Alfred Deakin High 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.

*Note: Due to the signficant 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 2 (see reporting for detail):

* Development of a Continuum of Education Support (CES) strategy and program to meet the need of connecting all students to their learning – Track (re-engagement) and Gryphon (literacy/numeracy) programs
* Further development of cultural integrity approaches through the Deakin Deadly Mob and across the school community
* Development of a learning adjustment platform to support inclusive learning and teaching

## 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 staff capacity in using data and evidence to show student learning growth
* Develop a pedagogy plan which outlines clearly the evidence based and future focussed pedagogies which characterises high quality teaching at ADHS

## 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):

* Professional Learning Community focus on high impact teaching strategy of metacognition and self-regulation to develop independent learning skills
* Further refinement of pedagogies and online learning platforms to allow increased student voice and agency in learning

Reporting against our priorities

## Priority 1: Flexible and personalised learning experiences to maximise each student’s growth.

## Targets or measures

By the end of 2022 we will achieve:

* 70% of year 9 students (within school match) achieve expected growth or better in reading. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
* 70% of year 9 students (within school match) achieve expected growth or better in writing. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
* 77% of year 9 students (within school match) achieve expected growth or better in numeracy. This represents a 5% increase in growth in each of the three domains from an average of the past four years.
* Increase the number of Digital Technology classes from three in 2018 to six and at least one STEM class.
* All students utilise E-portfolios as repositories for their best work, goals and future planning
* All staff can critically reflect on their impact on student learning using a range of data/evidence-based tools

In 2020 we implemented this priority through the following strategies.

1. Extend Professional Learning Community strategy to target high impact teaching strategy area of metacognition and self-regulation.
2. Plan a framework for staff development with a focus on coaching and mentoring along with in-class observation.
3. Develop a pedagogy plan which outlines clearly the evidence based and future focussed pedagogies which characterises high quality teaching at ADHS.

*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

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base**  2017 | **Year 1**  2018 | **Year 2**  2019 | **Year 3**  2020 | **Year 4**  2021 | **Year 5**  2022 |
| NAPLAN expected growth reading | 58.0% | 65.7% | 63.5% | N/A |  | 70% |
| NAPLAN expected growth writing | 65.4% | 48.7% | 63.0% | N/A |  | 70% |
| NAPLAN expected growth numeracy | 61.7% | 64.5% | 54.8% | N/A |  | 77% |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base**  2017 | **Year 1**  2018 | **Year 2**  2019 | **Year 3**  2020 | **Year 4**  2021 | **Year 5**  2022 |
| Student perception data –  Teachers give useful feedback  (% strongly agree and agree) | 60.8% | 63.4% | 63.3% | 54.6% |  |  |
| Student perception data –  I *have the opportunity to provide feedback about teaching and learning programs*  (% strongly agree and agree) |  |  | 53.0% | N/A |  |  |
| Staff perception data –  Teachers from this school use results from system testing and system processes to inform planning  (% strongly agree and agree) | 78.7% | 71.8% | 72.9% | 76.4% |  |  |

#### School program and process data

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| Professional Learning Communities process information and areas of focus, completion rate, feedback survey (3 years)  Staff development focus – Exec coaching and early career teacher coaching  Pedagogy Plan – drafted for consultation term 1 2021  Initial planning of e-portfolio concept at Executive Conference |

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base**  2017 | **Year 1**  2018 | **Year 2**  2019 | **Year 3**  2020 | **Year 4**  2021 | **Year 5**  2022 |
| Digital Technology classes  (total number of classes) | 3 | 5 | 6 | 6 |  | 6 |
| STEM classes  (total number of classes) | 0 | 1 | 5 | 3\* |  |  |

\*some STEM classes didn’t run during home learning period

### What this evidence tells us

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| **Flexible and personalised learning experiences to maximise each student’s growth.**   1. Professional Learning Community - focus on high impact strategy of metacognition and self-regulation. All teachers engaged in a project which involved collection of 3 sources of evidence - pre- and post-performance, student feedback on learning and peer observation. Opportunity to share practice within PLC team and at a whole staff showcase. 2. Pedagogy plan – draft document developed to guide the ongoing development of student centred and future focussed instructional practices at ADHS 3. E-Portfolio concept – commenced implementation of an e-Portfolio, using the General Capabilities, as a vehicle to shift practice toward the development of independent learning skills and greater student agency in learning 4. Coaching and mentoring – established early career teacher mentoring program. School Leader coaching program to drive implementation of school improvement strategies. 5. Personalising learning – a new process was designed for supporting teachers to adjust learning based on student need. Teachers used ‘small’ data approaches to monitor student progress through PLC processes. in the There was also an increase in teachers reporting using system results to inform practice. |

### Challenges we will address in next year’s Action Plan

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| * Shifting to student centred pedagogies with greater student agency in learning * Professional Learning Communities – sustain and deepen focus on high impact strategies and teachers using evidence to show impact * E-portfolio – commence implementation phase incorporating a focus on General Capabilities * Pedagogy plan – consultation and launch * Staff development – continue to scale coaching and mentoring with the addition of a classroom observation and feedback model * Focus on implementation of priorities across all classrooms through the collection of process data |

Priority 2: Equipping students to be successful members of our community

### Targets or measures

By the end of 2022 we will achieve:

* Use Sentral measures of community involvement (TBC) or Reduce to 15% students giving a ‘needs improvement’ rating to measures for Student Well-Being, specifically anxiety, in the School Climate survey (from an average of 21% over the previous three years).
* Add new questions for Satisfaction Survey (staff/students/parents) – I am able to organise school work and submit assignments on time/I am able to organise my time and seek 90% agreement from all stakeholders.
* 80% of students report ‘I can talk to my teachers about my concerns’ in the annual Satisfaction Survey (from average 55% over last four years)
* Canteen returns to profit (currently $22,000 in deficit) and 70% of students respond positively to ‘I am satisfied with the availability of healthy food and drink at this school’ in the annual Satisfaction Survey (from average 51% over previous two years).

In 2020 we implemented this priority through the following strategies.

1. Commence implementation of Positive Behaviours for Learning framework
2. Phase 2 implementation of Continuum of Education Support programs to improve engagement and learning of target groups, including action research project through University of Canberra research partnership
3. Develop Cultural Integrity action plan, data tracking for ATSI students - engagement and performance

*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

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| **Targets or Measures** | **Base**  2017 | **Year 1**  2018 | **Year 2**  2019 | **Year 3**  2020 | **Year 4**  2021 | **Year 5**  2022 |
| Student perception data –  I can talk to my teachers about my concerns  (% strongly agree and agree) | 58.3% | 58.8% | 54.2% | 47.5% |  | 80% |
| Trend analysis –  School identification  (Average response) | 3.6 | 3.8 | 3.8 | 3.7 |  |  |
| Trend analysis –  Anxiety  (Average response) | 2.0 | 2.0 | 2.1 | 2.1 |  |  |
| Trend analysis –  Anxiety  (% not true or hardly true) | 32.5% | 30.5% | 28.3% | 27% |  |  |
| Trend analysis –  Resilience  (Average Response) |  | 3.3 | 3.3 | 3.2 |  |  |
| Trend analysis –  Resilience  (% agree/strongly agree) |  | 42% | 41% | 38% |  |  |

### What this evidence tells us

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| **Quantitative measures**  The percentage of students reporting *I can talk to my teachers about my concerns* was at 47.5% in 2020, a decrease from the baseline of 58.3% in 2017 and a negative trend away from the 2022 target of 80%.  Reported anxiety levels have increased with 27% of students reporting *not true* or *hardly true* when asked how frequently each statement relating to anxiety applied to them, down from 32.5% in 2017. The metric for anxiety has changed since the targets were set, meaning the target will need to be adjusted to reflect this.  **Qualitative measures**   1. PBL implementation – preliminary data collection, team formation and staff training commenced 2. Cultural integrity – data collection, cultural integrity development activities for staff 3. Case management approach – refinement of case management process to ensure all students are receiving support when needed 4. Continuum of education support programs – qualitative and performance data was collected and analysed in conjunction with University of Canberra affiliated schools project |

### Challenges we will address in our next Action Plan

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| * Improve indicators of belonging and connection * PBL implementation * Development and application of methodology for measuring impact of CES programs (Track and Gryphon) * Focus on implementation of priorities across all classrooms through the collection of process data |