2017 ANNUAL ACTION PLAN REPORT

Context

The school's executive team and teaching staff underwent some changes during 2017. Two executive staff left the senior executive roles were restructured in term 4 to establish an additional Deputy Principal Student Services position. This restructure will provide greater support to the Principal in achieving the targets of the Improvement Strategy in 2018.

The student population grew by another 40 in 2017. The increase can be attributed to higher in-area enrolments from Chapman Primary School and the growth of the Molonglo Valley land development. This trend is expected to continue for 2018.

The training for the release of the Student Administration System (SAS) to replace Maze has been undertaken in timetabling and daily relief operations however the delay in the Windows 10 rollout and data analysis aspects of SAS have again been factors outside of school control that have impeded progress in easy access to real time data. This has been temporarily alleviated by using previous years PAT data to provide basic numeracy and reading levels (risk, at level, above) against each student on class rolls printed from MAZE.

Methodology

Six Domain teams comprised of 4-8 classroom teachers and 1-2 executive teachers, continued to implement the specific actions for each Key Improvement Strategy and reported progress to the School Board regularly. All actions and achievements were recorded and shared with the wider school executive team. Annual Teacher Professional Pathways discussions and regular reviews at Executive team meetings and individual coaching sessions ensured challenges were identified early and solutions sought from a variety of perspectives.

The executive team regularly sought clarification and guidance on the school improvement strategy from senior executive and a school wide definition and system of using data in faculty PLT teams was established. This ensured that all staff were working with the same language and processes across each curriculum area.

The Data Domain team tracked and analysed system and school based data as it became available throughout the year. In most instances, system data (NAPLAN, School Climate and School Satisfaction) shows 5 or more years of trends both at the school and wider ACT Public High School level. School based data collection has increased to show trends over the past three years. The long-term collection of data gives the Data Domain Team confidence in identifying trends, areas for development and setting targets for future years.

The Executive team again completed the National School Improvement Tool (NSIT) survey and compared the results to 2014 and 2016. The team's understanding of the evidence required to justify each performance level has grown over the past three years and there is greater certainty that the self-assessment would align to an independent assessors evaluation of school performance.

Evaluation of Performance

Priority

To drive an explicit learning agenda

Targets

- Increase the percentage of 'within school matched' students achieving growth in NAPLAN by 3% against the mean of the last five years.
- PAT data will show a year's growth for 80% of students.

Progress

NAPLAN targets for 'within school matched students' achieving expected growth in Reading (target 64.5 %, achieved 57.9 %) and Numeracy (target 66.9% achieved 63.7 %) were a below expected targets. The text type for Writing remained consistent with the 2016 text type and 60.4% of 'within school matched students'' achieved growth in 2017 compared to 62.1% in 2016.

When the whole cohort is considered, reading growth was equal to the All Schools state average and writing growth was 15 points above the All Schools state average and 8 points above ACT South Canberra -Weston schools. Growth in Numeracy also exceeds the All Schools state average by 4 points and ACT South Canberra - Weston schools by 6 points.

Incoming Year 7 students are given ACER PAT maths and reading comprehension tests and all students are tested at the end of each year. This yearly testing cycle provides information on the growth each student has achieved on a year by year basis using standardised tests and norm based scaled scores provided by ACER.

While the percentage of students attaining a minimum of 1 years growth on the PAT data scale was below the target of 80% in each year level, 65% of students achieved the required growth in reading comprehension and 47% achieved this in numeracy.

The data team launched an online numeracy framework to ensure consistent teaching of numerical concepts in each subject and the expert teaching team presented workshops on quality teaching and learning practices aligned to the professional standards. These initiatives and further analysis of PAT data will continue in 2018.

Priority

To strengthen and promote a connected school culture

Targets

- An increase in the excellent rating of 5 percentile points in the reported results from the school climate survey questions relating to parent, student and staff 'School Identification' and 'Shared Values and Approach'
- Increase student attendance to 92%.

Progress

School Satisfaction Survey data targets were achieved in all the areas of staff and parent responses;
- The reported rate of staff who strongly agree with 'Teachers expect students to do their best' - Target: 54.6% Achieved: 78%
- The reported rate of parents who strongly agree with 'Overall I am satisfied with my child's education' Target: 33.2% Achieved: 67.9%

- The reported rate of students who strongly agree with 'Overall I am satisfied with my education'
  Target: 20.6% Achieved: 31%

The school identification team evaluated and rejuvenated the merit system, student and staff induction, increased communication around school values to the community and continued to embed restorative practices in 2017. These processes will continue into 2018 to further strengthen the commitment to developing a strong sense of school identification for staff, students and parents.

Schoology (our learning and general communication platform) continues to be a key tool in promoting and celebrating the success of individuals and groups of students. The Community page connects all staff, students and parents to a newsfeed designed to develop greater identification with school. Schoology usage (total visits per month excluding Dec/Jan) averaged 12,400 for students in 2016 and has increased to 19,800 in 2017 and staff accessing has increased to from 1200 to over 2647 in the same period. Significant improvement has also been seen in the Parent group, rising from an average of 910 visits per month in 2016 to over 1343 visits in 2017.

Student achievement continued to be recognised through the merit system, Awards system and Citizenship certificates. In 2017, 65% of students felt their achievements were celebrated at the school (with an additional 23% neither agreeing nor disagreeing). This result has decreased 17% compared to 2016 and the gap between staff and student results which appears to indicate staff believe they are recognising student achievements and building strong relationships is at a significantly higher rate than students. Reducing the achievement gap will continue to be a focus for 2018.

The average number of absences per student in 2017 was 7 school days. This equates to an average attendance rate of 86%, which is a 2% decline on 2016 results. While attendance rates for Indigenous students as improved by 7% to 74%, this is still lower than for Non-Indigenous students and significantly lower when considering that only 40% of Indigenous students attend school 90% of the time compared to 61% of Non-Indigenous students.