

Harrison School

Network: North Canberra/ Gungahlin

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*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 NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

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 NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

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 NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

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

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

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: Improve student learning outcomes in Literacy across all learning areas

Targets or measures

By the end of 2022 we will achieve:

- An increase in the percentage of students in the top bands achieving growth in NAPLAN reading in year levels 5, 7 and 9
- An increase in the percentage of students achieving better than expected growth in reading in NAPLAN
- An increase in the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS
- An increase in the percentage of students in the middle and top bands achieving growth in writing for NAPLAN in year levels 5, 7 and 9
- An increase in the percentage of students achieving better than expected growth in spelling in NAPLAN

In 2018 we implemented this priority through the following strategies.

- Develop and implement a whole school approach to teaching and learning of reading (K-2 focus for 2018)
- Develop and implement a whole school approach to teaching and learning of writing (Years 3-6 focus for 2018)
- Develop teacher capacity to interpret data to inform day to day teaching practice

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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<ul style="list-style-type: none"> ▪ In the top bands for NAPLAN reading <ul style="list-style-type: none"> ○ Maintaining 80% of Year 5 students achieving expected or better than expected growth ○ Increasing Year 7 students achieving expected or better than expected growth to 80% ○ Increasing Year 9 students achieving expected or better than expected growth to 80% 	61.5%	66.7%				
<ul style="list-style-type: none"> ▪ Across all bands for NAPLAN reading (see if we can find state averages) 	56.2%	68.9%				

<ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving better than expected growth from 56.2% to 70% ○ Increasing the percentage of Year 7 achieving better than expected growth from 58.2% to 70% ○ Increasing the percentage of Year 9 achieving better than expected growth from 61.8% to 75% 	58.8%	61.2%				
<ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving better than expected growth from 61.8% to 75% 	61.8%	77.5%				
<ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving expected growth from 68% to 75% ○ Increasing the percentage of Year 7 achieving expected growth from 67% to 75% ○ Increasing the percentage of Year 9 achieving expected growth from 62% to 70% 	59.0%	57.8%				
<ul style="list-style-type: none"> ○ Increasing the percentage of Year 7 achieving expected growth from 67% to 75% ○ Increasing the percentage of Year 9 achieving expected growth from 62% to 70% 	55.0%	55.1%				
<ul style="list-style-type: none"> ○ Increasing the percentage of Year 9 achieving expected growth from 62% to 70% 	43.4%	47.1%				
<ul style="list-style-type: none"> ▪ Increase the percentage of students achieving expected or better than expected growth in reading in Kindergarten in PIPS from 54% to 75% 	58%	69%				
<ul style="list-style-type: none"> ▪ Across all bands of NAPLAN spelling <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 students achieving better than expected growth from 52% to 70% ○ Increasing the percentage of Year 7 students achieving better than expected growth from 62% to 70% ○ Increasing the percentage of Year 9 students achieving better than expected growth from 49% to 65% 	52.3%	63.6%				
<ul style="list-style-type: none"> ○ Increasing the percentage of Year 7 students achieving better than expected growth from 62% to 70% ○ Increasing the percentage of Year 9 students achieving better than expected growth from 49% to 65% 	66.3%	64.4%				
<ul style="list-style-type: none"> ○ Increasing the percentage of Year 9 students achieving better than expected growth from 49% to 65% 	48.7%	69.3%				
<ul style="list-style-type: none"> ▪ Increase the percentage of students at each grade level reaching at standard or above for Oxford Owl Benchmark 	N/A	N/A				
<ul style="list-style-type: none"> ▪ Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Reading increasing by 5% 	N/A	N/A				

<ul style="list-style-type: none"> Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Spelling increasing by 5% 	N/A	N/A				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<ul style="list-style-type: none"> Percentage of staff who feel confident implementing Essential Literacy Practices (P-2) 	N/A	N/A				
<ul style="list-style-type: none"> Percentage of staff who feel confident using Moderation on a Page process (3-6) 	N/A	N/A				
<ul style="list-style-type: none"> Percentage of staff who feel confident teaching targeted literacy (7-10) 	N/A	N/A				

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<ul style="list-style-type: none"> Essential Literacy Practices implementation (P-2) 	N/A	N/A				
<ul style="list-style-type: none"> Moderation on a Page (3-6) 	N/A	N/A				
<ul style="list-style-type: none"> Secondary School's Writing Project 	N/A	N/A				
<ul style="list-style-type: none"> Data chat focus for planning meetings 	N/A	30%				

What this evidence tells us

Targeted focus on teaching reading and spelling is having a positive impact with growth for students in the middle and top two NAPLAN bands trending upwards. Our strategies for improving growth in writing achievement need review for our next Action Plan as negligible impact is evident in NAPLAN growth data. Our early intervention literacy focus is having a positive effect on student achievement as highlighted by much improved PIPS Reading growth figures.

We are currently considering utilising PAT Reading and PAT Spelling assessments for students in years 3 and 4 as well as continuing these for students in years 5-10. This will provide us with better standardised tracking of student achievement and growth and enable better longitudinal sampling and analysis of data.

To date, measurement of perception and program/process elements of the plan have not occurred, which will need to be rectified for our 2019 and subsequent plans.

Our achievements for this priority

In the first year of our plan we have made gains in reading for our identified NAPLAN bands for years 5, 7 and 9. The most notable gain has been experienced by our year 9 cohort with an average increase of 15.7%, which sees our target of 75% of year 9 students achieving better than expected growth reached. Kindergarten PIPS results have seen an increase of 11%.

Progress in writing and spelling as measured by increasing the percentage of students achieving expected or better than expected growth in NAPLAN was inconsistent. A small increase in writing achievement was realised by the year 9 cohort. In NAPLAN spelling the percentage of Year 5 students achieving better than expected growth increased by 11.3% and the Year 9 cohort realised an increase of 20.6%.

Challenges we will address in our next Action Plan

During 2018 we have transitioned from PM Benchmark assessments to Oxford Owl. We have invested in significant staff training in using Oxford Owl as an assessment tool and started our transition to using this as one measure of student achievement in reading. Ensuring consistency in teacher use of Oxford Owl as an assessment tool will be a focus for 2019.

Development of a parent reading program is seen as a beneficial step to improving student reading achievement. While we acknowledge that this will look different across the school, a commitment will be made to improving parent understanding of the importance of their child reading every day along with information to help parents support their child/children in developing their reading skills.

Given the minimal progress made in improving student growth in writing, development of a whole school approach to the teaching of writing will be a focus for 2019.

Identifying methods for measuring perception data related to teacher confidence in implementing Essential Literacy Practices (P-2), using Moderation on a Page (3-6) and teaching targeted literacy (7-10).

Priority 2: Improve student learning outcomes in Numeracy across all learning areas

Targets or measures

By the end of 2022 we will achieve:

- An increase in the percentage of students in the top bands that are achieving growth in numeracy for NAPLAN in year levels 5, 7 and 9
- An increase percentage of students achieving better than expected growth in numeracy in NAPLAN
- An increase in the percentage of students achieving expected or above expected growth in Numeracy PIPS

In 2018 we implemented this priority through the following strategies.

- Develop teacher capacity to interpret data to inform day to day teaching practice

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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<ul style="list-style-type: none"> ▪ In the top bands for NAPLAN numeracy <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 students achieving expected or better than expected growth from 33% to 75% ○ Increasing the percentage of Year 7 students achieving expected or better than expected growth from 40% to 75% ○ Increasing the percentage of Year 9 students achieving expected or better than expected growth from 47% to 80% 	33.3%	56.3%				
<ul style="list-style-type: none"> ▪ Across all bands for NAPLAN numeracy <ul style="list-style-type: none"> ○ Increasing the percentage of Year 5 achieving expected or above expected growth from 46% to 56% ○ Increasing the percentage of Year 7 achieving expected or above expected growth from 56% to 66% 	46.2%	59.3%				
	57%	81.9%				

○ Maintaining the percentage of Year 9 achieving expected or above expected growth at 80%	80%	72.5%				
▪ Increase the percentage of students achieving expected or better than expected growth in Kindergarten in PIPS (Numeracy) from 55% to 80%	55%	60%				
▪ Percentage of years 5 – 10 students at standard or above (Stanine 5) in PAT Maths increasing 5%	N/A	N/A				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
▪ Percentage of staff who feel confident teaching mathematics (P-6)	N/A	N/A				

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
▪ Principals as Numeracy Leaders practices implemented	N/A	N/A				

What this evidence tells us

Numeracy has not been a specific focus for us in the early part of our Strategic Plan. While we are using data chats and some teacher observation to inform mathematics teaching, we will introduce targeted approaches and strategies in our 2020 Action Plan. Despite this, the percentage of students in the top two NAPLAN bands showing expected or better than expected growth has increased significantly. With the exception of year 9, we have seen a similar trend across all NAPLAN bands.

We are currently considering utilising the PAT Mathematics assessment for students in years 3 and 4 as well as continuing these for students in years 5-10. This will provide us with better standardised tracking of student achievement and growth and enable better longitudinal sampling and analysis of data.

Our achievements for this priority

In the first year of our Strategic Plan we have seen significant improvement in for students in the top bands for NAPLAN numeracy, with increases in the percentage of students achieving expected or better than expected growth of:

- 23% for Year 5

- 30.8% for Year 7
- 25.6% for Year 9

Across all bands of NAPLAN we have surpassed our five year targets for the percentage of students achieving expected or better than expected growth in numeracy for our Year 5 and Year 7 cohorts by 3.3% and 15.9% respectively.

We have also seen a 5% increase in the percentage of Kindergarten students achieving expected or better than expected growth in in PIPS Numeracy.

While we are yet to gather teacher perception data on confidence in teaching mathematics (P-6), initial interpretation of these results indicates improvements in mathematics learning and student achievement.

Challenges we will address in our next Action Plan

Areas of priority for our 2019 Action Plan will include refining the data sets used for data chats, working to improving teacher data literacy (understanding what the data is indicating) and focussing conversations on how to improve student achievement based on the data.

We will review our secondary mathematics program and monitor student achievement in Years 7-10, particularly for students in the middle and lower bands on NAPLAN given the reduction in students achieving expected or better than expected growth across all NAPLAN bands.

Identification of numeracy leaders in P-2 to drive the implementation of PANL principles for our junior primary will be a focus for our 2019 Action Plan.

Priority 3: Create and embed a K-10 Curriculum and Pedagogical framework

Targets or measures

By the end of 2022 we will achieve:

- A reduction in the variance in student learning growth between classrooms (measure PAT, NAPLAN, PIPS)
- Students who are able to clearly articulate learning intentions and success criteria
- Increased engagement in and ownership of learning by students

In 2018 we implemented this priority through the following strategies.

- Develop K-10 Scope and Sequences for all KLA's and General Capabilities
- Develop a School Data Plan and build a culture data analysis
- Develop consistency in planning using backwards by design principles

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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
<ul style="list-style-type: none"> ▪ Reduce the variance in student learning growth between classrooms (measure PAT, NAPLAN, PIPS) 	N/A	N/A				

Perception Data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
Increased School Satisfaction Survey results:						
<ul style="list-style-type: none"> ▪ Students <ul style="list-style-type: none"> ○ My teachers provide me with useful feedback about my school work above 75% ○ Overall I am satisfied I am getting a good education at this school above 75% ○ I know what I have to do to get the results I want above 75% ○ I am regularly asked to assess the quality of my own school work above 75% ○ Teachers recognise my learning needs and support me to achieve them above 75% 	67%	56%				
	61%	63%				
	72%	72%				
	59%	47%				
	57%	51%				

<ul style="list-style-type: none"> ▪ Parents <ul style="list-style-type: none"> ○ Teachers at this school provide my child with useful feedback about his or her school work above 75% ○ My child is making good progress at this school above 75% ○ My child's learning needs are being met at this school above 75% ○ Overall I am satisfied with my child's education at this school above 75% 	72%	70%				
<ul style="list-style-type: none"> ○ Teachers at this school provide students with useful feedback about their school work above 90% ○ Students' learning needs are being met at this school above 85% ○ Overall I am satisfied the students are getting a good education at this school above 90% ○ I receive useful feedback about my work at this school above 75% 	87%	72%				
	71%	75%				
	66%	72%				
	68%	77%				
<ul style="list-style-type: none"> ▪ Teachers <ul style="list-style-type: none"> ○ Teachers at this school provide students with useful feedback about their school work above 90% ○ Students' learning needs are being met at this school above 85% ○ Overall I am satisfied the students are getting a good education at this school above 90% ○ I receive useful feedback about my work at this school above 75% 	87%	72%				
	77%	73%				
	83%	84%				
	51%	49%				

School program and process data

Targets or Measures	Base 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
▪ Data chat focus for planning meetings	N/A	20%				
▪ Backwards by design planning	N/A	33%				
▪ Development of a consistently documented curriculum with clear progressions for learning from K-10	10%	36%				
▪ Harrison Universal Practices and Learning Differences Framework reviewed, refined and implemented consistently	N/A	20%				
▪ Consistent pedagogical practices across K-10 evidenced through planning and lesson observations	N/A	N/A				

What this evidence tells us

The achievement indicated in the data for this strategic priority is mixed, with measurement occurring and progress being made in some areas only.

An efficient process for comparing NAPLAN, PIPS, PAT data for individual classes is yet to be identified. We are investigating the possibility of utilising SENTRAL for this as it continues to develop functionality, as the current process for this would be cumbersome.

Data collected from the School Satisfaction survey indicates stronger levels of satisfaction from parents/carers than that of the students and staff. Parent/carer responses showed increased satisfaction in three of the four areas and achievement of our strategic priority targets in two of those. Staff satisfaction dropped in three of the four identified areas, with receipt of useful feedback (at 49%) being highlighted as an area that requires development. Student satisfaction reduced in three of the five identified areas with the other two areas remaining relatively stagnant. While 72% of students indicated that they “understand what to do to get the results they want”, only 56% indicated that they “receive useful feedback about their work” and 51% believe that “teachers recognise their learning needs and support them to achieve”. This indicates further work in developing the skills of teachers in providing students with useful feedback and being explicit in defining criteria for quality is required. This, along with further work with students in self-assessment and understanding how to enact feedback would be beneficial. Refining the school’s implementation of learning intentions and success criteria should support growth in this area.

The percentage values given for the school programs and processes are indicative measures of the progress towards completion of these items. To date we’ve made considerable progress in relation to curriculum development, with the 7-10 area reviewing and redesigning tier 1 (scope and sequence) and tier 2 (unit planning) curriculum templates. These templates will be used as the basis for the K-6 curriculum design and documentation.

Our achievements for this priority

To date in this priority we have achieved our long-term target of above 75% satisfaction in one area of parent/carer satisfaction, that being “Overall I am satisfied with my child’s education at this school” (77%). Additionally, parent/carer satisfaction in relation to their child’s progress at the school measured 75%.

We have also progressed our focus on collecting and using relevant student achievement data to ascertain student learning needs and plan learning to meet these. This has been through the continuation, and in some areas, introduction of data chats with staff. The focus on data chats across the school has progressed, with:

- P-2 teachers engaging in individual conversations with Team Leaders/Deputy Principals, concentrating on students not meeting benchmarks and reviewing strategies to support their growth
- 3/4 occurring in Team meetings, considering relevant data to map student progress effectively
- 5/6 teachers engaging in individual conversations with Team Leaders/Deputy Principals
- Data chats with 7-10 teachers inconsistently, but with an increasing number of teachers looking at PAT data prior to the meetings and bringing relevant class data to meetings with Team Leaders

A whole school focus on data chats being an agenda item for planning meetings is scheduled for 2019.

Our P-2 area have refined planning processes and documentation, utilising backwards by design thinking in their collaborative planning. The 7-10 area of the school have developed consistent tier 1 and tier 2 curriculum planning documentation with clear progression of learning articulated.

Challenges we will address in our next Action Plan

For this priority, developing the process required for comparing individual class data sets to track variance between classes will be a focus. Refining the data sets used for data chats has started in 2018 and will continue in 2019 with consideration to both in-class student work samples and assessments and longitudinal data sets (NAPLAN, PIPS, PAT-R, PAT-S, PAT-M, MYMC, School Satisfaction Survey, School Climate Survey, School Data Tool) to provide a more fulsome picture of individual student, class and cohort achievement. Ensuring data chats are an agenda item for Team meetings will be a priority for 2019 along with defining the aim of the data chats. In addition to this, improving teacher data literacy (understanding what the data is indicating) and focussing conversations on how to improve student achievement based on the data will continue in 2019.

To support our review of the Harrison School Universal Practices as a pedagogical framework for teachers, developing teacher understanding of differentiation will be a key element. We will address this initially through whole school professional learning.

Developing our K-10 scope and sequence (tier one documents) for all key learning areas that include the Australian Curriculum General Capabilities will continue, with specific focus on years 3-6 for 2019. K-2 planning processes and expectations will be consolidated in 2019 and alignment of planning proformas across the school will begin.

Expanding on current practice, which is somewhat ad-hoc, to develop a consistent approach to teacher observation/feedback by colleagues (to share expertise and reduce variance of practice between teachers) will also be an area of focus for 2019.

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.

QIP review has been completed using the Directorate template.

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