UC High School Kaleen

Network: Belconnen

Impact Report 2018

The purpose of this document

This document flows directly from our Action Plan (AP) for 2018 which translated our priorities into actions to be taken in the current year of our five-year school improvement cycle. This included continuing the emphasis on; improving student outcomes, monitoring and implementation of an inquiry approach to action school improvement, and monitoring and inquiry to inform daily teaching.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

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

DATA

SYSTEM LEVEL (provided/populated by Directorate)

System-level analysis statement (provided by Directorate)

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

Education Directorate Strategic Indicator 2018-2021

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

> DATA
>
> SYSTEM LEVEL (provided/populated by Directorate)

> System-level analysis statement (provided by Directorate)

> DATA
>
> Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

> School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

> DATA
>
> SYSTEM LEVEL (provided/populated by Directorate)

> System-level analysis statement (provided by Directorate)

> DATA
>
> Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

> School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

Reporting against our priorities

Priority 1: **Explicit Improvement Agenda**

Improved Reading Outcomes

By the end of 2020 the school will achieve:

- A 'sustaining' rating in all areas of PLCs at Work Continuum (school self-assessment.) 60 percent of staff reporting excellent sense of shared values and approach.
- 80 percent of parents and students report that teachers provide them with useful feedback about their learning.
- 90 percent of students achieving expected or better than expected growth in NAPLAN Reading
- 95 percent of students achieving expected or better than expected growth in NAPLAN Writing
- 75 percent of students achieving expected or better than expected growth in NAPLAN Numeracy between years 7 and 9.

In 2018 we implemented this priority through the following strategies.

- Develop and embed professional learning community processes
- Embed a culture of data analysis to inform teaching
- Develop a learning culture that promotes high expectations of behaviour and learning outcomes for all 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.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90 percent of students achieving expected or better than expected growth in NAPLAN Reading between years 7 and 9	82% achieving expected growth		51%	61%		
95 percent of students achieving expected or better than expected growth in NAPLAN Writing	90% in Writing		47%	50%		
75 percent of students achieving expected or better than expected growth in NAPLAN Numeracy between years 7 and 9	65% in Numeracy		50%	59%		

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

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
75 percent of staff reporting excellent sense of shared values and approach	4%	24%	72%	80%		
80 percent of parents and students report that teachers provide them with useful feedback about their learning.	72% of parents	72%	82%	58%		
	63% of students	67%	62%	62%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
A 'developing 'rating in all ten areas of PLCs at Work Continuum.	All at pre-initiating stage	70% Initiating	20% implementing & 80% Developing	90% Developing or higher		

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?
  - Not all targets have been met for priority one.
  - Value added for students between years 7 and 9 is improving over time and targets were met or exceeded in 2018.
  - There is still a significant proportion of students not achieving expected growth over this time.
  - The ongoing commitment to the development of a professional learning community is evident in the embedding of most PLC practices.
  - In 2018 the school developed a Response to Intervention model to be implemented in 2019 and now has systems and structures in place to make the model viable.
  - Teams are functioning effectively to use data to inform their instruction and next step is to analyse individual impact.
  - Proficiency scales have been developed for every area of learning and are used by staff and by students to determine current levels of proficiency and clearly identify next steps in learning, next step is to closely link these to reporting.
  - The manner in which perception data is now presented for analysis has changed which may explain some of the more dramatic changes from year 2 to 3.

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

Priority 2:   **Develop an Expert Teaching Team**

Targets or measures

By the end of 2020 we will achieve:

- A 10-percentage point increase in the number of stakeholders reporting excellent focus on academic emphasis.
- 50 percent of staff reporting excellent levels of professional development opportunities.
- 85 percent of teaching staff report that they receive useful feedback about their work.
- 85 percent of teachers and 80 percent of parents indicate that students' learning needs are being met at this school.
- A minimum 5 percent increase in the numbers of students achieving in top 2% of bands in NAPLAN Reading, Writing and Numeracy.

In 2018 we implemented this priority through the following strategies:

- Developed a coaching and mentoring system for new educators
- Explored and implemented effective pedagogical practices.

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	Year 4	Year 5
A minimum 5 percent increase in the numbers of students achieving in top 2% of bands in NAPLAN Reading, Writing and Numeracy for Year 7	Reading:31% Writing: 11% Numeracy:14%	32% 11% 25%	28% 13% 27%	12% 14% 13%		
A minimum 5 percent increase in the numbers of students achieving in top 2% of bands in NAPLAN Reading, Writing and Numeracy for Year 9	Reading:19% Writing: 6% Numeracy:29%	16% 4% 7%	15% 5% 15%	26% 16% 21%		
A minimum 5 percent decrease in the numbers of Students achieving in bottom 2 bands in NAPLAN Reading, Writing and Numeracy for year 7	Reading:16% Writing: 32% Numeracy:27%	22% 43% 25%	11% 42% 14%	22% 46% 14%		
A minimum 5 percent decrease in the numbers of Students achieving in bottom 2 bands in NAPLAN Reading, Writing and Numeracy for year 9	Reading:34% Writing: 59% Numeracy:35%	25% 50% 29%	31% 60% 31%	11% 57% 27%		

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

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
A 10-percentage point increase in the number of stakeholders reporting excellent focus on academic emphasis	Students: 44%	46%	42%	71%		
	Staff: 69%	65%	83%	89%		
	Parents: 51%	52%	70%	65%		
50 percent of staff reporting excellent levels of professional development opportunities.	33 %	44%	67%	76%		
85 percent of teaching staff report that they receive useful feedback about their work.	64%	68%	91%	Not available		
85 percent of teachers and 80 percent of parents indicate that students' learning needs are being met at this school.	Teachers:72%	70%	72%	76%		
	Parents: 64%	60%	74%	81%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?
  - There are high levels of collaboration and team work across the school, as evidenced by the PLC artefacts the teams create and use.
  - Mentoring of new staff was highly effective in 2018; however there has been little progress around coaching and mentoring nor of building a culture of peer observations and feedback.
  - A systematic approach needs to be developed for 2019.
  - Classroom environments are far more print rich and inviting as learning spaces. This will continue to be a focus in 2019.
  - Learning outcomes (as measured in high stakes testing) are still variable, with year 7 results still not meeting targets.
  - Year 9 targets were achieved, except in the percentage of students in the bottom 2 bands for writing. Analysis of data indicates that students who were present, but did not attempt writing tasks, have impacted overall achievement results significantly.
- Writing needs to be an ongoing focus in 2019.
- The manner in which perception data is now presented for analysis has changed which may explain some of the more dramatic changes from year 2 to 3.

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

Priority 3: **Develop high levels of connectedness to the school and wellbeing for all stakeholders.**

Targets or measures

By the end of 2020 we will achieve:

- 50 percent of students report excellent levels of emotional engagement.
- 60 percent of students report that they engage in moderate or low levels of general aggression.
- 60 percent of students report engaging in moderate or low levels of classroom disruption.
- 50 percent of staff report excellent levels of team moral.
- 60 percent of staff report excellent relations between staff.
- 50 percent of parents report excellent levels of involvement with their child's school.
- 90 percent of students indicate they feel safe at school.
- 85 percent of staff, parents and students agree that student behaviour is well managed.
- 80 percent of staff indicate that they are well supported.

In 2018 we implemented this priority through the following strategies.

- Embed growth mindset theory across the school.
- Increase community engagement in learning.
- Improve staff wellbeing
- Embed phase one of whole school approach to student management using evidence based programs and a Positive Behaviours for Learning model (PBL).

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	Year 4	Year 5
[SCHOOL TO COMPLETE]						
[SCHOOL TO COMPLETE]						

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
50 percent of students report excellent levels of emotional engagement.	32%	37%	36%	45%		
60 percent of students report that they engage in moderate or low levels of general aggression.	90%	92%	92%	82%		

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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
60 percent of students report engaging in moderate or low levels of classroom disruption.	84%	92%	92%	83%		
50 percent of staff report excellent levels of team moral.	44%	50%	70%	87%		
60 percent of staff report excellent relations between staff	50%	44%	72%	72%		
50 percent of parents report excellent levels of involvement with their child's school.	44%	46%	10%	50%		
90 percent of students indicate they feel safe at school.	59%	62%	67%	53%		
85 percent of staff, parents and students agree that student behaviour is well managed	Staff: 72% Parents:75% Students 35%	47% 63% 38%	77% 82% 38%	66% 62% 32%		
80 percent of staff indicate that they are well supported.	58%	86%	75%	71%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
[SCHOOL TO COMPLETE]						
[SCHOOL TO COMPLETE]						

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?
- Have any of your data sources changed over time? If so, why?
- What implications does this evidence have for your next AP?

- We should consider adding PBL data as a measure of success of program
    - New template highlights that we have no student learning data for this priority
    - Too many targets, need to reduce and refine.

- Driven by a strong and focused PBL team, staff have embedded the 'all areas' and 'outside area' expectations across the school.
- Classroom expectations will be developed in 2019 as the new PBL team is inducted and trained.
- Growth mindset theory was not explicitly taught across the school throughout the year but only addressed during O-week, back in February.
- Staff need to decide if this is something they wish to pursue diligently, or simply work on their own mind frames.
- The majority of our families are now accessing Google Guardian Summaries for parents and carers yet not all staff have made use of the platform as much as it could be. This needs to continue to be a focus in 2019.
- Finally, with the exception of attendance at Health and Wellbeing expos ran by the Directorate, no significant strategies were implemented for staff with regard to their wellbeing.
- Teams which are collaborating effectively are feeling more supported and team members indicate more connectedness to school
- The manner in which perception data is now presented for analysis has changed which may explain some of the more dramatic changes from year 2 to 3.

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

Our achievements for this priority

2018 was year of consolidation – PLC processes are firmly embedded across school

Development of an RTI program for 2019.

Challenges we will address in our next Action Plan

Data review – collecting/ storage with ready access

"Change bump" possible – could be good or bad – implementation dip

New/different teaching staff– hope for stability

New programs to address achievement and engagement.