Belconnen High School

Network: Belconnen

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 five-year 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*

In 2021 our school supported this Strategic Indicator through – Priority 1, 2 and 3 (see reporting for detail):

* Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action
* Targeting wellbeing interventions to student need
* Ensuring school climate facilitates wellbeing and inclusion for students and families

## 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 – Priority 2 and 3 (see reporting for detail):

* Development of 5 Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action
* Building all teachers’ capacity to be teachers of writing

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through – Priority 2 and 3 (see reporting for detail):

* Implementation of Positive Behaviours for Learning (PBL)
* 5 Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action.

# Reporting against our priorities

## Priority 1: **Increase growth in student performance in numeracy across all year levels**

## Targets or measures

By the end of 2024 we will achieve:

* Numeracy success for all students. This will see students having strong numeracy links across learning areas. Students will feel confident and supported to take risks and challenge themselves.

In 2021 we implemented this priority through the following strategies.

* Updated scope and sequence documents and comprehensive planners in all curriculum areas
* Engagement in the ACT Numeracy Project to increase the capacity of numeracy leaders in the school

*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** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 66% or more of our year 9 students will be achieving at or above expected growth in numeracy. *(NAPLAN growth data available through SCOUT)* | 57%  *(2015 – 2019 Average)* | N/A | 48%  *(2019 – 2021)* |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 63% or more students agree or strongly agree that ‘Teachers give useful feedback’. (*Annual Student Satisfaction Survey)* | 52%  *(2015 – 2018 Average*) | 53.4% | 51.8% |  |  |  |
| 64% or more students agree or strongly agree that ‘My teachers motivate me to learn’. (*Annual Student Satisfaction Survey)* | 56%  *(2015 – 2018 Average)* | 60.6% | 62.9% |  |  |  |

### What this evidence tells us

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| * We have made gains for students in the area of motivation to learn. * The NAPLAN growth of 48% is initially concerning as it is a drop from the data average from previous year. Digging into the data for numeracy on scouts shows: * Year 7 mean scores have improved significantly since 2016 * Year 9 mean scores have improved slowly since 2017. They are still below similar schools. |

### Our achievements for this priority

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| **Action Teams (Curriculum, Pedagogy, Cultural Integrity, PBL and Data) where staff use multiple sources of data, review and evaluation to plan for school-wide action.**   * All teaching staff have been collaborating as part of an Action Team. * These teams have reviewed current school wide processes and practices, researched best-practice, and identified next step strategies for 2022.   **Implementation of Positive Behaviours for Learning (PBL)**   * Posters have been designed and are on display throughout the school. * A positive recognition system was trialled during semester 2 with improved implementation planned for 2022.   **Expansion of Numeracy Intervention Program**   * Successful numeracy intervention program for students in Years 9/10 in 2020 expanded to include year 7/8 students. * The program aims to increase student confidence and competency in their learning of mathematics so they can more readily engage in their classroom learning. * Learning and perception data indicates success against the aims. Positive parent and student feedback. |

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

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| * Continuing to build consistent teacher practice through enabling pedagogies. * School wide focus on writing for 2022 with numeracy priority being maintained as business as usual. |

## Priority 2: **Increase growth in student performance in writing across all year levels**

### Targets or measures

By the end of 2024 we will achieve:

* Writing success for all students. This will see students writing for meaning and purpose across learning areas. Students will feel confident and supported to take risks and challenge themselves.

In 2021 we implemented this priority through the following strategies.

* Development of a whole school PLC focus on Sentence Structure and plan for implementation in 2022
* Forming of a Literacy Action Team

*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** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| An increase in the percentage of year 9 students in the top two bands of writing to 14% or more. (NAPLAN % in bands available through SCOUT) | 10%  *(2015 – 2019 Average)* | N/A | 12% |  |  |  |
| A decrease in the percentage of year 9 students in the bottom two bands of writing to 34% or less. (NAPLAN % in bands available through SCOUT) | 52%  *(2015 – 2019 Average)* | N/A | 38% |  |  |  |

#### Perception Data

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| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 86% or more of our staff agree or strongly agree that ‘I am satisfied this school has high expectations in all that it does’. | 81%  *(2015 – 2018 Average* | 91% | 80% |  |  |  |
| 61% or more of our students agree or strongly agree that ‘I am satisfied this school has high expectations in all that it does ‘. | 50%  *(2017 – 2019 average)* | 59% | 57.5% |  |  |  |

### What this evidence tells us

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| * NAPLAN data indicates increases in students in the top two bands and decreasing number of students in the bottom two bands. * Looking to the future we believe there is room for some non-Naplan year data. eg. some form of entry and exit writing to track student growth in writing. * We have seen a dip in the staff measure for perception data, after a very significant increase last year. Maintaining staff energy and morale during the disruptive learning period is a factor. * We have maintained our gains in the student measure for perception data. |

### Our achievements for this priority

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| **Intensive Literacy Support for Junior Years**   * Targeted year 7/8 students requiring additional literacy support. Students have two lines of intensive support including the MacqLit program. * Literacy teacher additional time to support teacher of these students to differentiate/modify work in other learning areas.   **Whole School PL planned for 2022**   * Engagement with University of Canberra and E. Hills, Assistant Professor in Teacher Education, University of Canberra. * Literacy Team reviewed best-practice frameworks for faculties to engage in disciplinary based literacy teaching. |

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

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| * Build student and teacher knowledge and understandings of discipline area literacy and in the guiding principles of writing for specific learning areas. * Continue to build consistent teacher practice through Enabling Pedagogies resources and PL. |