

Mount Stromlo High School

Network: South Canberra/ Weston

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 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 student growth in writing across all year levels by:

- Building the capacity of all staff to teach the writing and reading of their content area.
- Building the capacity of all teaching staff in continuous formative assessment.
- Finding appropriate data and developing data processes that enable effective measurement of impact on student outcomes.

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

In 2022 our school supported this foundation through – Priority 2 Strengthen and promote a positive school culture by:

- Embedding Positive Behaviours for Learning across the school.
- Teaching the Personal and Social Capabilities of the Australian Curriculum and build teacher capacity to teach and assess in this area.

Reporting against our priorities

Priority 1: Increase student growth in writing across all year levels

Targets or measures

By the end of 2023 we will achieve:

- 70% of students will achieve at or above expected growth in writing

- 70% of students agree or strongly agree that “Teachers give useful feedback”
- 70% of students agree or strongly agree that “Teachers set high standards for learning in their classes”
- Full implementation of school wide writing strategies

In 2022 we implemented this priority through the following strategies.

- Build the capacity of all staff to teach the writing and reading of their content area.
- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student 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.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Year 9 57.5% achieved at or above expected growth in writing	57.5	63	NA	51	NA	
Year 7 60.8% achieved at or above expected growth in writing	60.8	58	NA	61	NA	

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
“Teachers give useful feedback” – Agree/Strongly Agree -	51.75	50	48.1	59	55	
“Overall I’m getting a good education at this school” – Agree/Strongly Agree –	64	64	61.7	68	55.7	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
School average measure on impact of The Writing Revolution strategies (average score out of 2)	0.59	NA	NA	NA	1.16	

- Staff, in response to the statement ‘*I feel more confident in implementing literacy in my classroom than I did at the start of the year*’ responded: 88.2% Strongly Agreed or Agreed
- In response to the statement ‘*My confidence in my capacity to explicitly teach writing to students within my teaching area is best described as*’:
 - o 2019 Not confident = 2%, Somewhat confident = 46%, Fairly confident = 33%, Very confident = 19%.
 - o 2020 Not confident = 0%, Somewhat confident = 12.5%, Fairly confident = 52%, Very confident = 35%.
 - o 2021 Not confident = 10.2%, Somewhat confident = 32.7%, Fairly confident = 46.9%, Very confident = 10.2%.
 - o 2022 Not confident = 0%, Somewhat confident = 5.9%, Fairly confident = 64.7%, Very confident = 29.4%.

What this evidence tells us

- Student growth for NAPLAN was not available due to NAPLAN not being completed in 2020.
- To more accurately measure the impact of The Writing Revolution strategies on student literacy, all students completed beginning, mid and end of year written responses to a prompt. The whole school average doubled (0.59 to 1.16) over the course of 2022. This showed that, on average, students' writing skills improved significantly in 2022.
- All staff completed literacy Action Learning in faculties every term, contributing to the growth in student literacy.
- Staff confidence in teaching the literacy of their subject using The Writing Revolution is very high and has increased significantly from 2021.
- Student Satisfaction Survey results for receiving feedback were lower than last year but still higher than previous years. Students seem to recognise that we still have a focus on useful feedback. This has not flowed on to students feeling that they are getting a good education at school as this has gone down considerably. This result needs to be looked into further to determine the cause of this perception.

Our achievements for this priority

Build the capacity of all staff to teach the writing and reading of their content area.

- All staff completing Action Learning on discipline literacy using the The Writing Revolution strategies, every term. This resulted in significant student growth in writing.
- Continuous PL in whole staff meetings throughout the year.

Build the capacity of all teaching staff in continuous formative assessment.

- Pedagogical focus on minute by minute formative assessment.
- Pedagogy Focus Group delivered numerous PL sessions on formative assessment. Staff have used 'No hands up' strategy plus Learning Intentions and Success Criteria. Staff shared learning and experiences in Learning Teams at regular staff meetings.
- These strategies have become integrated into the Action Learning literacy cycles so that these formative assessment skills and strategies are not being used in isolation.

Found appropriate data and developed data processes that enabled effective measurement of impact on student outcomes.

- We have developed and used our own data collection to measure the impact of The Writing Revolution on student literacy. This specifically measures what we have been teaching.
- We have publicised our progress towards achieving our SIP goals through our regular communication channels.
- We have implemented regular data processes to check in on staff and their progress in completing the Action Learning cycles with fidelity.
- The Data Focus Group has researched various options for staff to easily access and retrieve student data, as well as processes for staff to effectively and efficiently use this data to guide the teaching for their classes. These programs and processes will be presented to and used by staff in 2023, and they will be crucial components of faculty and literacy Professional Learning Communities.
- Engaged the Education Directorate to complete a PLC Focussed visit and acted on the feedback.

Challenges we will address in our next Action Plan

Build the capacity of all staff to teach the writing and reading of their content area.

- Continue to build staff capacity to teach the writing required for their subject (Discipline Literacy), based on the activities and progressions in The Writing Revolution.
- Continue to improve on our Action Learning literacy cycles in faculties.
- English classes will progress from teaching strategies to writing single paragraphs then multiple paragraphs.

Build the capacity of all teaching staff in continuous formative assessment.

- Continue to embed minute-by-minute formative assessment, learning intentions and success criteria in all classes.
- Develop teacher pedagogy skills further by collaboratively agreeing on and embedding 5 key pedagogical practices (from Doug Lemov's Teach Like A Champion) across the school.

Found appropriate data and developed data processes that enabled effective measurement of impact on student outcomes.

- Systematic use of data to address individual student need. This will be used in faculty and literacy Professional Learning Communities (PLC).
- Improve the fidelity of our PLC processes in faculty Collaborative Planning Time and Literacy Cycles.

Priority 2: Strengthen and promote a positive school culture

Targets or measures

By the end of 2023 we will achieve:

- Students get over 80% on the PBL (Positive Behaviour for Learning) School-wide Evaluation Tool (SET).
- 60% of students report strong positive relationships with staff
- 50% of students report strong positive relationships with their peers
- 85% of staff agree & strongly agree that student behaviour is well managed at this school

In 2022 we implemented this priority through the following strategies.

- Embedding Positive Behaviours for Learning across the school.
- Developed the teaching program and taught WHAM (Wellbeing Health Awareness and Management) to all year levels. This aligned with the Personal and Social Capabilities of the Australian 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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
80% on the PBL SET	0	0	49.9%	NA	NA	NA
80% on PBL Tiered Fidelity Inventory					>80%	

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
60% of students report strong positive relationships with staff	44%	54%	NA	NA	NA	NA
50% of students report strong positive relationships with their peers	33%	29%	NA	NA	NA	NA
Proportion of students with 'strong' average score, Student Relations domain	34%	30%	32%	41.7%	25.8%	
Proportion of students with 'strong' average score, Staff Student Relations domain	54%	55.4%	59.1%	72%	61.8%	
85% of staff agree & strongly agree that student behaviour is well managed at this school	80%	74%	67%	68%	56.5%	

School program and process data

- We were aiming for 500 Free and Frequent Awards to be given out every week as part of PBL, we averaged 1252/week for 2022 (1007/week for 2021, 1162/week for 2020).
- ACER SEW (Social Emotional Wellbeing) student survey.
 - o Baseline (Dec, 2020) overall score for SEW (Mean Score): Yr 7- 112.6, Yr 8- 110.1, Yr 9- 109.9
 - o Dec, 2021 Yr 7- 110.2, Yr 8- 109.2, Yr 9- 109.7

- Dec 2022 Yr 7- 113.4, Yr 8- 111.4, Yr 9- 110.8, Yr 10- 111.1

What this evidence tells us

- Staff are acknowledging students for expected behaviours more each year.
- The PBL SET (Schoolwide Evaluation Tool) has been replaced by the PBL Tiered Fidelity Inventory (TFI). To be able to progress into classroom setting for PBL we needed to achieve >80% on the TFI which we were able to achieve. This means that we continue to implement PBL with greater fidelity across the school.
- Satisfaction survey results in the Student Relations and the Student/Staff Relations domains have decreased in 2022 compared to 2021 but the Student/Staff domains are still higher than previous years. The Student Relations domain and Staff perception of behaviour being well managed has decreased significantly, these results will need to be investigated further to determine the cause of this perception.
- ACER SEW student survey has seen an improvement in the overall mean score, increasing each year from when the survey started in 2020.

Our achievements for this priority

Beginning to Embed Positive Behaviours for Learning across the school.

- PBL Behaviour Matrix embedded across the school
- PBL data is routinely monitored with weekly PBL focus areas to acknowledge positive behaviour and determine what behaviours need to be retaught based on negative incidents.
- Acknowledgement system in full use with end of term trips for students with the most free and frequent awards.
- Achieved >80% on the TFI which means that we implemented PBL with fidelity across the school. We can now focus on classroom settings for the next stage of PBL implementation.

Taught the Personal and Social Capabilities of the Australian Curriculum.

- WHAM (new SEL program, Wellbeing Health Awareness and Management) delivered to all students with units of work reviewed and improved regularly by WHAM Focus Group.
- Staff selected to teach WHAM in 2022 based on capability and desire to teach it.
- The Personal and Social Capabilities are being taught in WHAM.

Challenges we will address in our next Action Plan

Embed Positive Behaviours for Learning across the school.

- Embedding of PBL in classroom settings.
- Greater acknowledgement of students in non-classroom settings.

Teach the Personal and Social Capabilities of the Australian Curriculum.

- Continue with clear and consistent processes to review and improve the WHAM curriculum in WHAM Focus Group meetings.
- Measurement of WHAM on student outcomes.