

Amaroo School

Network: North Canberra/ Gungahlin

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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:

- Improve students' levels of wellbeing and engagement

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:

- Improve student outcomes in reading and numeracy

Reporting against our priorities

Priority 1: Improve students' levels of wellbeing and engagement

Targets or measures

By the end of 2021 we will achieve:

- Exceed the ACT "like schools" average in the proportion of agree/strongly agree responses of "Staff and Student Relations" in the Australian School Climate and School Identification Measurement Tool (ASCSIMT)
- Implementation of Positive Behaviours for Learning (PBL) across the whole school.

In 2021 we implemented this priority through the following strategies.

1. Implement a wellbeing framework that supports the embedding of the Positive Behaviours for Learning, Safe and Supportive Schools policy and procedures
2. Embed evidence-based practices that have the most impact on student engagement and learning outcomes

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

The Staff Student Relations domain relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding.

Targets or Measures	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Exceed the ACT “like schools” average in the proportion of EXCELLENT responses of “ <i>Staff and Student Relations</i> ” in the Australian School Climate and School Identification Measurement Tool (ASCSIMT) <i>Note: System measurement changed in 2019</i>						
Climate Survey Amaroo School	83%	79%	86%	60%	60%	68%
Climate Survey ACT Like Schools	81%	79%	85%	57%	58%	60%

Targets or Measures Exceed the ACT “like schools” average in the proportion of agree/strongly agree responses to <i>Behavioural Engagement Items</i> in the Australian School Climate and School Identification Measurement Tool (ASCSIMT)	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Climate Survey Amaroo School	-	67%	75%	77%	75%	79.8%
Climate Survey ACT Like Schools	-	62%	74%	74%	73%	74.9%

Targets or Measures Student responses in the School Satisfaction Survey as compared to like schools	Base	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
Teachers give useful feedback	-	+4.4%	+2.4%	+1.4%	+5.3%	+10%
Staff take students’ opinions seriously	-	+2.2%	+3.3%	+2.7%	+3.2%	+6%
I feel safe at this school	-	-3.6%	-3.6%	+5.6%	+8.7%	+8%
Student behaviour is well managed at my school	-	+1.3%	-2.4%	+6.7%	+7.3%	Removed from SSS

What this evidence tells us

- This data tells us that our school climate continues to improve when compared against like schools. It is important to note that the system measurement changed in 2019. 2020 School satisfaction survey results are showing a positive trend when compared with like schools and the increase of 7.3% for the item Student behaviour is well managed at my school.
- The Positive Behaviours for Learning P-10 approach has indicated an increase in positive responses from students in school satisfaction data when compared to like schools.
- Climate survey data will be available in early 2022.

Our achievements for this priority

Enhance Cultural Integrity practices across the school

Improved student awareness of Indigenous perspectives and inclusivity.

- The cultural integrity team has staff participation from across the school providing effective communication of priorities and supporting the 3-year cultural integrity plan. Staff have increased confidence and capability in teaching cultural perspectives. Leadership from senior executive staff has kept this clearly on the professional learning agenda. 2021 school review highlighted the work of the cultural integrity committee as an affirmation through the development of the cultural integrity action plan, appointment of an Indigenous Education Officer and the engagement of the Aboriginal and Torres Strait Island Community
- Students continue to have multiple opportunities to experience Indigenous perspectives and engage in activities to broaden understandings. For example, Indigenous perspectives are embedded in Year 5 and 6 learning units, 7 – 10 Science and Humanities units.

- The Mura Burranda room is an accessible and interactive space developed for the school community to engage with Aboriginal and Torres Strait Islander histories and perspectives. Student learning environment celebrates cultural diversity

Student learning environment celebrates cultural diversity

- Acknowledgement of country on display in learning spaces, corridors, and Principal offices.
- Student work in Primary classrooms demonstrates Indigenous perspectives in inquiry units.
- The Mura Burranda room celebrates Indigenous culture. A new acknowledgment of country which incorporates and promotes student participation while yarning circles are used as an effective communication tool and forum to celebrate diversity.
- Highly visible Indigenous artwork provides students and families with a deeper understanding of the role Amaroo School land had for the Ngunnawal people while and community projects acknowledge Aboriginal and Torres Strait Islander communities. Prominent acknowledgement of Reconciliation and NAIDOC week embedded through whole school assemblies, the K-10 buddy program and through curriculum and resources.

Shared values and beliefs in decision making about students learning

- Targeted professional learning has continued to raise staff awareness and commitment to being culturally respectful whilst planning student learning. The Cultural Integrity Workshops each term has helped formulate shared values through which staff acknowledge the importance of enhancing cultural integrity practices across the school.
- Structured Professional Learning Teamwork that explicitly incorporates Aboriginal and Torres Strait Islander perspectives in curriculum planning across school.
- The Indigenous Education Officer (IEO) has continued enhancing the embedding of cultural integrity across the school together with the cultural integrity team. The IEO works closely with families and has engaged local artists and community members.

Embed whole school implementation of Positive Behaviours for Learning (PBL) for a strengthened positive school culture

Improved student behaviour participation and engagement in non-classroom settings

- PBL is highly visible in the school setting and is also shared at events, newsletters, Front Office, First Aid, everywhere. Staff, students, and our parent community are aware and understand the expectations of PBL. To date there has been 261121 recorded positive incidents to 1621 negative incidents. This is a ratio of 161 to 1. The 2021 school review process highlighted PBL as a commendation citing that the school has created a safe and inclusive environment.
- Clear evidence of PBL implementation across school with clear signage in all classroom settings outlining expectations, processes, and procedures from P-10. Students and teachers refer to PBL signage around the school. PBL signage introduced to include Covid protocols for return to school after remote learning.
- Negative incident data demonstrates improved behaviour before and after school, in break times and between lessons. There were 1621 recorded negative incidents in 2021 compared to 2066 in 2020.
- Staff Confidence remains very high with 100% in 6 out of the 7 domains with growth in management from 93.8% to 100% and an overall implementation score of 98.6%.

Increase student participation and engagement in their learning

- Tokens and recognition of students' effort in class is celebrated. Students were recognised during the Covid remote learning time, with verbal recognition on Seesaw and class google meet time, or written messages. Effort and achievement is celebrated during assemblies.
- The positive school culture is reflected in our recent Social and Emotional ACER data where 98.5% of year 10 boys (compared to the national average of 84%) and 96.6% of year 10 girls (compared to the national average of 84.2%). agree they get along with their teachers
- Development of targeted PBL Action Plan with 2021 goals.
- PBL grew to include a representative from each faculty/year group.
- Targeted lessons developed and implemented on expectation in each area of the school environment.
- Wellbeing Hub continues to develop its coordinated approach to student wellbeing as evident in the strategic engagement of community partnerships. 2021 School review gave a commendation for the student wellbeing hub for how it reaches out to students and external providers in a coordinated way to maximise impact.

Students receiving positive reward achievement levels for each behaviour

- Students have continued to receive recognition of their efforts through awards at assemblies.
- PBL team revised the process for recording student positives.
- The reward system with certificate levels for each behaviour.

Reduced incidents of negative behaviours

- 2021 data directly compared to 2020 data shows a significant decrease in negative behaviours.

Increased levels of positive student driven initiatives across the school

- Each term our Preschool to Year 6 classes have made class norms using PBL language and values with the children. Child-directed learning has ensured each child's agency is promoted, enabling them to make choices in the daily routines and decisions that influence them.
- Secondary students have developed and participated in initiatives across the school – Duke of Edinburg, SLA@M, PEARLS fundraisers, recycling, Create-a-cafe, pop up cafe, Building foundations- building school-based projects.
- Primary leadership opportunities have included, School captains taking a leadership role in assemblies and the school newsletter. The SRC and Sustainability team running fundraising and school wide projects to encourage whole school care and respect, the Container Deposit Scheme is an example of this, classroom paper recycle bins.

Challenges we will address in our next Action Plan

- Continue to embed classroom PBL expectations and explicit lessons.
- Introduction of an explicit social and emotional framework for P-10

Priority 2: Improve student outcomes in reading and numeracy.

Targets or measures

By the end of 2021 we will achieve:

- 80% of students achieving expected growth in PIP's reading and 70% of students achieving expected growth in PIP's maths
- Year 3 achieve a mean score within confidence interval of our system targets for reading and numeracy
- 2%-point improvement per annum of students achieving expected growth in Years 5,7,9 in reading and in numeracy

In 2021 we implemented this priority through the following strategies.

- Expand on a whole school culture towards data collection, analysis and tracking of individuals
- Develop a preschool to year 10 vertically aligned contemporary curriculum
- Articulate and embed a preschool to year 10 modern pedagogical framework

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 2017	Year 2 2018	Year 3 2019	Year 4 2020 <i>Covid</i>	Year 5 2021
% of students achieving expected growth in PIP's (BASE) reading	-	76%	76%	68%	70%	83%
% of students achieving expected growth in PIP's(BASE) numeracy	-	52%	74%	71%	68%	79%

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020 <i>Covid</i>	Year 5 2021
Year 3 NAPLAN mean scores						
Reading	429	470	444	430	N/A	426.9
Numeracy	406	430	415	400	N/A	399.4

Targets or Measures	Base 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020 <i>Covid</i>	Year 5 2021
Years 5,7,9 NAPLAN expected growth in Reading and Numeracy						
Year 5 Reading % Expected Growth	64.4	56.9	64.0	56.1	N/A	50.7
Year 7 Reading % Expected Growth	51.9	61.6	55.0	57.5	N/A	42.0

Year 9 Reading % Expected Growth	61.9	61.2	74.3	73.2	N/A	60.0
Year 5 Numeracy % Expected Growth	51.9	73.9	48.9	50.0	N/A	47.4
Year 7 Numeracy % Expected Growth	75.0	76.5	69.2	74.7	N/A	63.0
Year 9 Numeracy % Expected Growth	62.7	60.3	67.5	57.0	N/A	47.4

What this evidence tells us

- Results across all NAPLAN areas in all years saw a decrease in 2021, no data was available in 2020 due to Covid.
- A recognised challenge for the school is to continue to improve literacy and as part of the 2022 Action Plan across P-10.
- Base data will be available at the beginning of 2022.

Our achievements for this priority

Embed Future Focused Personalised Learning practices across the school

Coherent education pathway of curriculum, pedagogy and assessment from P-10

- High School developed a Conceptual framework that has informed pedagogical practices.
- External pedagogical coach delivered beginning of year professional learning for High School.
- High School developed a comparison data tool to measure growth of student approaches to learning collected from mid semester reports to allow for comparison between subject, year and individual student improvement.
- High School faculties used Spiral of Inquiry to inform Professional Learning Teams' (PLT) foci. Focus was identified through High School Professional Learning (PL) data analysis.
- During 2021 primary staff had ongoing professional learning on the 10 Essential Learning Practices (ELPs). With the introduction of ELP 3 and embedding of ELP 1 and 2 to build staff capacity. The impact of this can be seen in the classrooms and have been documented against the standards creating a visual guide across the years. The work around ELPs was commended by the School Review Panel.
- Preschool Semester Report templates have been updated to embed learner asset language.
- Preschool program heavily focuses on child agency and voice, with a shared indoor/outdoor program planning philosophy.
- Active teacher networking across preschools, with network school's preschools and the ACT preschool teacher network.
- In the School Review 2021 the panel gave a commendation The school has a range of accessible data tools and sets that enable school leaders, teachers, and school staff to make informed judgements about trends in student learning. School leaders continuously refine and update these data sets so that the information is timely.
- The School Review Panel affirmed the "school's systematic and context driven collection of data is extensive and provides multiple opportunities for staff to discuss and use the information to inform teaching and learning for individual students at several levels."

Gifted and Talented students engaged and extended to achieve expected growth

- Professional Learning offered to all primary staff from Questacon Professional Learning – Engineering as a STEM inquiry program.

- Gifted and Talented education has continued to be improved through the introduction of class clusters. Teachers involved in internal Gifted Education professional learning.
- Testing processes have been streamlined across the school improving identification so all G&T students have the opportunity for inclusion in the Apollo program.

Response to Intervention (RTI) targeted students supported to achieve at expected levels

- The Student Focus process in Primary has continued to be updated to identify students who are then referred for specialist support, intervention programs and to external professionals.
- Primary SLCs have engaged in collaborative coaching sessions with classroom teachers using the Essential Literacy Practices.
- In High School diagnostic assessments continued to be used to identify students needing support in literacy and numeracy. Intensive intervention provided for identified students in years 7 and 8.
- The response to intervention model in secondary was reviewed during the COVID experience. This included having all Amcares teachers implementing a differentiated model of support based on individual student/family needs. This included: ICT support for families, literacy support provided via individual Google Meets, social & emotional check ins with members of the Wellbeing Hub.
- Wellbeing Hub embedded to provide a one stop support for secondary students and their families with strategic placement of wellbeing staff such as the School Psychologist, Youth Worker, Indigenous Education Officer and Year Coordinators. In the School Review 2021 the panel gave a commendation "The student well-being hub reaches out to students and external providers in a coordinated way to maximise impact."
- Secondary student wellbeing website developed and launched during remote learning to meet the wellbeing needs of students and families giving immediate access to resources, emergency contacts, information, and connection to school staff.
- Ongoing use of the data tool enabling all staff to access student data and grades.
- Continued and increased, targeted future pathways for secondary students such as - work experience, ASBA, VLO, work ready certificates, road ready training, financial literacy etc.

Improved Inclusion Support Program student transitions

- There was a continued focus and improvement in these programs, Amflex Program, WEX/VLO/Building Foundations specialist class and Work Ready Program P programs/ILPs/Positive Behaviour Plans.
- Learning Support Programs continued to support students to fluidly transitioning from mainstream to units and back again.
- Inclusion Support Program (ISP) practices continue to improve to ensure that all students have an inclusive and integrated timetable that suits their needs. There is a highly structured induction program for every student in the Diamond program. This has allowed the secondary school to build trusting and reciprocal working relationships that are focused on Individual Learning Plans with a focus on both therapeutic and educative goals.

Improved levels of student agency within preschool programs and groupings

- Development of preschool learner asset grid to observe and analyse student learning.
- A weekly critical reflection embedded to inform changes to routines/practices in Preschool.

Challenges we will address in our next Action Plan

- I. Continued focus on literacy across P-10.
- II. Continue to build a data culture where the importance of using multiple sources of evidence to measure student growth is an ongoing priority P-10.
- III. Establish formal coaching and lesson observation protocols to support and build teacher capability to critically review the effectiveness of their teaching and adjust their practice.