![Gold Creek School logo]

Gold Creek School

Network: North Canberra and Gungahlin

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

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

> *Gold Creek School remodelled its Student Services during 2018. This included creating a new role of Director of Family Partnerships. Together with the CES (Continuum of Education Supports) team in Secondary, the student services team delivered many alternate programs to support students and families in need. School data indicates a higher than average response to the item 'students feel they can talk to their teachers'.*

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

> *School data indicates that student growth in PIPS for reading and numeracy increased in 2018. This was also true for growth in reading for students in years 3 to 5. Whilst their has not been any increase in growth for other year levels, the implementation of both the Primary and Secondary Literacy projects should impact this target in the coming years.*

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

> *Gold Creek School introduced the Positive Behaviours for Learning framework in 2018. This has impacted positively on the levels of behavioural engagement in school, evidenced in the higher than ACT average and gains in the School Climate data. The school also reviewed the Relational Policy in 2018 and will be put to the School Board for ratification in 2019. This redeveloped policy focuses on the communities' relational approach to meeting each and every student's needs. The*

Analysis ● Priorities ● Strategies ● Actions ● Impact (for student)

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 2018 we implemented this priority through the following strategies.

- 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.
- Embed thinking as an approach to learning to challenge and extend students.
- 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 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
increase in the percentage of mainstream Year 1-3 students achieving above year level range the ACT ED Benchmark Reading range from end 2017 data by 5 percentage points	73.7%	76.4%		
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%		
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%		
increase in the percentage of years 7-10 students achieving MYP 5 - 7 for semester reporting for Language and Literature	29.18%	33.33%		

Analysis ⦿ Priorities ⦿ Strategies ⦿ Actions ⦿ Impact (for student)

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%		
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 (*new target to be implemented from 2018 due to changes to survey reporting*)	28%	31.6%		
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%		
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		
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%		
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		

Analysis ● **Priorities** ● **Strategies** ● **Actions** ● **Impact** (for student)

What this evidence tells us

The school has made some gains in the literacy data in the primary school section. We continue to see a decline in NAPLAN data across the secondary section of the school. This decline is in line with national and ACT trends.

The use of the General Capabilities continuums for Communication AtL (Approaches to Learning) has been delayed.

Our achievements for this priority

The Junior Site staff engaged in the early Years literacy project supported by the Education Directorate. This project provided the scaffold to upskill staff in essential literacy practices to ensure a balanced literacy program. The positive response to this program has resulted in upscaling to the entire Junior Site - P-6.

Challenges we will address in our next Action Plan

Considerable focus needs to invest in the Secondary section of the school in increased literacy results across the school. The school needs to ensure a deep and narrow focus on language use. The appointment of an action learning leader for secondary literacy needs to consider the long term commitment to the role to ensure successful implementation of strategies. Resources need to be allocated to monitor progress during the implementation phase of all strategies.

It will be necessary to work with the Education Directorate data team to ensure that consistency of data is available to monitor and track progress against targets.

The school must consider the best way forward in measuring student growth for the communication AtL (Approach to Learning).

Analysis ⊘ Priorities ⊘ Strategies ⊘ Actions ⊘ **Impact** (for student)

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
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In 2018 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% gap
	
	 24% gap
	
	 8% gap
		1% gap
		
		 19% gap
		
		 2% gap		

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%		
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	84.71%	86%		

Analysis ⊘ Priorities ⊘ Strategies ⊘ Actions ⊘ Impact (for student)

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-x%) by y 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%		
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%		
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%		

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		
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				

Analysis ⦾ Priorities ⦾ Strategies ⦾ Actions ⦾ Impact (for student)

(under review due to access to data)				

What this evidence tells us

There has been an increase in perception of student safety from both parents, students and staff. Some of our three year targets have been achieved already in the first year. Reporting on some targets is not possible in the current format due to education directorate reporting system changes.

Our achievements for this priority

The implementation of the Positive behaviours for learning framework has impacted positively student, parent and staff perception of student safety at Gold Creek School. The collaborative implementation of this framework has support the consistent messaging of expectations. The increased focus on approaches to learning in all class settings is gaining traction in supporting increased engagement through increased student agency. The school successfully introduced Community Connections in the Secondary School. This service learning program has high levels of engagement and broader impact in our community. The secondary school has also fully reviewed its processes for reporting non-attendance, and together with the introduction of the new student administration system has ensured consistent and accurate reporting of student attendance and truancy across the school.

Challenges we will address in our next Action Plan

Consistency of data reporting at the Education Directorate level has impacted the school's ability to report on progress in a timely manner. This will need to be addressed with the School Board, and revisions made to targets.

A continued focus on strategies to support student engagement, including more personalised approaches to learning and increased agency will be required to increase targets for student attendance in years 7-10. This change in pedagogy will require a significant investment in time of the action learning team.

Analysis ⊘ Priorities ⊘ Strategies ⊘ Actions ⊘ Impact (for student)