

Red Hill 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.

Please note, due to the 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):

- differentiating teaching and learning to meet the needs of all students
- creating close links between assessment, feedback and students' individual learning goals

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- strengthening productive partnerships with parents and the community

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):

- building and embedding effective teaching practices
- embedding consistent use of explicit learning intentions, success criteria and personal learning goals

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 1 (see reporting for detail):

- creating close links between assessment, feedback and students' individual learning goals

- differentiating teaching and learning to meet the needs of all students

In 2020 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- ongoing use of Restorative and Relational Practices
- continued implementation of Positive Education

Reporting against our priorities

Priority 1: Improve learning outcomes for all students

Targets or measures

By the end of 2020 we will achieve:

- The average scaled score growth for year 5 students in NAPLAN is increased to equal the regional and state scaled score growth.
- 75% of students' individual learning goals are achieved (Data collection tool: classroom goal tracking records.).
- 85% of staff agree/strongly agree that *the use of learning technologies is an integral part of teaching and learning at this school.* (Data Collection Tool: System Satisfaction Survey)
- 90% or more of parents agree/strongly agree that they are satisfied with the education provided by the school. (Data Collection Tool: System Satisfaction Survey)
- 80% of parents agree/strongly agree that *the use of learning technologies is an integral part of learning and teaching at my child's school* (Data Collection Tool: System Satisfaction Survey).
- 95% of students agree/strongly agree that *they have access to computers, internet and digital cameras* (Data Collection Tool: System Satisfaction Survey).

In 2020 we implemented this priority through the following strategies:

- embedding effective teaching practices
- developing a culture of analysis and discussion of data to inform teaching and learning
- differentiating teaching and learning to meet the needs of all students, and
- developing teacher expertise in the integration and use of Learning Technologies.

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
The average scaled score growth for year 5 students in NAPLAN will be increased to equal the regional and state scaled score growth.						
Reading	78.6	67.6	76.8	87.8	65.8	n/a
Writing	56.5	82.1	57.4	39.3	42.5	n/a
Spelling	84.5	71.3	90.1	76.2	82.9	n/a
Grammar and punctuation	63.8	76.4	72	65.1	50.3	n/a
Numeracy	92.7	77	85.6	80.5	62.6	n/a
Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5

75% of students' individual learning goals are achieved*.	54.5%	82%	89%	87.5%	88%
*Literacy goals	53%	82%	88%	87%	88%
*Numeracy goals	56%	82%	90%	88%	88.5%
ILP goals (disability)	77%	51%	51%	66%	83.5%
ILP goals (G&T)	55%	90%	92%	88%	95%

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% or more of parents agree/strongly agree that they are satisfied with the education provided by the school.	80%	89%	89%	82%	88.1%	88%
85% of staff agree/strongly agree that the use of learning technologies is an integral part of teaching and learning in this school.	73%	68%	89%	91%	84%	85%
80% of parents agree/strongly agree that the use of learning technologies is an integral part of teaching and learning in my child's school.	61%	69%	85%	85%	78.6%	84%
95% of students agree/strongly agree that they have access to computers, internet and digital cameras.*	93%	95%	82%	93%	94.1% 91.3%	84.8% 73.5%

*Replaced in 2019 and 2020 by "At this school digital technologies help me learn" and "Digital technologies help me manage my schoolwork".

What this evidence tells us

Since 2016 our key improvement strategies and related actions have focussed specifically on the learning areas of writing and mathematics. NAPLAN average scaled score growth data for 2018 and 2019 indicated that these focus areas were still an improvement priority, as the school's results were not yet equalling those of the region and state. It was our intention in 2020 to continue focussing on both learning areas, however given the significant disruptions of the year, the school reprioritised its efforts to focus on improving writing outcomes through powerful learning goals and further professional development.

As NAPLAN results were not available for 2020, attention was paid to the results of Progressive Achievement Testing (PAT*¹) in writing for senior students and other alternative data sources such as students' work samples, progression mapping and A-E grades to establish whether students made expected growth.

An examination of PAT E-Write data for years 5 and 6 in 2020 demonstrated that these students made sound growth in writing. The following was noted.

¹ Published by Academic Council of Educational Research

- Whilst the percentage of year 5 students who made expected or greater progress was similar in 2019 and 2020, a greater percentage of students achieved multiple bands growth in 2020 (58%).
- A greater percentage of year 5 students achieved in the proficiency bands (16.5%) in 2020.
- In the year 6 cohort, fewer students demonstrated limited growth in 2020 than in 2019 and a greater percentage of students (77%) progressed by multiple bands.
- A greater percentage of the year 6 cohort achieved proficiency in 2020 (21%) than in 2019.
- The E-Write assessment measures progress by points, with 50 points being allocated to each of the bands². By 2020 84% of year 6 students had progressed by at least 100 points from 2018 and 40.5% had progressed by more than 200 points.

Table 1: Percentage of Year 5 students who made expected or above growth in PAT E-Write (n=78: 2018-2019, 2019-2020)

	2018-2019	2019-2020
Limited or no growth	8%	9%
Band 3 but at least 100 points scaled score growth	14%	9%
One band growth	34.5%	24%
Multiple bands growth	43.50%	58%
Proficiency band achievement (bands 7/8/9)	6%	16.5%
Total at or above expected growth	92%	91%

Table 2: Percentage of Year 6 students who made expected or above growth in PAT E-Write 2018-2020 (n=78)

	2018-2019	2019-2020
Limited or no growth	8%	3%
Multiple bands growth	43.50%	77%
Proficiency achievement (bands 7/8/9)	6%	21%
Total at or above expected growth	92%	97%

Note: 40.5% of year 6 made >200 points growth; 84% made >100 points growth

Source: Red Hill School PAT E-Write (ACER) 2018-2020

Teachers' mapping of student achievement using the ACARA Literacy Learning Progression also provided evidence that students were making growth in writing across all year levels.

An examination of A-E grades from 2016 to 2020 inclusive also demonstrated that the percentage of students achieving at or above the achievement standards for English and mathematics has increased over the life of the strategic plan.

Table 3: Percentage of students achieving at or above the achievement standards for English and mathematics 2016-2020

	2016	2017	2018	2019	2020
English	86	88	92	93	92
Mathematics	87	88.5	92	95	95

Source: Red Hill School A-E grade data 2016-2020

Furthermore, the percentage of students who have achieved at or above the achievement standards for English and mathematics has increased for every year level cohort as they have

² E-Write commences at Band 3.

progressed through kindergarten to year six from 2016. Whilst these grade increases can also be attributed to other factors (e.g. more accurate moderation processes and more accurate understanding of the achievement standards) they do suggest whole school academic growth in the learning areas of English and mathematics.

Other student learning and perception data indicates that specific improvement strategies have resulted in sound progress towards achieving the remaining five targets. An average of 88% of students' individual learning goals were achieved in 2020, again surpassing the five-year target³. Similarly, 95% of ILP goals for gifted and talented students were achieved, again surpassing the five-year target. Moreover 83.5% of ILP goals⁴ were achieved by students with a disability, surpassing the target for the first time.

Over 3,600 writing goals were set for students in 2020, evidence of a significant focus on this learning area to support improvement in outcomes. It is also worth noting that new goals had been set for many students at the time this report was being written, hence it is natural and appropriate that not all goals have been achieved yet.

Over the past five years an average of 87% of parents have expressed satisfaction with their children's education at Red Hill School. In the last two years this average has been 88%, indicating that we narrowly missed our five-year target of 90%. However, our results are greater than the average result for all ACT primary schools.

Over the past four years an average of 83% of parents and 87% of staff have demonstrated that they perceive the use of learning technologies as integral to teaching and learning in our school. Therefore, the five-year plan targets for these stakeholder groups have been surpassed. In 2020 both results also surpassed those of all ACT primary schools. Student perception over the last two years about the use of learning technologies had also been strong (93.5% average), giving us confidence that this five-year target would be met. Unfortunately, the system survey questions connected to the student perception target have changed since the inception of our school plan, making a comparison over time challenging and potentially unreliable.

Our achievements for this priority

Building teacher capacity to teach writing

- An instructional leadership team completed professional learning in the "10 Essential Literacy Practices".
- All staff were introduced to the "The 10 Essential Literacy Practices", completing a whole school audit against the practices, then setting individual and year level goals.
- Professional learning community (PLC) inquiries in writing and spelling took place and were shared with peers.
- Professional learning in Writer's Workshop was delivered to all staff.
- 'Daily Five' continued in the early childhood classrooms.
- The 'Smart Spelling' program demonstrated high effect sizes when trialled in some year levels.
- The Macquarie University 'PreLit' program and early childhood screening were implemented in preschool.
- Peer experts provided coaching in Scaffolding Literacy for interested colleagues.

³ Every student at Red Hill School has individual learning goals.

⁴ Individual Learning Plans (ILPs) are specifically for students who have a disability or are gifted and talented.

Embedding consistent use of explicit learning intentions, success criteria and personal learning goals

- Teachers supported students to set over 3,600 powerful short-term learning goals in writing, which were connected to learning intentions and success criteria.

Creating close links between assessment, data analysis, feedback, students' personal learning goals and learning experiences

- There was an ongoing staff focus on the design of effective learning plans, goal setting and measurement of success.
- Teachers used the Literacy Learning Progression⁵ to conference with students, feeding back and feeding forward. Students set and achieved specific realistic, measurable short-term goals in response to this conferencing and formative assessment.
- Collaborative data inquiries took place in peer coaching partnerships and PLCs.

Enhancing teaching and learning through technology

- The school's Learning Technology Plan was ratified and published.
- The digital peer coaching program continued.
- Technology empowered students and parents in supporting the achievement of students' writing goals, for example through "flipped learning", more transparent communication of goals, online conferences and student autonomy.

Challenges we will address in our next Action Plan

Build teacher capacity to teach mathematics

We will continue to avoid competing commitments by focusing on one area at a time. Whilst we will continue our work on the "10 Essential Literacy Practices", professional learning, PLC inquiries, peer coaching, classroom observations and teacher feedback will prioritise numeracy in 2021. We will also:

- revisit whole school expectations regarding the teaching of numeracy through the school's Numeracy Plan, and
- make a more explicit commitment to instructional leadership, through peer coaching and rigorous timetabling of classroom observations and feedback by school leaders.

Embed consistent use of explicit learning intentions, success criteria and personal learning goals

- Peer coaches and instructional leaders will be expected to pay greater attention to the consistent use of and support teachers to make links between formative assessment and students' learning goals.
- Teachers will be supported to set appropriate learning goals with students through ongoing familiarisation with the Numeracy Learning Progression⁶.

⁵ Australian Curriculum Version 3

⁶ Australian Curriculum Version 3

Priority 2: To develop an expert teaching team

Targets or measures

By the end of 2020 we will achieve the following.

- 100% of staff demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Data collection tool: staff self-assessment against Classroom Practice Continuum).
- 95% of staff agree/strongly agree that *the school's instructional leadership model effectively supports quality teaching* (Data collection tool: School Survey).
- 100% of executive staff agree/strongly agree that *the school's instructional leadership model effectively supports quality teaching* (Data collection tool: School Survey).
- 90% of staff agree/strongly agree that they *get useful feedback about their performance* (Data collection tool: System Satisfaction Survey).

In 2020 we implemented this priority through the following strategies:

- developing the leadership team's understanding of the application of Growth/Cognitive Coaching within a school performance management framework
- embedding instructional leadership structures and processes that build professional capacity and
- developing teacher expertise in peer coaching, mentoring and feedback to build professional capacity.

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	Year 1	Year 2	Year 3	Year 4	Year 5
95% of staff agree/strongly agree that <i>the school's instructional leadership model effectively supports quality teaching.</i>	87%		88%	89%	n/a	n/a
100% of executive staff agree/strongly agree that <i>the school's instructional leadership model effectively supports quality teaching.</i>	100%		100%	100%	100%	n/a
90% of staff agree/strongly agree that they <i>get useful feedback about their performance*</i>	76%	72%	77%	74.5%	68.9%	62%

**Reworded to "quality feedback" in recent surveys*

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of staff demonstrate improvement in individual teaching practice against the national teacher quality standards.	100%		100%	100%	100%	100%

What this evidence tells us

Because of the disruptions experienced in 2020 the school adjusted its action plan, focussing its efforts on Priority 1 to improve writing outcomes through powerful learning goals. The discussion in this section is therefore limited.

Staff perception that the school's instructional leadership model supports quality teaching had gradually increased since 2016. However, data was unavailable in 2019 and 2020.

One hundred percent of teachers demonstrated an improvement in teaching practice when assessed against the national teacher quality standards, in particular the AITSL Classroom Practice Continuum. Whilst these assessments were made by teachers themselves, they were justified with evidence from peer coaching conversations, lesson observations and the summative professional pathways conversations that were held between teachers and executive supervisors.

Staff perception that useful/quality feedback is received about performance has not improved over time. Whilst this priority was not a focus in 2020, we acknowledge that there are three implications for our final annual action plan. Firstly, we need to investigate any discrepancy between teacher and administrative staff perception data. Secondly, whilst peer coaching, new educator mentoring and professional learning communities have become expected parts of our instructional leadership model, inconsistent commitment to peer coaching has been identified. In 2020 this was largely due to the Covid related disruptions. Thirdly we also recognise that staff require other manner of feedback to inform their teaching practice and build professional capacity.

Our achievements for this priority

Embed instructional leadership structures and processes that build professional capacity

- Teachers engaged in collaborative data inquiries and research to improve teaching and learning.
- Teachers shared their own learning with peers at staff meetings and in PLCs.

Develop teacher expertise in peer coaching, mentoring and feedback to build professional capacity

- School leaders provided 'new educators' and new staff with focused and constructive feedback to build their professional capacity.
- Online peer coaching modules were published in term 3 to induct 'new educators' and new staff.

Challenges we will address in our next Action Plan

Embed instructional leadership structures and processes that build professional capacity

- A more rigorous and explicit commitment to instructional leadership is necessary in 2020, with timetables supporting school leaders to regularly be present in classrooms and provide teachers with focused, constructive but non-judgmental feedback that results in improved teaching and learning in the priority areas.
- Professional community inquiries and peer coaching are to be more consistently aligned with each other and school priorities.

Develop teacher expertise in peer coaching, mentoring and feedback to build professional capacity

- School leaders and identified teachers continue to participate in the “10 Essential Literacy Practices” project with Christine Topfer and Directorate ‘Instructional Mentors’, with the intention to then coach and mentor all staff.
- School leaders and identified teachers revisit PANL and other relevant professional learning in numeracy with the intention to then coach and mentor all staff.
- Employ online delivery of professional learning in peer coaching: “Building a Culture of Effective Feedback”.
- School leaders monitor peer coaching cycles more closely, ensure sufficient time is devoted as an enabler and ensure that all staff commit to the action.

Priority 3: Build a safe, inclusive and respectful school culture

Targets or measures

By the end of 2020 we will achieve the following.

- 90% of students demonstrate increased understanding of wellbeing.
- Mindfulness lessons are observed in 100% of classrooms.
- 90% of parents *agree/strongly agree that they feel respected in the school environment* (Baseline data to be obtained in 2016 (Data collection tool: School Survey).
- 85% of students *agree/strongly agree that they feel respected in the school environment* (Data collection tool: School Survey).
- 95% of staff *agree/strongly agree that they feel respected in the school environment* (Data collection tool: School Survey).
- 90% of students *agree/strongly agree that I feel safe at school* (Data collection tool: System Satisfaction Survey).
- 90% or more of parents on average from 2016 to 2020 *agree/strongly agree that my child feels safe at school* (Data collection tool: System Satisfaction Survey).
- 85% of parents *agree that community partnerships are valued and maintained at the school* (Data collection tool: System Satisfaction Survey).

In 2020 we implemented this priority through the following strategies:

- developing explicit high expectations of students in the learning environment
- continuing to embed the consistent use of restorative and relational practices
- refining structures and processes that enable the effective management of student welfare and achievement, and
- strengthening productive partnerships with parents and the community.

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
90% of students demonstrate increased understanding of wellbeing.	93.5%	n/a				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholders agree/strongly agree that they feel respected in the school environment.						
Parents	92%	91%	85%	83%	84%	
Students	82%	62%	73%	n/a	64%	
Staff	89%	90%	93%	86%	78%	

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholders agree/strongly agree that students feel safe at school.						
Parents	85%	94%	96%	91%	92%	91%
Students	77%	89%	86%	79%	78%	72%

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Parents agree/strongly agree that community partnerships are valued and maintained at the school.	75%	81%	88%	79.5%	90%	76%

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Mindfulness lessons are observed in 100% of classrooms.	100%	n/a	n/a	n/a	100%	100%

What this evidence tells us

Given the required adjustment to the school's action plan, some actions for this priority were not a focus in 2020. However, the school did endeavour to support the wellbeing of students and staff in a very challenging year through implementation of the school's Positive Education framework.

The Positive Education classroom focus in 2020 was on the domains of health and strengths. Unfortunately, quantitative student learning data was not available this year. However, we did have access to two sets of student perception data which suggest that Positive Education is gradually improving students' social and emotional well-being. In the August system survey 74% of our students reported feeling fairly or very happy, compared to 72% of all ACT primary students. The percentage of students who felt very happy increased by 5% from 2019 and was higher than the ACT average for the first time.

The school also purchased ACER’s “Social-Emotional Wellbeing(SEW) Survey” tool to collect baseline data and monitor wellbeing over time. The survey assesses two domains: *Feelings and Behaviours* which focuses on the extent to which young people experience both positive emotions and behaviours (e.g. happiness, positive self-identity, and getting along with a variety of people) and negative emotions and behaviours (e.g. anger, stress, rule breaking behaviour); and *Internal Strengths*, which focuses on students’ values, self-awareness and self-management of social, emotional and learning skills.

Mean score of the level of students social-emotional well-being		
	Mean Score August 2020	Mean Score December 2020
School (n=438)	119	
All schools (n=18,082)⁷	120	
School Sample Group (n=25)	120.1	122.2

The ‘mean’ score reports the average level of social-emotional wellbeing for students surveyed in the school and across all schools participating in the survey. A higher mean score indicates that this particular student cohort on average enjoys a higher level of social-emotional wellbeing than student cohorts with a lower mean score.

Source: ACER Social-Emotional Wellbeing Survey 2020

As well as collecting baseline data, some comparative data was also collected from a sample group of year 5 students who completed the SEW survey in August and December. As a school our students scored lower in the second domain of inner strengths. It is therefore promising that, after focussing on strengths as our second school domain from August to December, the sample group’s mean score increased.

Very disappointingly the school did not meet its targets for stakeholder perception of feeling respected in the school environment. However, it was of interest that relatively large percentages of each stakeholder group gave neutral or “don’t know” responses this year (parents 11%; students 28%; staff 12%), which for students and parents might be attributed to the long period of online learning they experienced immediately prior to the survey.

Stakeholder perception of the school’s progress in building a safe school environment for students is also strong. The target related to parents’ perception of student safety has been consistently surpassed each year. Student perception has averaged 81% over the life of the current school plan. Disappointingly the progress made in the first two years towards achieving this target has not been sustained and is not aligned to the parent and staff perception data⁸. In 2020 the student perception data result was also impacted by the large proportion of students who gave neutral or “don’t know” responses (19%).

Fortunately, the school has collected similar information through regular “safety audits”. When surveyed in a term four random audit in every classroom across the school, 94% of senior students (3-6) and 95% of junior students (P-2) overall reported feeling safe at school, demonstrating a consistent improvement in school results since 2016. It should also be noted that the school’s

⁷ The results for students in this norm reference group were collected from across Australia over several years and prior to Covid.

⁸ Parent perception average 93 % 2016-20; Staff perception average 91% 2016-2020.

perception data results for all three stakeholder groups have been consistently higher than for the ACT primary school average⁹.

Parent perception that community partnerships are valued and maintained had averaged 85% over the last four years, indicating that we would easily meet our target in 2020. This year's result of 76% was therefore disappointing but understandable, given the challenging year and the school's adjusted priorities. Two points should also be noted. Firstly, only 3% of parents disagreed that community partnerships are valued and maintained. Secondly, a greater percentage of parents and carers than in other ACT primary schools¹⁰ agreed that the school effectively built good communication between school and home and included them in decision-making.

Our achievements for this priority

Restorative and relational practices and high expectations of students in the learning environment

- Restorative and relational practices promoted “firm but fair-high expectations” in the learning environment.
- Student voice and agency were promoted through opportunities for leadership and action so that students perceived they were treated fairly and listened to. These opportunities included units of inquiry, the year six student leadership teams, the Student Representative Council, and the ‘Deadly Boomerangs’ Aboriginal and Torres Strait Islander action group.

Positive Education

- A critical friendship with Dr. Justin Coulson, child psychologist, was continued. This included professional learning for all staff and mentoring of PEIT¹¹.
- Every classroom conducted at least two mindfulness activities or brain breaks daily.
- A positive education resource bank was set up.
- PEIT commenced implementation of Red Hill's positive education framework, delivering curriculum in the health and strength domains.
- Baseline wellbeing data was collected through ACER's PAT survey tool.

Community Partnerships

- All staff completed cultural integrity “On Country” professional learning with Adam Shipp.
- The school commenced a partnership with the P&C, the ‘Healthy Kids Association’ and year six student leaders to offer healthy lunches and snacks three days a week.
- Teachers worked in partnership with parents through Google Classroom to support students' academic learning.

Challenges we will address in our next Action Plan

Positive Education

It will be important to monitor the effectiveness of our new Positive Education framework on student and staff well-being over time. We note that staff self-esteem decreased very slightly but

⁹ With the exception of 2020 for students where the result was similar.

¹⁰ Red Hill 70%; All ACT primary schools 64%

¹¹ Positive Education Implementation Team

the number of staff experiencing high stress levels increased to 7% from 2019. Whilst we acknowledge the challenging year had by all, it will be important that we ensure Positive Education supports both staff and students.

Community Partnerships

We will continue to explore opportunities that increase mutual respect. We will also pursue and promote further purposeful community partnerships beyond the immediate school community.

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.

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