

Alfred Deakin High School

Network: South Canberra/ Weston

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 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

Foundation: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1 Increase growth and learning outcomes in writing.

- Building the capacity of all staff to utilise data and pedagogy to enhance outcomes
- Increasing the capacity of staff to understand, access and respond to a range of data sources to support student learning. Inherent within this was a refinement of data processes and the development of a comprehensive school data platform
- Reviewed Professional Learning Community structures and processes to increase classroom engagement and enhance learning outcomes
- Developed teacher capacity in coaching, mentoring and feedback
- Creation of cross faculty Data, Pedagogy, Professional Standards and Writing improvement teams to further drive improvement linked to Priority One

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

In 2023 our school supported this foundation through – Priority 2 Increase students' sense of belonging and connection with the school.

- Reviewed, refined and further embedded Positive Behaviour for Learning, cocurricular activities and the school House system across the school to support a stronger sense of student belonging and school identity
- Embedded an intentional approach to student wellbeing based on PBL, restorative practice and a trauma informed approach
- Built systems and structures to ensure responsiveness to data identifying areas of need associated with student connection, belonging & safety
- Creation of cross faculty PBL, Cultural Integrity, Data and Belonging and Connection teams to further drive improvement linked to Priority 2.
- Renovated and revitalised the Student Wellbeing Suite to assist with more student-centred interactions

- Engaged a Youth Worker and initiated a range of programs to enhance student engagement

Reporting against our priorities

Priority 1: Increase student growth and learning outcomes in writing.

Targets or measures

By the end of 2027 we will achieve the following:

Student Learning Data

1. Improve student growth from year 7-9 in NAPLAN Writing
Target: To increase the percentage of students achieving at or above expected growth in writing to 66% or more. The target was set by averaging the expected growth of similar schools from 2019 and 2021 data.
Starting Point: 63% of students had at or above expected growth in both 2021 and 2019
2. Improve year 9 student performance in NAPLAN Writing
Target: To increase the percentage of year 9 students in the top two bands of writing to 20% or more. The target was set by a realistic increase between the average and the highest percentage of students that have been in these bands since 2018.
Starting Point: Baseline data of 15.4% was determined by averaging the percentage of students in the top two bands of writing over 2021-2022.

Perception Data

3. Increase average percentage score in Academic Emphasis
Target: 83% of students and 92% of staff have a strong academic emphasis score. This target was set for students by taking the highest score over the past 6 years (2018). For staff, this target was set based on the average 6-year score in this domain. The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.
Starting Point: Proportion of students with a strong Academic Emphasis score in 2022 was 72%. The ADHS average over the last 6 years is 76%.

School Program or Process Data

4. Increase staff self-evaluation scores relating to data informed practice and practice excellence
Target: Increase average score from 'emerging' to 'excelling' in both *building practice excellence* and *data used to focus and drive collaborative improvement and evaluate impact on learning*. This target is set using self-evaluation against the Professional Learning Communities Maturity Matrix statements.
Starting Point: Baseline to be established in 2023 for PLC Maturity Matrix.

In 2023 we implemented this priority through the following strategies.

1. Build the capacity of all teaching staff in evidence based pedagogical approaches.
2. Increase the capacity of staff to respond to a range of data to inform practice and improve student learning (data informed practice).

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 2022	*Year 1 2023	Year 2 2024															
Increase the percentage of year 7-9 students achieving at or above expected growth in writing to 66% or more. The target was set by averaging the expected growth of similar schools from 2019 and 2021 data.	63%	*Student growth reports for 2022 and 2023 cohorts are unavailable due to changes in NAPLAN reporting.																
Note: Due to changes in NAPLAN 2023, this Target/Measure will need to be adjusted. New target: Increase the average student growth in writing scaled score by 55 points between Year 7 and Year 9.		NAPLAN 7 – Writing (2023) <table><tr><td></td><td>ADHS</td><td>Statistically similar</td><td>All</td></tr><tr><td>Average Score</td><td>551</td><td>570 (-19)</td><td>534 (+17)</td></tr></table>		ADHS	Statistically similar	All	Average Score	551	570 (-19)	534 (+17)								
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*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

Perception data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024
Increase average percentage score in Academic Emphasis. 83% of students and 92% of staff to have a strong academic emphasis score. This target was set for students by taking the highest score over			

the past 6 years (2018). For staff, this target was set based on the average 6-year score in this domain.			
Proportion of students who reported a strong Academic Emphasis score	72%	69%	
Proportion of staff who reported a strong Academic Emphasis score	83%	89%	

School program and process data

Targets or Measures	Base 2023	Year 1 2024	Year 2 2025
Increase average score from 'emerging' to 'excelling' in both building practice excellence and data used to focus and drive collaborative improvement and evaluate impact on learning. This target is set using self-evaluation against the Professional Learning Communities Maturity Matrix statements.			
Practice excellence score (out of 4)	2.3	April 2024	
Data used to focus and drive collaborative improvement and evaluate impact on learning score (out of 4)	2.5	April 2024	

What this evidence tells us

- NAPLAN based targets need to be reviewed as current targets mean we are unable to determine if there has been any student growth in Writing from 2022 – 2023. New targets will measure growth of the 2023 Year 7 cohort over the two-year period (2023 – 2025).
- The maturity matrix for the data facet does not yet have a score as a comparison to baseline levels (April 2024). However, data from the Data Diagnostic tool (Dr Selena Fisk), illustrates growth in data literacy (2%), data visualisation (2.3%) and data storytelling (4%) across staff.

As a result, 2024 Action Plan priorities and strategies will remain similar to those from 2023 with a narrowing of focus around key action items linked to priorities

Our achievements for this priority

- **Increase the capacity of staff to use and respond to a range of data to support student learning**
 - > *ADHS Data Dashboard* and use of a *data placemat* has been embedded into teacher practice
 - > Continued refinement of PLC sprints including the regular collection of evidence, use of multiple sources of data and the collaborative development of appropriate pedagogical responses
 - > Engagement with critical friend Dr Selena Fisk and a wider Data Network, has increased the capacity of key school leaders to build ADHS staff skills in data storytelling and data literacy
 - > Systematic use of data to address individual student need further embedded. Data informed practice used effectively at faculty level with focused PLC sprints occurring through the year
- **Support improvements in pedagogy and teacher practice through teacher collaboration, feedback and reflective practice**

- > Professional Standards Team have developed exemplar ECT framework that includes mentor and mentee guidelines. This team has also focused on the further development of a culture of teacher observations
- > Pedagogy team have continued to develop a clear pedagogical framework at ADHS and have run numerous PL sessions to upskill staff around pedagogical practice
- **Build the capacity of all staff to teach the writing of their subject area (discipline specific literacy)**
 - > The Data and Writing Teams analysed NAPLAN data, completed an audit of writing across the school and surveyed staff confidence in delivering the explicit teaching of writing within their subject. A partnership with AERO was forged and the team developed a clear, evidence-based Writing Process to be rolled out in 2024
 - > Continued to develop the literacy practices of all teaching staff through a series of school based professional learning sessions and a number of PLC sprints focusing on writing

Challenges we will address in our next Action Plan

Build the capacity of all staff to teach writing within 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 & deeply embed our PLC sprints in faculties as a core part of how we operate at Deakin
- > Implementing explicit teaching strategies from *The Writing Revolution*, focusing initially on the sentence level
- > Further develop teacher pedagogy skills linked to improving student outcomes in writing. Authentic collaboration required between data, writing, pedagogy & professional practice teams required to drive quality, data informed practice & a culture of feedback and observations

Develop data processes that enable effective measurement of impact on student outcomes

- > Continue to improve the fidelity of our PLC processes to support the learning data conversations and planned responses
- > Systematic use of data to address individual student need. This will be used in faculty and writing focused PLC sprints
- > Development & implementation of an internal benchmarking assessment process to better track growth in writing

Priority 2: Increase students' sense of belonging and connection with school.

Targets or measures

By the end of 2027 we will achieve:

Perception Data

1. Increase percentage of students reporting a strong School Identification
Target: The proportion of students with a strong School Identification score will increase to 68%. Students who identify strongly with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured include whether a student is

happy to be part of their school, feel a strong connection with their school, and whether they feel they belong. This target was set using the average domain score over the last six years.

Starting Point: Overall, strong student identification with school in 2022 is 63%, down from 75% in 2017.

2. Increase percentage of students reporting strong Behavioural and Emotional Engagement

Target: The proportion of students with a strong Behavioural and Emotional Engagement score will increase to 84% and 60% respectively. These targets were set based on the six-year high point for each measure. Students with high emotional engagement scores are interested and enjoy the work they do in class and in what they are learning. Behavioural engagement describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It includes student self-reported levels of hard work, active participation and effort.

Starting Point: Behavioural and Emotional Engagement is 74% and 44% respectively.

Student learning data

3. Improved student effort and participation in the learning environment

Target: 90% of students will achieve a score of 75% or greater in their effort point average (EPA), as calculated by students' interim work habit grades. Likewise, the portion of students who achieved an EPA score lower than 65% will decrease by 3%. Effort is an integral component of student progress, ongoing improvement, and achievement. Students with higher EPA scores are more engaged and connected to their learning in the class setting, display higher levels of grit and resilience, and more likely to experience improved learning outcomes.

Starting Point: 82% of students were at or above an EPA of 75%. 8% of students had an EPA score below 65%. A score of 65% equates to 3 *rarely* and 4 *sometimes* attributes awarded within their effort to learning interim report grade.

In 2023 we implemented this priority through the following strategies.

1. Further embed Positive Behaviours for Learning across the school
2. Embed strategies aimed at increasing belonging and connection – both in and out of the classroom
3. Increase and deepen opportunities for student voice in all aspects of the school

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 2022	Year 1 2023	Year 2 2024
The proportion of students with a strong School Identification score will increase to 68%.	63%	62%	
The proportion of students with a strong Behavioural Engagement score will increase to 84%.	74%	75%	
The proportion of students with a strong Emotional Engagement score will increase to 60%.	44%	39%	

School program and process data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024
90% of students will achieve a score of 75% or greater in their effort point average (EPA), as calculated by students' interim work habit grades	83%	81%	
The portion of students who achieved an EPA score lower than 65% will decrease by 3%.	9%	9%	

What this evidence tells us

- Work completed this year around strengthening students' identification with the school has not yet shown marked improvement in identification scores for students. Staff results have shifted significantly (88% to 95%), and parents scores have also improved (82% to 85%). Students' scores are not unexpected as 2023 focused on developing better systems and processes to drive improvement in this area. Belonging and Connection, Cultural Integrity, PBL and Data teams have all been working on systems to enhance a stronger sense of school identification. These will be further embedded through 2024
- Continued refinements and improvements in PBL processes is supporting improvements in overall levels of student engagement and should be continued. Currently 91% of students are within the green tier zone in PBL Data Triangle (1 or no major incident through 2023)
- Data around behavioural engagement (effort) and emotional engagement are also steady. Again, this is not surprising as staff work to ensure there is a consistent understanding and application of effort data across the school. Similarly, 2023 saw initial work commenced to enhance students shared understanding of these measures and their meaning through the development and implementation of faculty effort matrices

Further embed Professional Learning Community structures and processes to increase classroom engagement

- > PLCs sprints have continued to be reviewed and improved to deeply embed across Deakin. This includes the option for faculties to focus on effort and behavioural engagement as part of their PLC focus area. Within this there has been targeted Professional learning around the EPA measure and building capacity to have conversations with students about effort
- > Data Team members engaged with a wider Data Network to develop capacity for data storytelling and collaborate with other schools around effective processes & systems.
- > Pastoral care scope and sequence, units and lessons were reviewed and strengthened. Upskilling and professional learning strengthened teachers' capacity to deliver lessons to a high standard

Continue to embed and weave together PBL, Tutor Group, the ADHS House system and Deakin 7 Improvement teams to support a stronger sense of student belonging and school identity

- > Reviewed, refined and further embedded Positive Behaviour for Learning, cocurricular activities and the school House system across the school to support a stronger sense of student belonging and school identity
- > Continued improvements in the links between our PBL program and the Pastoral Care curriculum, ensuring PBL has a curriculum base at ADHS
- > Expansion of break time clubs program, providing a wide range of cocurricular activities that give many different opportunities for students to feel connected to ADHS outside the classroom
- > Tutor Group returned to the timetable. Belonging and connection team to help use tutor group as a vehicle to strengthen students' connection to tutor group as well as the home/school connection

Build systems and structures to ensure responsiveness to data identifying areas of need associated with student connection, belonging & safety

- > Embedded an intentional approach to student wellbeing based on PBL, restorative practice and a trauma informed approach
- > Built systems and structures to ensure responsiveness to data identifying areas of need associated with student connection, belonging & safety
- > Creation of cross faculty PBL, Cultural Integrity, Data and Belonging and Connection teams to further drive improvement linked to Priority 2
- > *ADHS Data Dashboard* and use of *data placemat* has been embedded in teacher practice
- > Greater focus on strategies to further support a sense of belonging for identified groups with a lower reported sense of school identification. This has included the work our Cultural Integrity team has completed in reinstating our Deadly Deakin Mob program and ensuring Cultural Integrity remains an area of significant focus at Deakin. Student co-designed mural is one example of success in this space.

Challenges we will address in our next Action Plan

- Continued growth of PLC process through engagement in the sprint model and a 'learning by doing' approach from all teaching staff. Linked to this is the systematic use of data to address individual student need during PLC planning
- Further embed a stronger sense of belonging and school identity for students through the growth and improvement to the ADHS House System, cocurricular activities and clubs as well as utilising tutor group and curriculum as a vehicle to drive student engagement
- Clarity around the final PBL rewards and acknowledgement process to ensure there is significant student buy in and value. Student and staff feedback has guided this process. A shift to align our PBL values to that of our school has commenced and will continue in 2024
- Continue to bring students into the data conversation to ensure they are data informed learners. Likewise, faculties to continue to utilise Effort Matrix to deepen students understanding of behaviour engagement and what effort looks like for their subject
- Continue to strengthen student voice across the school at all levels. A key focus will be to continue to deepen student contribution to the communities in which they learn - improving the learning program for themselves and their peers. Increase agency through involvement in decision making about their learning, how their learning environments operate and have a say in what and how they learn