

Red Hill Primary School

Network: South Canberra/ Weston

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- differentiating teaching and learning to meet the needs of all students
- creating close links between assessment, feedback and students' individual learning goals

In 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- strengthening productive partnerships with parents and the community

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- building and embedding effective teaching practices
- embedding consistent use of explicit learning intentions, success criteria and personal learning goals

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- embedding instructional leadership structures and processes that build professional capacity
- developing teacher expertise in peer coaching, mentoring and feedback to build professional capacity

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- creating close links between assessment, feedback and students' individual learning goals
- differentiating teaching and learning to meet the needs of all students

In 2019 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

- implementation of Restorative and Relational Practices
- Implementation of Positive Education
- development of School Cultural Integrity Plan with 2019 focus on engaging the community
- strengthening productive partnerships with parents and the community

Reporting against our priorities

Priority 1: Improve learning outcomes for all students

Targets or measures

By the end of 2020 we will achieve:

- The average scaled score growth for year 5 students in NAPLAN is increased to equal the regional and state scaled score growth.
- 75% of students' individual learning goals are achieved (Data collection tool: classroom goal tracking records.).
- 85% of staff agree/strongly agree that *the use of learning technologies is an integral part of teaching and learning at this school.* (Data Collection Tool: System Satisfaction Survey)
- 90% or more of parents agree/strongly agree that they are satisfied with the education provided by the school. (Data Collection Tool: System Satisfaction Survey)
- 80% of parents agree/strongly agree that *the use of learning technologies is an integral part of learning and teaching at my child's school* (Data Collection Tool: System Satisfaction Survey).
- 95% of students agree/strongly agree that *they have access to computers, internet and digital cameras* (Data Collection Tool: System Satisfaction Survey).

In 2019 we implemented this priority through the following strategies:

- embedding effective teaching practices
- developing a culture of analysis and discussion of data to inform teaching and learning
- differentiating teaching and learning to meet the needs of all students, and
- developing teacher expertise in the integration and use of Learning Technologies.

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
The average scaled score growth for year 5 students in NAPLAN will be increased to equal the regional and state scaled score growth.						
Reading	78.6	67.6	76.8	87.8	65.8	
Writing	56.5	82.1	57.4	39.3	42.5	
Spelling	84.5	71.3	90.1	76.2	82.9	

Grammar and punctuation	63.8	76.4	72	65.1	50.3	
Numeracy	92.7	77	85.6	80.5	62.6	
Targets or Measures						
	Base	Year 1	Year 2	Year 3	Year 4	Year 5
75% of students' individual learning goals are achieved*.	54.5%		82%	89%	87.5%	
*Literacy goals	53%		82%	88%	87%	
*Numeracy goals	56%		82%	90%	88%	
ILP goals (disability)	77%		51%	51%	66%	
ILP goals (G&T)	55%		90%	92%	88%	

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% or more of parents agree/strongly agree that they are satisfied with the education provided by the school.	80%	89%	89%	82%	88.1%	
85% of staff agree/strongly agree that the use of learning technologies is an integral part of teaching and learning in this school.	73%	68%	89%	91%	84%	
80% of parents agree/strongly agree that the use of learning technologies is an integral part of teaching and learning in my child's school.	61%	69%	85%	85%	78.6%	
95% of students agree/strongly agree that they have access to computers, internet and digital cameras.*	93%	95%	82%	93%	94.1%	91.3%

*Replaced in 2019 by "At this school digital technologies help me learn" and "Digital technologies help me manage my schoolwork".

What this evidence tells us

Since 2016 our key improvement strategies and related actions have focussed specifically on the learning areas of writing and mathematics. NAPLAN average scaled score growth data indicates that these focus areas are still an improvement priority, as the school's results are not yet equalling those of the region and state. Interestingly, in NAPLAN reading, whilst the school did not equal the state's scaled growth score, it marginally exceeded that of statistically similar schools. The school's scaled growth score for spelling also slightly exceeded both that of the state and statistically similar schools.

It should be noted that year 3 NAPLAN results were strong. Attention therefore also needs to be paid to alternative data sources such as students' writing samples and A-E grades to verify the apparent absence of growth indicated by NAPLAN results for writing and mathematics. An examination of A-E grades from 2016 to 2019 inclusive demonstrates the following.

- The percentage of students achieving at or above the achievement standards for English and mathematics increased slightly between semester one and semester two, 2019.

- The percentage of students achieving at or above the achievement standards for English and mathematics has increased over the life of the strategic plan.

	2016	2017	2018	2019
English	86	88	92	93
Mathematics	87	88.5	92	95

- In the cohorts who completed NAPLAN in 2019, the percentage of students who have achieved at or above the achievement standards for English and mathematics has increased over the life of the strategic plan.

Year 3 2019	2016	2019
English	67	94
Mathematics	93	94
Year 5 2019	2017	2019
English	75	97
Mathematics	87	93

- The percentage of students who have achieved at or above the achievement standards for English and mathematics has increased for every year level cohort of students as they have progressed through kindergarten to year six from 2016.

Whilst these grade increases can also be attributed to other factors e.g. more accurate moderation processes, they do suggest whole school academic growth.

Other student learning and perception data indicates that specific improvement strategies have resulted in sound progress towards achieving the remaining five targets. An average of eighty six percent of students' individual learning goals have been achieved, surpassing the 2020 target three years in a row. Ninety percent of ILP goals for gifted and talented students have also been achieved on average over the last three years. (It is worth noting that new goals had been set for many students at the time this report was being written, hence it is natural and appropriate that not all goals have been achieved.) Although the percentage of ILP* goals being achieved by students with a disability has been less satisfactory, it improved markedly in 2019. With the exception of one class, ILP goals were far more specific, measurable and achievable**. The Disability Education Coordinator will continue to support the teacher of that class in 2020 to set "Smart" goals.

Over the past four years an average of 87% of parents have expressed satisfaction with their children's education at Red Hill School, indicating that we are close to our five-year target of 90%.

Over the past three years an average of 83% of parents and 88% of staff have demonstrated that they perceive the use of learning technologies as integral to teaching and learning in our school. Therefore, it is highly likely that the five-year plan targets for these stakeholder groups will be met as they have been frequently surpassed. Student perception over the last two years about the use of learning technologies was also strong (93.5% average) and gives us confidence that this five-year target will be met. (Unfortunately, the system survey questions connected to the student perception target have changed since the inception of our school plan, making a comparison over time challenging and potentially unreliable.)

*Individual Learning Plans (ILPs) are specifically for students who have a disability or are gifted and talented. Every student at Red Hill School has individual learning goals.

**Excluding this class's results, eighty percent of ILP disability goals were achieved in 2019.

Our achievements for this priority

Built teacher capacity to teach mathematics and writing

- Numeracy Plan developed.
- Teachers led fortnightly 'maths chats' to enable professional learning and sharing of practice.
- The PANL (Principals as Numeracy Leaders) partnership continued, with three teachers attending professional learning about problem solving and mathematical vocabulary which they shared with all staff. All staff were provided with a PANL resource folder.
- Two teachers participated in a ReSolve partnership.
- Peer coaches observed and collected data and provided effective feedback to colleagues, using a revised classroom writing audit tool and numeracy practices guide.
- Whole school audit of writing practices conducted to inform 2020 Literacy Plan.
- Professional learning community (PLC) inquiries took place and were shared with peers.
- Professional learning in Scaffolding Literacy delivered to all staff.
- 'Daily Five' implemented in all K-2 classrooms.
- 'PreLit' program and early childhood screening introduced into preschool.

Embedded consistent use of explicit learning intentions, success criteria and personal learning goals

- Teachers supported students to set relevant, achievable short-term learning goals in writing and mathematics, which were connected to learning intentions and success criteria.

Created close links between assessment, data analysis, feedback, students' personal learning goals and learning experiences

- Ongoing staff training in the design of effective learning plans, goal setting and measurement of success
- Teachers conferenced with students, feeding back and feeding forward (based on formative assessment). Students set and achieved specific realistic, measurable short-term goals in response to conferencing.
- Collaborative data inquiries took place in peer coaching partnerships and PLCs.

Enhanced teaching and learning through technology

- Extended the Apple Education Project to years 2 and 4
- Developed a Learning Technology Plan
- Developed a Maker Space to foster creativity through the combination of digital and other technologies
- Established a digital peer coaching program.
- Technology provided increased opportunities for differentiation and inclusion in learning (curriculum access, adjustments to learning and assessment) and increased student engagement.

Challenges we will address in our next Action Plan

Built teacher capacity to teach mathematics and writing

- Avoid competing commitments by focusing on one area at a time. Professional learning, PLC inquiries, peer coaching, classroom observations and teacher feedback will prioritise writing in semester one.
- Establish and define whole school expectations regarding the teaching of writing through a new Literacy Plan.
- Participate in the “10 Essential Literacy Practices” project with Christine Topfer and Directorate ‘Instructional Mentors’.
- Make a more explicit commitment to instructional leadership, through rigorous timetabling of classroom observations and feedback by school leaders.

Embed consistent use of explicit learning intentions, success criteria and personal learning goals

- Peer coaches and instructional leaders pay greater attention to consistent use and support teachers to make links between formative assessment and students’ learning goals.
- Support teachers to set appropriate learning goals through familiarisation with the Australian Curriculum literacy and numeracy progressions.

Priority 2: To develop an expert teaching team

Targets or measures

By the end of 2020 we will achieve the following.

- 100% of staff demonstrate improvement in individual teaching practice against the National Teacher Quality Standards (Data collection tool: staff self-assessment against Classroom Practice Continuum).
- 95% of staff agree/strongly agree that *the school's instructional leadership model effectively supports quality teaching* (Data collection tool: School Survey).
- 100% of executive staff agree/strongly agree that *the school's instructional leadership model effectively supports quality teaching* (Data collection tool: School Survey).
- 90% of staff agree/strongly agree that they *get useful feedback about their performance* (Data collection tool: System Satisfaction Survey).

In 2019 we implemented this priority through the following strategies:

- developing the leadership team’s understanding of the application of Growth/Cognitive Coaching within a school performance management framework
- embedding instructional leadership structures and processes that build professional capacity and
- developing teacher expertise in peer coaching, mentoring and feedback to build professional capacity.

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	Year 4	Year 5
95% of staff agree/strongly agree that <i>the school's instructional leadership model effectively supports quality teaching.</i>	87%		88%	89%	n/a	
100% of executive staff agree/strongly agree that <i>the school's instructional leadership model effectively supports quality teaching.</i>	100%		100%	100%	100%	
90% of staff agree/strongly agree that they <i>get useful feedback about their performance.</i>	76%	72%	77%	74.5%	68.9%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of staff demonstrate improvement in individual teaching practice against the national teacher quality standards.	100%		100%	100%	100%	

What this evidence tells us

Staff perception that the school's instructional leadership model supports quality teaching had gradually increased since 2016. However, data was unavailable in 2019 because of a late Directorate decision which disallowed some school specific questions in the system administered survey.

One hundred percent of teachers demonstrated an improvement in teaching practice when assessed against the national teacher quality standards, in particular the AITSL Classroom Practice Continuum. Whilst these assessments were made by teachers themselves, they were justified with evidence from peer coaching conversations, lesson observations and the summative professional pathways conversations that were held between teachers and executive supervisors.

However, despite developing teacher expertise in peer coaching, mentoring and giving effective feedback, staff perception that useful feedback is received about performance has not improved over time. There are two implications for our final annual action plan. Firstly, we need to investigate any discrepancy between teacher and administrative staff perception data. Secondly, whilst peer coaching, new educator mentoring and professional learning communities have become expected parts of our instructional leadership model, inconsistent commitment to peer coaching in 2019 has been identified. We also recognise that staff require other manner of feedback to inform their teaching practice and build professional capacity. Although 100% of the executive staff continued to agree that *the school's instructional leadership model effectively supports quality teaching*, fewer responses indicated strong agreement. Honest reflections by the leadership team and staff indicate that:

- a more rigorous and explicit commitment to instructional leadership is necessary in 2020, with school leaders regularly timetabled to be present in classrooms and giving constructive, non-judgmental feedback focused on the priority areas, and
- professional community inquiries and peer coaching be more consistently aligned with each other and school priorities.

Our achievements for this priority

Embed instructional leadership structures and processes that build professional capacity

- Teachers engaged in collaborative data inquiries (through peer coaching and weekly professional learning community meetings) and research to improve teaching and learning.
- Teachers shared their own learning with peers at staff meetings and in PLCs.

Develop teacher expertise in peer coaching, mentoring and feedback to build professional capacity

- Teachers used peer coaching, mentoring and feedback techniques that resulted in the building of individual and collective teacher capacity.
- School leaders provided 'new educators' and new staff with focused and constructive feedback to build their professional capacity.
- Peer coaching induction sessions were delivered for 'new educators' and new staff.

Challenges we will address in our next Action Plan

Embed instructional leadership structures and processes that build professional capacity

- A more rigorous and explicit commitment to instructional leadership is necessary in 2020, with timetables supporting school leaders to regularly be present in classrooms and provide teachers with focused and constructive feedback that results in improved teaching and learning in the priority areas.
- Professional community inquiries and peer coaching are to be more consistently aligned with each other and school priorities.

Develop teacher expertise in peer coaching, mentoring and feedback to build professional capacity

- School leaders and identified teachers participate in the "10 Essential Literacy Practices" project with Christine Topfer and Directorate 'Instructional Mentors', with the intention to then coach and mentor all staff.
- Employ Tasmanian Professional Learning Institute to deliver professional learning in peer coaching: "Building a Culture of Effective Feedback". (Planned for in 2019 but not possible.)
- School leaders monitor peer coaching cycles more closely and ensure sufficient time is devoted as an enabler.

Priority 3: Build a safe, inclusive and respectful school culture

Targets or measures

By the end of 2020 we will achieve the following.

- 90% of students demonstrate increased understanding of wellbeing.
- Mindfulness lessons are observed in 100% of classrooms.
- 90% of parents *agree/strongly agree that they feel respected in the school environment* (Baseline data to be obtained in 2016 (Data collection tool: School Survey).
- 85% of students *agree/strongly agree that they feel respected in the school environment* (Data collection tool: School Survey).
- 95% of staff *agree/strongly agree that they feel respected in the school environment* (Data collection tool: School Survey).
- 90% of students *agree/strongly agree that I feel safe at school* (Data collection tool: System Satisfaction Survey).
- 90% or more of parents on average from 2016 to 2020 *agree/strongly agree that my child feels safe at school* (Data collection tool: System Satisfaction Survey).
- 85% of parents *agree that community partnerships are valued and maintained at the school* (Data collection tool: System Satisfaction Survey).

In 2019 we implemented this priority through the following strategies:

- developing explicit high expectations of students in the learning environment
- continuing to embed the consistent use of restorative and relational practices
- refining structures and processes that enable the effective management of student welfare and achievement, and
- strengthening productive partnerships with parents and the community.

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% of students demonstrate increased understanding of wellbeing.	93.5%					

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Stakeholders agree/strongly agree that they feel respected in the school environment.</i>						
Parents	92%	91%	85%	83%		
Students	82%	62%	73%	n/a		
Staff	89%	90%	93%	86%		

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Stakeholders agree/strongly agree that students <i>feel safe at school</i> .						
Parents	85%	94%	96%	91%	92%	
Students	77%	89%	86%	79%	78%	

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Parents agree/strongly agree that <i>community partnerships are valued and maintained at the school</i> .	75%	81%	88%	79.5%	90%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Mindfulness lessons are observed in 100% of classrooms.		n/a	n/a	n/a	100%	

What this evidence tells us

Parent perception of the school's progress in building a respectful school environment has been strong, indicating that the 2020 target will be met*. Staff perception of feeling respected in the school environment was less strong in 2019, suggesting that the target may not be met. Although students' perception of feeling respected in the school environment increased by over ten percent from 2017 to 2018, the three-year average of 72% indicated that our 2020 target was unlikely to be met. Unfortunately, data was unavailable in 2019 because of a late Directorate decision to remove the relevant question from the system's student survey.

Stakeholder perception of the school's progress in building a safe school environment for students is also strong. The target related to parents' perception of student safety has been consistently surpassed each year. Student perception has averaged 83% over the life of the current school plan. Disappointingly the progress made in the first two years towards achieving this target has not been sustained and is not aligned to the parent and staff perception data*. Fortunately, the school has collected similar information through regular "safety audits". When surveyed in two random audits** in every classroom across the school, 97% of senior students (3-6) and 98% of junior students (K-2) overall reported feeling safe at school, demonstrating a consistent improvement in school results since 2016. It should also be noted that the school's perception data results for all three stakeholder groups in 2019 were higher than for the ACT primary school average.

Parent perception that community partnerships are valued and maintained has averaged 85% over the last four years, indicating that we will easily meet our target in 2020. In fact, this year the target was surpassed.

*Parent perception average 88% 2016-19; Staff perception average 89.5% 2016-2019.

**Semester 1 2019 and Semester 2 2019

Our achievements for this priority

Restorative and relational practices and high expectations of students in the learning environment

- Teacher capacity to consistently use restorative and relational practices to promote “firm but fair-high expectations” in the learning environment was increased through induction workshops and in class modelling by school leaders.
- Student voice and agency were promoted through opportunities for leadership and action so that students perceived they were treated fairly and listened to. These opportunities included units of inquiry, the year six student leadership teams, the Student Representative Council, and the ‘Deadly Boomerangs’ Aboriginal and Torres Strait Islander action group.

Positive Education

- A Positive Education Implementation Team (PEIT) was established.
- A critical friendship with Dr. Justin Coulson, child psychologist, was commenced. This included professional learning for all staff and mentoring of PEIT.
- Every classroom conducted at least two mindfulness activities or brain breaks daily, and mindfulness was built into staff meetings and PLC time.
- A positive education resource bank was set up.
- PEIT designed a school specific positive education framework and commenced work on curriculum.
- Six staff attended Berry Street training to increase their professional capacity to meet the needs of trauma affected students through positive education techniques and principles.

Community Partnerships

- The cultural integrity plan, written in 2018, was actioned. A bush tucker garden and mural was completed with the help of Tyrone Bell and Adam Shipp from ‘Thunderstone’ and officially opened with the ‘Deadly Boomerang’ students and their families.
- A new home learning policy was published to support the home/school partnership and a ‘club’ was established at school to support students who would otherwise not be able to access home learning.

Challenges we will address in our next Action Plan

Community Partnerships

- The continued implementation of the Fresh Tastes action plan was delayed by the sudden resignation of the P&C canteen coordinator and equally sudden withdrawal of Y-Bites. The P&C has sourced a new provider, *Healthy Kids Association*, to provide a canteen service that will enable continued work in this space. A new Green Team coordinator will need to be recruited as the current staff member has retired. This person will be assisted by the new building services officer who has experience and passion in this area.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

**A copy of the QIP is available for viewing at the school.*