A	56.9 % (top 2 rankings out of 5 bands)	65% Mar 50% Oct		

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COMMUNITY					
An annual increase of 3 % points in parents/community reporting increased opportunities for parents/community voice (TPS Survey) *Does TPS offer opportunities for parent/Community voice*	N/A	55.3 % (top 2 rankings out of 5 bands)	60 % Mar 61 % Nov		
The Objectives of the Binational Agreement to be promoted and supported	On going	Ongoing	Ongoing		
Three percentage point increase in parents reporting improved communication about student progress (TPS survey): *do teachers communicate with you when necessary about your student's learning?*	N/A	*48.1% (top 2 bands)*	49.5 % Mar 50 % Nov		
Three percentage point increase in parents reporting improved communication about student progress (SSS): *timely and useful feedback*	70%	65.9%	68.8 %		
Three percentage point increase in parents reporting improved communication about student progress (SSS): *improved communication about student progress to support students in their learning*	63%	67.2%	74.8 % New question I am regularly informed about progress		

School program and process data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Not added in 2018					

What this evidence tells us

What this evidence indicates about the school's progress towards our five-year targets:
- As much of this priority focuses on perception data it is difficult to progress when the same questions are not given in the ED's School Satisfaction Survey (SSS) each year
- In spite of considerable professional learning for teachers on the importance of feedback for both student learning and good pedagogy, students are still reporting that the receipt of timely and useful feedback can be improved. The percentages given are for the top two bands. If the third band is included for the TPS survey, then 80% of students who answered the survey note they are receiving timely and useful feedback
- In the TPS survey staff results are lower in term 4 than in term 1.
- Parents who answered the surveys have generally reported an improvement in communication and opportunities for parent voice in 2019

Parent / community feedback:

Parent feedback from the Satisfaction Survey are summarised in the table below. The key results were that there was an overall improvement in all these key questions when compared with non IB

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

schools across Australia and the ACT. The change presented represents the percentage of parents / community participants who agreed or strongly agreed with the statements compared with non IB schools across Australia and the ACT.
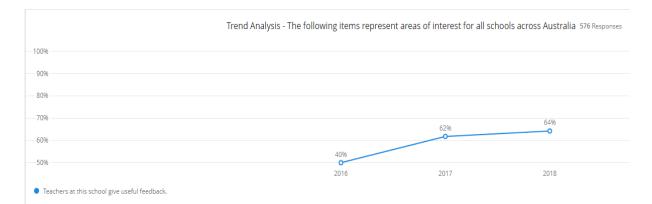
It was also found that the results were significantly higher when the high school (years 7 to 10) data was removed from the primary (years Kindergarten to 6). However, the high school data can only be isolated from 2019 onwards In future analysis, high school satisfaction data can be presented alone.

This continues to be an area of focus for future years, to continue to grow the perception of the ability for parents and the community to have opportunities for parent/community voice.

Community voice, collaboration		
Statement	**Change from 2018 data (whole school)**	**Change from 2018 data (sec only)**
I can talk to my child's teachers about my concerns.	+1.73%	+4.13%
This school takes parents' opinions seriously	+1.45%	+4.08%
This school looks for ways to improve	+1.11%	+3.61%
This school works with me to support my child's learning	+1.38%	+2.42

School satisfaction survey, SSS 2018-2019

Parents were also asked to reflect on their opinion around the level of feedback given by teachers to students. The results have shown a significant improvement since the start of the data in 2016 with an overall rise from 40% to 64% of parents agreeing or strongly agreeing with the statement "teachers at this school give useful feedback." SSS

Trend Analysis - The following items represent areas of interest for all schools across Australia 576 Responses
- Teachers at this school give useful feedback.

It is useful to compare the changes in student opinion over the past four years. Steady growth was observed to 2018 with a small decrease in 2019.

Student feedback

Student feedback				
Question	**2016**	**2017**	**2018**	**2019**
Teachers give useful feedback	16.8%	37.6%	50.0%	48.9%

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Student voice and engagement with learning				
Statements	**2016**	**2017**	**2018**	**2019**
Staff take students' concerns seriously	22.7%	38.9%	44.8%	38.3%

Note: Students in Years 7 to 10 only.

Slight changes can be attributed to the differences in student cohorts.

It is of interest that the two questions:

I can talk to my teachers about my concerns
Staff take students' concerns seriously

are well below 50% indicating that these need to be analysed and a plan for improvement articulated.

This will be added to the 2020 Action Plan.

Staff feedback

Communication and collaboration, communication about student progress, staff voice				
Statements	**2016**	**2017**	**2018**	**2019**
Parents at this school can talk to teachers about their concerns.	92.6%	93.9%	92.9%	90.7%
Teachers give useful feedback	80.0%	81.7%	82.8%	75.3%
This school looks for ways to improve.	75.8%	82.9%	73.7%	79.4%
This school takes staff opinions seriously.	41.1%	43.9%	51.5%	48.5%
This school works with parents to support students' learning.	85.3%	81.7%	80.8%	79.4%
Teachers at this school use results from system testing and system processes to inform planning.	73.7%	75.6%	66.7%	65.6%

Our achievements for this priority

- Improved communication with parents/carers who answered the SSS

Challenges we will address in our next Action Plan

- To continue to focus on feedback to students
- To develop other ways for students to have a greater voice in their learning including expanding on consultation through the SRC and student voice surveys
- To determine why teacher satisfaction has declined over the year
- To identify improved ways to communicate with staff and hear staff voice, including through PLCs, K-10.