

Telopea Park School

Network: South Canberra/ Weston

Impact Report 2021

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 four-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 or 0 (zero) 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 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- In the primary sector, the continuation of the Social-Emotional Curriculum (Friendly School Plus) for all students, and in the secondary sector, delivery of an in-house social and emotional learning program as on-going mechanisms for developing connectedness to school and life skills to support well-being
- Use of restorative practices throughout the school with professional learning for staff in January 2020 (Primary and all French Staff) and planned for January 2021 (Secondary Australian Staff)
- Ongoing Aboriginal and Torres Strait Islander (AATSI) support through the Reconciliation Action Plan, the AATSI Committee and links with external agencies
- Support given by SLC Differentiation Officer (K-10) through regular staff professional learning; the continuation of the role of the primary “Bonus Class” for primary students with learning needs / troubles d'apprentissage
- Analysing data sets with the Executive Team and classroom teachers to gain a stronger whole school data profile and to inform future directions
- Building staff knowledge and language about data collection and analysis
- Identifying mechanisms for increasing student voice and responding to concerns

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 – Priorities 1 and 2 (see reporting for detail):

- Implementation of 180 Individual Learning Plans (ILPs) across the school.

- Implementation of remote teaching and learning aligned to the ACT Education Directorate and the French Ministry of Education COVID-19 guidelines and recommendations.
- Structuring an effective return to face-to-face learning supported by online components.
- Continued focus for all teachers on differentiation, inquiry learning, formative assessment and providing feedback to students. Elements of these included as priorities in Teacher Performance and Development Plans.
- Whole school professional learning *The Pedagogy of Inquiry*
- Professional learning provided for French teachers through the AEFÉ (Agency for French teaching abroad) to build knowledge and skills related to the French National Curriculum and effective pedagogy.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priorities 1 and 3 (see reporting for detail):

- Continued whole-school focus on differentiation, inquiry learning, formative assessment and providing individualised, data informed feedback to students.
- Telopea Park School surveys to provide additional opportunities for students, teachers and parents/carers to give feedback
- Whole staff professional learning *Trauma Informed Classrooms*
- Implementation of 180 ILPs across the school.
- Professional Learning Communities (PLCs) adapted with consideration to COVID to better cater for student and staff needs.
- Student led assemblies to provide additional leadership opportunities for secondary students

Reporting against our priorities

Priority 1: To maximise the growth in learning for all students

Targets or measures

By the end of 2021 we will:

- Achieve growth for kindergarten to year 10 (K - 10) students in numeracy
- Achieve growth for K – 10 students in writing
- Achieve growth in French oral language development for English-French Stream (EFS) students, K-10
- Achieve growth for high-achieving K-10 students
- Enable students to know how to make well-informed decisions affecting their well-being

In 2021 we implemented this priority through the following strategies:

1. Continued focus on providing feedback to students about their learning
2. Reviewing/Refining data plan and assessment calendar
3. Analysing data from multiple sources to inform improvement actions
4. Engaging staff in collaborative 'data chats'
5. Investigation of Pedagogical Framework for Telopea (Sem 2)

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 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
Increase % of students 'at or above expected growth' in Year 7 Numeracy to 71%	69.9%	74.7%	76.9%	N/A	72.2%
Increase in % of students" at or above the expected growth" in Year 9 Numeracy, from 60% to 63%	60.1%	65.2%	58%	N/A	48.9%
In PAT testing, Mathematics Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing + those who held top level	77.1% 68.6% + 8.5%	71.4% 67.1% + 4.3%	68.2%	N/A	59%
In PAT testing, Reading Comprehension, 75% of Year 2 students achieve growth of at least one level, or maintain the top level, from pre to post testing	66.7% 65.4% + 1.3%	70.1% 58.2% + 11.9%	78%	N/A	73%
An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 7, from 69% to 71% *	59.5	63.6	67.3	N/A	59.3
An increase in the percentage of students attaining at or above the expected growth in NAPLAN in Writing in Year 9, from 60% to 62% *	57.6	58.6	63.0	N/A	64.2

An increase of the percentage of students (year 1) in French National Assessment commenced Feb 2020 Numeracy. Growth February to October * Note that French National testing only commenced in 2020. Result reflects growth from Feb to Oct	N/A	N/A	N/A	+11.2%	N/A
An increase of the percentage of students (year 1) in French National Assessment commenced Feb 2020 Literacy. Growth February to October	N/A	N/A	N/A	+15.4%	N/A
An increase of at least one level in French oral language competency for 75% students in the EFS, K-10 as tracked each semester against the French Oral Language Competencies of the French National Curriculum	70	73	75	N/A	N/A
An increase in the number of students in the 75 th percentile and above attaining expected growth in NAPLAN testing in year 9 in Writing (25% to 27%) and Numeracy (17% to 20%) *	Writing 25.8 % (49 students) Numeracy 35.3 (65 students)	Writing 21.8 % (42 students) Numeracy 48.1 (90 students)	Writing 16.6 % (39 students) Numeracy 42.2 (98 students)	N/A	N/A (NAPLAN didn't occur in 2020)

Année	Nombre candidats	Passed	Admis	% de réussite	Mentions		
					High Distinction	Distinction	Credit
2017	37		37	100%	24	5	5
2018	38		37	97%	22	8	6
2019	42		41	98%	24	7	5
2020	49		49	100%	37	2	8
2021	47		47	100%	26	12	5

Table: Year 9 Brevet Results 2017 - 2021

Perception Data

Targets or Measures	Base Year 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
Annual increase of 5 % of students reporting receipt of timely and useful feedback (SSS)	K-6 78.8% 7-10 41.6%	K-6 54.4% 7-10 50.7%	K-6 62.9% 7-10 52.4 %	K-6 57.3% 7-10 48.6%	K-6 61.2% 7-10 49.6%
An annual increase of 5 % in students reporting receipt of useful and timely feedback (TLPS survey top 2 rankings out of 5)	N/A	51.2%	45% Term 2 40% Term 4	45.1% Term 2 67% Term 4	48.8%

<p>An annual increase of 3% in the number of students identifying positive well-being in the Telopea Park School's student well-being survey Data sourced noted as <i>Enjoy classes at TLPS</i></p> <p>Note that results are given for the top 2 rankings out of 5 rankings: 1 = highly agree 2 = agree</p>	N/A	53%	<p>52% Term 2</p> <p>42% Term 4</p>	<p>57 % Term 2</p> <p>76% Term 4</p>	65%
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School program and process data

Targets or Measures	Base Year 2017 %	1 st Year 2018 %	2 nd Year 2019 %	3 rd Year 2020	4 th Year 2021
increase of 1-2% in the number of students achieving a C grade and above in Mathematics in Years 7	87%	85.7%	97.7%	97.5%	92.0%
increase of 1-2% in the number of students achieving a C grade and above in Mathematics in Year 8	89%	91%	94.8%	94.4%	93.3%
increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Year 9 (81% to 83%)	81%	91.3%	89.1%	84.5%	87.3%
increase of 1-2% in the number of students attaining a C grade and above in Mathematics in Year 10 (75% to 77%)	75%	92.2%	90.2%	90.7%	83.7%
Successfully completed the Brevet Year 9	100%	98%	98%	100%	100%

What this evidence tells us

What this evidence indicates about the school's progress towards its four-year targets shows:

- There has been an overall reduction in student achievement as measured by NAPLAN from 2019 to 2021.
- The school achieved the goals for Year 7 Numeracy and Year 9 writing improvement as measured by NAPLAN, although has not achieved the desired growth in Year 9 Numeracy and Year 7 Writing.
- Whilst the school achieved the target for improvement in Year 2 reading comprehension as measured by PAT in 2019, this was not sustained and the target for Year 2 Mathematics was not achieved.
- Due largely to COVID implications and staffing changes we've been unable to provide data related to French National Assessments and oral language competencies.
- Positive well-being as identified in the TLPS survey is at 65% for the top two bands. A more specific question and reference to the School Satisfaction and Climate Survey Student Wellbeing data may provide a more accurate picture in the future.
- Whilst the percentage of students achieving a C grade or above in Mathematics in Years 7-10 decreased from levels achieved in 2020, with the exception of Year 9, the school achieved the target of a 1-2% increase from the base year (2017) for all four secondary academic year levels.
- The Brevet results attained 100% pass rate. Forty-seven Year 9 students passed the Diplôme National du Brevet:
 - 11% of them with Credit - 16% in 2020;
 - 26% with Distinction – 0.5% in 2020
 - 55% with High Distinction – 75% in 2020;

- The percentage of students indicating timely and effective feedback increased slightly in 2021 compared to 2020 through the School Satisfaction Survey but reduced from 67% in Term 4 2020 to 48.8% in 2021, indicating further development is required.
- We are receiving valuable information from students in relation to student well-being and approaches to learning through high levels of participation in the School Satisfaction Survey and TLPS Survey. Approaches to learning, student well-being and health/happiness are all contributing factors to our overall achievement.
- Further work on analysing and sharing staff, student and parent/carer perception data may provide greater insights and increased feedback.

What is unclear is the impact of COVID, periods of remote online learning and the return to face-to-face learning on student and staff performance, wellbeing and achievement of strategic priorities.

Our achievements for this priority

- Further refinement of the school's data plan coupled with explicit opportunities for 'data chats' has placed a significant emphasis on collection, analysis and discussion of relevant student learning and perception data.
- Teachers have included elements differentiation, formative assessment, inquiry learning and the importance of feedback to students in their Teacher Performance and Development Plans (TPDPs) to align their learning and growth with the strategic priorities of the school.
- Facilitated by the Executive Teacher of Differentiation, there has been significant sharing of expertise and effective practice across the primary and secondary sectors through a structured program of in-house professional learning. This has led to improved classroom practice measured through teacher comments along with increased collaboration and conversations about effective pedagogy.
- The continued focus on formative assessment has enabled teachers and students to better gauge successes in learning and areas of challenge in a timelier way.
- Students continue to achieve at a high level in Mathematics across all secondary year levels.
- French Brevet results continue to be excellent as seen in the table above.

Challenges we will address in our next Action Plan

- Improving teacher confidence in interpreting and analysing student learning data
- Primary and Secondary – an ongoing focus on student well-being and resilience
- Primary and Secondary – an ongoing focus on improving writing achievement (K-10)
- The sharing of differentiation best practice will continue. A focus on differentiation occurring in every classroom will continue (K-10)
- On-going use of relevant data to refine teaching practices to improve student learning and growth.

Priority 2: To develop a culture of inquiry across the school

Targets or measures

By the end of 2021 we will achieve:

- Inquiry practices being embedded in curriculum documentations

In 2021 we implemented this priority through the following strategies.

1. Further embedding Inquiry learning through collaborative planning

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 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
▪ A cycle of inquiry that is embedded in, and across, learning areas	Partial	Developing	Developing	Implementing	Achieved
▪ AC General Capabilities embedded across the curriculum	Partial	Developing	Developing	Implementing	Implementing
▪ 100% of the students engaged in inquiry design as a vehicle for digital technology learning and STEM activities	N/A	Not yet achieved	Developing	Developing	Developing

Perception Data

Targets or Measures	Base Year 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
Students' positivity about their learning as identified by:	29.7%	59.6%	56.1%	54.5%	53%
▪ student satisfaction survey (SSS) question: <i>the school gives me opportunities to do interesting things</i>					
▪ TLPS survey <i>Do you enjoy your classes at Telopea Park School?</i> (responses – top 2 out of 5 rankings)	N/A	N/A	52% Term 2 52% Term 4	55% Term 2 80% Term 4 (primary only)	65%
▪ SSS question: <i>the school motivates me to learn</i>	45.5 %	63.1%	60 %	53.1%	57.2%
▪ TLPS survey - <i>school motivates me to learn</i>	N/A	N/A	40% Term 2 36 % Term 4	44% Term 2 57% Term 4	57.3%

Design in-school survey focused on inquiry and engagement - <i>Does your teacher encourage you to develop an inquiry mindset? (TLPS survey)</i>	N/A	N/A	Started in 2019 81 %	49% Term 2 69% Term 4	55%
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School program and process data

Targets or Measures	Base Year 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
% of the students engaged in inquiry design as a vehicle for digital technology and learning and STEM activities	N/A	Not yet quantified On-going	Developing	Years 3-10 100%	Years 3-10 100%
Develop a student <i>Learner Profile</i> for Primary	N/A	Developing	Developing	Achieved	Achieved
Strengthen students understanding of <i>Approaches To Learning</i> (ATLs)	N/A	Developing	Developing	Achieved	Achieved
Strengthen the 7-10 Australian Stream and EFS Stream <i>Learner Profile</i>	N/A	Developing	Developing	Achieved	Achieved
Map the similarities and additional features of the attributes and skills of the <i>Socle Commun</i> and the AC General Capabilities – as well as with the ATL for secondary students	N/A	Not achieved	Completed	Achieved	Achieved

What this evidence tells us

What this evidence indicates about the school's progress towards its four-year targets shows:

- The measures used for student positivity about their learning reduced this year compared to 2020 but are noticeably higher than base levels.
 - There has been an increase in the school motivating students to learn from 2020 in both surveys used to measure this.
 - There has been an overall downward trend in the percentage of students who feel teachers are encouraging the development of an inquiry mindset.
 - Inquiry is embedded in curriculum planning and the design of learning across K-10.
 - The school is still implementing the embedding of the Australian Curriculum General Capabilities.
 - While developing across the whole school, the use of inquiry design as a vehicle for digital technology learning and STEM activities has improved in the primary sector.
 - A Learner Profile integrating the Australian Curriculum General Capabilities, the IB's Learner Profile and the French *Socle Commun* is established for Years 7-10.
 - A learner profile has been developed for K-6 with initial implementation occurring during 2021.
- What is unclear is the impact of COVID, periods of remote online learning and the return to face-to-face learning on student and staff performance and achievement of strategic priorities.

Our achievements for this priority

- Teachers are using inquiry concepts and methodology in their curriculum planning and have started using inquiry as a pedagogy in their delivery of learning.
- Despite COVID and remote online learning, more than half the students surveyed continue to be motivated to learn by the school.
- Digital Technologies continue to reach a greater number of secondary students in specialised courses and a greater emphasis on digital technologies and STEM learning is evident in the primary sector.
- The Learner Profile (Charter) developed for the primary school has started to be implemented.

Challenges we will address in our next Action Plan

- Increasing student motivation and personalised interest in learning through Inquiry based pedagogy and continued implementation of Learner Profiles.
- Digital Technologies to be taught according to the AC across the school with specialist classes in primary and secondary to continue.
- Strengthening an Inquiry approach to the Binational Curriculum delivery in Primary.

Priority 3: To strengthen communication and collaboration across the school community

Targets or measures

By the end of 2021 we will achieve:

- Increased opportunities for student voice
- Increased number of students reporting that they are engaged in their learning
- Improved levels of satisfaction for staff about communication and collaboration
- More effective communication with parents about student progress
- Increased opportunities for staff voice
- Increased opportunities for parent/community voice

In 2021 we implemented this priority through the following strategies:

1. Continued use of surveys that measure student, teacher and community satisfaction
2. Identifying, assessing and evaluating data related to communication
3. Identify mechanisms for increasing student voice and responding to concerns

Below is our progress towards our four-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 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
▪ Annual increase of 5 % of students reporting they are engaged with their learning (SSS)	N/A	74.4%	Question removed from survey	Question removed from survey	Question removed from survey

Perception Data

Targets or Measures	Base Year 2017	1 st Year 2018	2 nd Year 2019	3 rd Year 2020	4 th Year 2021
STUDENTS					
Annual increase of 5 % of opportunities for student voice (SSS): <i>involvement in planning and decision-making</i>	62%	46%	Question removed from survey	Question removed from survey	Question removed from survey
Annual increase of 5 % of opportunities for student voice (SSS): <i>believe their concerns are taken seriously</i>	K-6 58.5% 7-10 40.9%	K-6 51.2% 7-10 45.8%	K-6 49.7% 7-10 41.2%	K-6 44.4% 7-10 40.2%	K-6 57.5% 7-10 46.2%
Annual increase of 5 % of opportunities for student voice (TLPS Survey): <i>I am given opportunities to voice my concerns and opinions at TLPS</i>	N/A	41.8% (top 2 rankings out of 5)	Question changed in 2019 to <i>This is how I voice my concerns at TLPS</i>	Question changed in 2019 to <i>This is how I voice my concerns at TLPS</i>	Question changed in 2019 to <i>This is how I voice my concerns at TLPS</i>

STAFF					
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: SSS – <i>involved in planning and decision making</i>	41%	60%	Data unavailable	Question removed from survey	Question removed from survey
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TLPS survey – <i>I value the opportunities for collaboration at TLPS</i>	N/A	58% (top 2 rankings out of 5 bands)	62% Term 2 47% Term 4	42.1% Term 2 86% Term 4	68.6%
An annual increase of 3 % points in staff reporting improved levels of satisfaction about communication and collaboration: TLPS survey – <i>do you feel there is a lot of professional communication about student learning</i>	N/A	63% (top 2 rankings out of 5 bands)	84% Term 2 73% Term 4	84% Term 2 86.1% Term 4	68.6%
A 3 % increase in staff reporting improved communication about student progress: TLPS survey – <i>do you communicate when necessary about their students learning?</i>	N/A	84.1 % (top 2 rankings out of 5 bands)	86% Term 2 70% Term 4	74.3% Term 2 80.5% Term 4	83.3%
An annual increase of 3 % points in staff reporting increased opportunities for staff voice (TLPS Survey) <i>My opinions are heard and responded to appropriately</i>	N/A	56.9 % (top 2 rankings out of 5 bands)	65% Term 2 50% Term 4	64.1% Term 2 67.6% Term 4	58.3%
COMMUNITY					
An annual increase of 3 % points in parents/community reporting increased opportunities for parents/community voice (TPS Survey) <i>Does TLPS offer opportunities for parent/community voice?</i>	N/A	55.3 % (top 2 rankings out of 5 bands)	60 % Term 2 61 % Term 4	55.7% Term 2 61.7% Term 4	54.9%
The Objectives of the Binational Agreement to be promoted and supported	On going	Ongoing	Ongoing	Ongoing	Ongoing
Three percentage point increase in parents reporting improved communication about student progress (TLPS survey): <i>do teachers</i>	N/A	48.1% (top 2 bands)	49.5 % Term 2 50 % Term 4	52.4% Term 2 61.6% Term 4	40.7%

<i>communicate with you when necessary about your student's learning?</i>					
Three percentage point increase in parents reporting improved communication about student progress (SSS): <i>timely and useful feedback</i>	70%	65.9%	68.8 %	68.5%	74.0%
Three percentage point increase in parents reporting improved communication about student progress (SSS): <i>improved communication about student progress to support students in their learning</i>	63%	67.2%	74.8 % New question / am regularly informed about progress	72.2%	Question removed in 2021

School program and process data

Targets or Measures	Base Year 2017	1st Year 2018	2nd Year 2019	3rd Year 2020	4th Year 2021
Not added in 2018					

What this evidence tells us

What this evidence indicates about the school's progress towards its four-year targets shows:

- As much of this priority focuses on perception data it has been difficult to measure progress due to questions being removed from the School Satisfaction Survey.
- From 2020 to 2021 there has been an increase in the percentage of primary and secondary students who feel that their concerns are taken seriously.
- While the percentage of staff who valued opportunities for collaboration as measured by the TLPS Survey reduced from Term 4 in 2020, the 2021 result was 10% higher than the 2018 base measure.
- Staff indicated less professional communication about student learning in 2021 than in 2020.
- There was a significant discrepancy between staff and parent feelings about communicating when necessary about student learning – staff 83.3%, parents/carers 40.7%.
- There has been decrease in parent satisfaction regarding TLPS offering opportunities for parent/community voice from 2020 to 2021.
- Meaningful conclusions related to parent/community feedback are difficult to draw due to low numbers of parent/community survey participants.

What is unclear is the impact of COVID and period of remote online learning was on staff, student and parent feelings of connectedness and communication with the school.

Our achievements for this priority

- We continued to seek feedback from staff, students and parents through the TLPS survey, although we reduced the frequency to once during 2021.
- Of the eight measurable targets in 2021, four were achieved during the 2020-2021 period.
- In 2021, the percentage of students who believed their concerns were taken seriously increased by 13.1% (K-6) and 6.0% (7-10) from 2020.

Challenges we will address in our next Action Plan

- To encourage more parent feedback through greater response rates to the School Satisfaction and TLPS Surveys.
- To develop other ways for students to have a greater voice in their learning including expanding on consultation through the SRC and student voice surveys
- To identify improved ways to communicate with staff and to hear, and where reasonable, respond to their voice.
- To identify improved ways to communicate with parents/carers and to hear, and where reasonable, respond to their voice.