

# Hughes Primary School

Network: South Canberra/ Weston

---

## Impact Report 2020

### 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 2020 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 2020 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 2020 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 2020 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 2020 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 2020 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	65.9	N/A		
Writing - NAPLAN	59.0	52.4	50.0	N/A		
Reading – PM and F&P	-	75	85	87.2		
Writing – Australian Curriculum	-	80.3	78.3	81.6		

#### Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Teachers give useful feedback	71.4	74.3	66.5	62.0		
Students' learning needs are being met at this school	90.0	82.8	88.9	87.0		

#### 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 87.2% 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 81.6% of students achieving this goal. We have been focusing on targeting students' writing needs through small group teaching, Response to Intervention (RTI) and personalised programs. We are confident in our planned response to students and monitor their progress and needs through

formal Professional Learning Community meetings fortnightly, discussions with the psychologist and Disability Education Coordinator, and monitoring through the team leader and classroom teacher discussions. Continued work at a team level and within year groups will consolidate our focus on effective English teaching and strategies. A strong focus is placed on RTI and this will continue into 2021 with targeted RTI from K-4 as part of our work in PLCs and addressing students' needs through ongoing data analysis.

### 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. We continued our discussions in the space of the *10 Essential Literacy Practices, Developing a Word Conscious Classroom*, and specific writing practices that support all learners. Our PLC model evolved over the course of 2020 and we broadened PLCs from the smaller year level groupings to include stages of learning (e.g. from Year 1 PLC to Years 1-2 PLC).

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. We developed '*I Can*' statements for writing and used these to ensure targeted student learning goals across the school, which will be shared with each student's 2021 teacher to ensure continuity of learning.

All teachers identified areas for feedback relating to their implementation of the 10 Essential Literacy Practices and visible learning strategies and participated in formal lesson observations including written feedback from the principal. It was evident through these formal lesson observations the level of staff growth in respect to open-ended approaches to the teaching of writing, with a high level of student choice and individual student goals evident across the school. Our Response to Intervention Model was refined identifying appropriate levels of resourcing and support for teachers to make effective adjustments of student learning as a response to the analysis of data to meet individual student needs. We funded a 60% teaching position regarding RTI for the senior school as well as continued to make this part of the Executive Teacher responsibilities in the junior years.

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

Our focus for 2021 will continue to focus 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.

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 2021, 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 2020 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	56.8	N/A		
PAT Maths	-	68.36	86.67	84.2		
PIPS	94.0	97.0	97.7	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		

### 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 2019 and 2020 was used for comparison. Expected growth scaled score was determined with comparison to the relevant year level norm charts from 2019 and 2020. 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 (84.2% of students achieved growth in 2020). We have begun to now consider the data as expected growth or above and will build a target for achievement into the 2021 annual action plan. This year across years 3-6 68.5% of students achieved expected growth or more. Additional strategies for improvement are planned for Mathematics in 2021.

### Our achievements for this priority

Whilst we commenced the year with professional learning in the space of Mathematics with Dr Paul Swan and a focus on explicitly unpacking the vocabulary of Mathematics, the significant disruptive events of 2020 resulted in a reprioritisation of its focus in semester 2 2020. We will recommence our planned improvement journey in the space of Mathematics at the beginning of 2021. In Semester 2, 2020, we facilitated a small focus group consisting of the Deputy Principal and classroom teachers participating in the formative assessment feedback for ACARA in relation to the numeracy learning progressions. We will continue to build on this work in 2021.

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

2021 will involve Mathematics being a significant focus of our PLCs. We will commence the year with professional learning in regard to effective assessment of mathematics, and have collated a bank of professional readings focusing on Maths through an inquiry lens, how to build students' maths understanding & reasoning, and the importance of a Balanced Numeracy Program.

### 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 2020 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		
Student behaviour is well managed at this school – parents	88.1	82.0	79.1	82.0		
Student behaviour is well managed at this school – staff	70.0	67.7	66.7	77.0		

#### 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		
Australian Council for Education Research – Social and Emotional Wellbeing Survey: Early Years	-	-	95.3	95.4		

## What this evidence tells us

It is typical across the ACT when looking at the student satisfaction survey results, for student behaviour management to score lower than other areas of the survey. However, we have seen a significant increase in the number of students and staff who believe that student behaviour is well managed and this in part may be due to a more visible proactive agenda through lunchtime clubs, an alternate social skills program, professional learning in regards to a Positive Education model & managing students with trauma, and our implementation of our whole school Positive Education curriculum. Parent satisfaction in this area remains high.

Using the Australian Council for Education Research – Social and Emotional Wellbeing Survey: Primary 78.6% of students in Years 2-6 had a developed or higher level of social and emotional wellbeing. 85.1% of students in other schools (18 082 students) 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 95.4% 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 of Hughes Primary School students indicate a greater level of overall wellbeing at a very highly developed level. 22.2% of Hughes PS students in Years 2-6 indicated a very highly developed level of social and emotional wellbeing compared to 16.2% in other schools. This data demonstrates significant growth with 10.6% of Hughes PS students in 2019 reporting a very highly developed level of overall 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.

Developing social and emotional wellbeing will be a continued focus in 2021. 41.9% of Hughes Primary School students in Years 2-6 have a developed level of overall wellbeing compared to 46.3% in other schools. 14.5% 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 stronger positive feelings and is less likely to lose her or his temper or under-achieve, 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 solve problems without conflict, make new friends, follow rules and demonstrate learning skills and a positive attitude towards learning.

17.5% of Hughes PS students in Years 2-6 reported an emerging level of overall wellbeing compared to 10.3% of students in other schools. 3.8% of Hughes PS students in Years 2-6 compared to 4.7% in other schools have a low level of social and emotional wellbeing. At an emerging level the student typically experiences some positive feelings and relationships, experiences anger and loneliness regularly and under-achieves at school. The student also typically is developing strengths and skills such as the ability to control negative feelings such as anger and anxiety, empathy and ability to consider consequences before acting and 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

Hughes Primary School became a Positive Education school. Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools, and communities to flourish. We refer to flourishing as a combination of 'feeling good and doing good'. 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. To support the implementation of Positive Education, we adopted the Positive Education Enhanced Curriculum (PEEC). PEEC is a research-based explicit Positive Education curriculum that has been developmentally sequenced. The curriculum is built on ten years of experience with Positive Education at Geelong Grammar School.

Our school values were updated to reflect our current school community and vision. Our school values influence all actions and decisions, not only in classrooms, but also in the wider school and its community. After consultation with students, staff, and families our school values of Be Kind and Try Your Best were formed.

Positive Behaviour for Learning has continued to be used as a framework to support student wellbeing. The Hughes Primary School Safe and Supportive School Practices reflects a whole school system approach where positive social expectations are consistently reinforced throughout the school community. This document was updated in 2020 to include Positive Education and reflect our new school values. Our school values of Be Kind and Try Your Best underpin our PBL expectations of Be Safe, Be Respectful and Be a Learner.

Brendan Bailey became a critical friend to support the implementation of Positive Education and foster greater wellbeing across the school. Brendan is currently the Head of Berry Street Education Model and has a Masters of Applied Positive Psychology. Hughes PS staff spent a day with Brendan exploring Positive Education for our school context in preparation for the implementation of Positive Education. Brendan also supported the school leadership team during the process of ensuring Positive Education, our school values and PBL framework are aligned.

Trauma informed practices were reinforced throughout 2020 with further professional learning provided to Hughes PS staff regarding the Berry Street Education Model and Team Teach practices. The importance of school belonging was explored to support further connection and inclusion in classrooms and the school community.

Wellbeing of the entire school community is paramount. This was highlighted during the unprecedented COVID-19 events of 2020. Remaining connected and fostering social and emotional wellbeing when we couldn't physically be together, both during remote learning and when gathering sizes were limited, prompted an innovative use of technology and creative activities. Our school virtual assemblies included a range of wellbeing messages and exciting activities. The virtual assemblies also allowed for the school values to be launched with the students and supported further learning and understanding of our new values. Students reported that they looked forward to our virtual assemblies and particularly enjoyed the games. Our Virtual Variety Show and Virtual Disco also supported community connection and joy. Every student



across the school was involved in creating the Virtual Variety Show which showcased the performing arts. The introduction of Seesaw offered greater opportunities for families to engage with their child's learning, particularly during times where physical distancing was required. The success of these initiatives will guide further practice in 2021.

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

Our continued implementation of Positive Education will be crucial to ensure deep embedding of this curriculum across the school. 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. We are one of only three public schools in the ACT currently melding Positive Education with PBL and will continue to work closely with our PBL external coach and schools in Geelong to ensure we are implementing an evidence based, sustainable model.

### 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.

- We have updated all records to comply with changes to the NQF and regulations
- Developing a digital resource of all records and templates
- QIP reflected upon, updated and new actions identified

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