Gold Creek School

Network: North Canberra/ Gungahlin

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 three-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Note: Due to the significant disruptive 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 and 2 (see reporting for detail):

- Data analysis to support personalised learning

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):

- Continuation of the Literacy development including the 10 essential practices
- Built the capacity of staff in relation to data analysis
- Built the capacity of staff in using technology to support blended learning models of learning

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 2 (see reporting for detail):

- Implement Positive behaviours for Learning Framework
- Implement Approaches to Learning (ATL) supported by fluencies with a focus on communication ATL
- Implement improved attendance monitoring procedures

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Reporting against our priorities

Priority 1: Literate   Global citizens

Targets or measures

By the end of 2020 we will achieve:

- Improved academic growth of high performing students in reading and writing.
- Improved students critical and creative use of language.

In 2020 we implemented this priority through the following strategies.

- Develop an agreed approach to the teaching of literacy aligned with IB philosophy.
- Develop a multidisciplinary approach to literacy teaching with a focus on the developmental progression of literacy learning.
- Build a shared understanding of differentiation which supports teachers to use data to make judgements about individual student needs in literacy.
- Identify and use data to inform the teaching of communication, as an approach to learning, to improve student outcomes.
- Develop a strategic Professional Learning Plan to build the capacity of staff in relation to literacy learning, including working collaboratively across sites.
- Utilise curriculum planning dynamically to teach the IB Approaches to Learning as a key part of the learning cycle.

Below is our progress towards our three-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
increase in the percentage of mainstream Year 1-3 students achieving at or above year level range the ACT ED Benchmark Reading range from end 2017 data by 5 percentage points	73.7%	76.4%	69.7%	55%
increase in the percentage of mainstream Year 4-6 students achieving above age level range in PROBE Reading Assessment from end 2017 data by 5 percentage points	63.7%	82.1%	58.7%	67%
increase in the percentage of K-6 students achieving proficient or outstanding for reading and writing for semester reporting reading writing	 63.9% 37.4%	 53.4% 37.8%	 41.79% 29.87%	
increase in the percentage of years 7-10 students achieving MYP 5 - 7 for semester reporting for Language and Literature	29.18%	33.33%	42.58%	30.45%

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increase in the percentage of students achieving at or above the expected growth in PIPS language use by 15 percentage points from the 2014 figures (under review)				
increase in the percentage of students achieving at or above expected growth in PIPS reading by 15 percentage points from the 2017 figures	58%	72%	84%	n/a – move to Base
increase in the average percentage point growth of students in the 75% + percentile band in NAPLAN reading by 3 percentage points from the 2017 growth data average growth in top two bands (***unable to continue with this target due to changes in Scout reporting***)	28%	31.6%	n/a	n/a
increase in the percentage of mainstream students achieving in the top two bands for Reading: year 3, 5, 7 and 9 NAPLAN by 5 percentage points from 2017 NAPLAN data Writing: year 7 by 5 percentage points from 2017 NAPLAN Data year 9 by 10 percentage points from 2017 NAPLAN Data	28% 21.3% 9.8%	31.6% 16.1% 7.4%	29.5% 9% 7.5%	n/a
the identification of a set of reliable measures to track student growth in vocabulary use from Preschool to year 10 (to be implemented from 2019)	n/a	n/a	TBC	Refer to comments
increase in the percentage of year 7-10 students answering correctly the items 'language use' in NAPLAN by 5 percentage points from 2017 figures (not available - need to review)				
increase in the percentage of years 7-10 students achieving 6-8 for MYP criteria D in English and Language Acquisition by 5 percentage points from 2017 figures	19.28%	25.67%	30.13%	21.12%
establish baseline data using the AtL Communication (ACARA General Capabilities) continuum (use this in following years to improve achievement from 2019 onwards)	n/a	n/a		n/a

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What this evidence tells us

- Gold Creek was unable to use the evidence as set out in the targets to support School Improvement due to no NAPLAN and no Semester 1 data.
- Using the data set available, it appears that literacy is on the decline. This is consistent with similar school-types within the Gungahlin area.

Our achievements for this priority

- Due to the delayed School review, the school dedicated the extra time to the further implementation of this priority.
- All Faculties and learning teams set Literacy SMART goals for Semester 2 and implemented a strategy relevant to their goal.
- Each team focussed on a pedagogical approach aligned with a Shift of Practice to support student growth.
- Action Learning teams continued driving the implementation of strategies in literacy across the Junior and Secondary campuses. During 2020 cross collaboration of Action Learning teams occurred to support a multipronged approach to school improvement This was particularly evident with the Literacy and Approaches to Learning (AtL) group.
- Selected Staff participated in external professional learning on using the literacy continuums to track the communication of AtL.
- The consistent walkthroughs approach allowed for professional discussions amongst leadership to support the school improvement agenda. The focus of walkthroughs was Literacy, both in terms of literacy rich classrooms, and team specific goals. Evidence from walkthroughs demonstrated variation in quality, however, opportunities for the sharing of practice across campuses and teams provided staff with quality literacy examples.
- The Junior Site had strong literacy rich classrooms. The Senior Site Action Learning team is developing an exemplar for literacy rich classrooms for Secondary classrooms.
- Most classrooms refer to the AtL as part of their visible learning environment.

Challenges we will address in our next Action Plan

- Following the School Review and IB evaluation, the School will need to continue to support literacy development over the next 5-year cycle.
- Induction procedures will need to include specific training in Essential Literacy Practices at Gold Creek School.
- The School needs to continue its journey to support the tracking of AtL, and skills development of students.
- The school will need to continue to embed data analysis to inform personalised approaches to learning.

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Priority 2: Strong learning Culture

Targets or measures

By the end of 2020 we will achieve:

- Improved perception of students and staff in relation to school safety
- Improved use of digital technologies
- Increased attendance rates in students from years 7 -10
- Improved student engagement and challenge in learning

In 2020 we implemented this priority through the following strategies.

- Develop and implement a schoolwide educative approach to managing student behaviour
- Utilise digital technologies to enhance teaching and learning programs.
- Develop and Implement whole of school attendance monitoring and intervention processes
- Build a shared understanding of personalised learning to engage and challenge students

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

reduce the gap in agreement between the school and ACT like school in the System Survey question "Student behaviour is well managed" from 2017 figures
        students (2017-5%) by 5 percentage point
        staff (2017-24%) by 10 percentage points
        parents (2017- 8%) by 3 percentage points
	5%
	
	24%
	8%
		3%
		
		19%
		2%
			6%
			
			10%
			8%
				8%
				
				7%
				3%

a decrease in students reporting low levels of perceived support and safety in ASCSIMT in
 	
a decrease in students reporting disagreement of perceived safety and support
 	
   • years 7-10
   • years 4-6
 	
(***new target to be implemented from 2018 due to changes to survey reporting***)
		23%
		20%
			27%
			17%
				32%
				27%

an increase in agreement in the System Survey question "At this school I have access to equipment such as computers, internet and digital cameras" from 2017 figures for years 5 and 6 students (2017-84.71%) by 5 percentage points **(this data is no longer available from 2019)**	84.71%	86%	n/a	

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an increase in agreement in the System Survey question "The use of learning technologies is an integral part of learning and teaching" from 2017 figures staff (2017-57%) by 5 percentage points - Whole school (needs to be reviewed as Junior Site only data is not available) parents (2017- 71.15%) by 5 percentage points	57% 71.5%	72% 85%	92% 83%	84% 85%
a decrease in students reporting low levels of behavioural engagement in ASCSIMT in years 7-10 (2017 - 6%) to 4% a decrease in students reporting disagreement of behavioural engagement (*new target to be implemented from 2018 due to changes to survey reporting*)	6%	6%	8%	22%
an increase in students reporting excellent levels of emotional engagement in ASCSIMT in year 7-10 (2017 - 18.2%) to 22% an increase in students reporting agreement in levels of emotional engagement (*new target to be implemented from 2018 due to changes to survey reporting*)	18.2%	39%	42%	50.19%

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3
an increase in attendance rates in years 7-10 to be above 90% each term		T1: 89 T2: 87 T3: 87 T4: 88	T1: 89 T2: 87 T3: 87 T4: 85	T1: 84 T2: 88 T3: 87 T4: 85
an increase in attendance rates of Aboriginal and Torres Strait Islanders students in years 7-9 by 5% points each term compared to 2017 term percentages (under review due to access to data)		61.69%	63.92%	57.55%

What this evidence tells us

- Attendance data has had significant interruptions due to COVID
- The school has met its target for increased access to technology, and this is now seen as an integral part of teaching and learning. Whilst 2020 heavily relied on the use of

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technology for learning, it became apparent the need to balance technology with other forms of teaching methodologies which may be a contributing factor to the small decline in the data from staff.

- There is increased satisfaction for staff and parents in managing student behaviour. Student data is still suggesting a dissatisfaction in relation to our Junior Site in particular.
- Internal Positive Behaviours for Learning data indicates increased satisfaction of staff and students
- Due to technological interruptions during the annual survey period, some data points do not have reliable information and therefore can not be included in analysing trend patterns.

Our achievements for this priority

- Technology was heavily relied on in 2020 during the shift to remote learning. Students were able to continue learning in this environment. Of note, staff realised a need to ensure students balanced learning aided by technology with more collaborative approaches t ensure student well-being. This was supported by students through the Student Advisory Board.
- Gold Creek School has seen improvements in its internal data sets for implementation of Positive Behaviours for Learning. The framework has good support from our community. However, whilst the framework has supported a shared understanding, the school does continue to look at ways to increase engagement of vulnerable students and understanding of inclusive practices in a mainstream school setting.
- The school has implemented an attendance monitoring procedure and internal data indicates that absences are mostly now accounted for and follow up procedures have been adhered to. An administration assistant supports the monitoring of absence including truancy together with the Pastoral care teacher and Year coordinator.

Challenges we will address in our next Action Plan

- The school will need to continue to work with students on the management of behaviour.
- A continued focus on attendance procedures need to be implemented. The school will need to continue to work with the education Directorate to split data between campuses to ensure actions and strategies are targeted and improve student outcomes.
- A renewed focus on balancing the use of technology with other methods of teaching to support a balance for students in their well-being.
- Further development of students self-management for learning engagement and behaviour will be an area of interest as we move forward in new ways of learning following the interruptions of 2020

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.

Please request a copy of the Gold Creek School QIP.

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

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