

Harrison School

Network: North Canberra/ Gungahlin

Impact Report 2019

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 and 2 (see reporting for detail):

- Development of a parent/student reading program across the school
- Developing teacher capacity to interpret data to inform day to day teaching practice

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 3 (see reporting for detail):

- Developing a Kindergarten (K)-10 Scope and Sequences for all KLA's and General Capabilities
- Developing and embedding a consistent approach to teacher observation/feedback by colleagues

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 3 (see reporting for detail):

- Developing a School Data Plan and building a culture data analysis
- Developing consistency in planning using backwards by design principles
- Undertaking a pedagogical framework review to refine Harrison Universal Practices

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 2019 we implemented this priority through the following strategies.

- Embedding of Essential Literacy Practices in preschool (P) – 2 supported by planning documentation and teacher observations with feedback
- Development of a parent/student reading program across the school for implementation in S2 2019
- Embedding 3 – 6 Writing Project – focus on consistent teaching and assessment of writing supported by moderation on a page
- Continuation of Secondary Literacy: Writing project through action research approach and strengthening of the concept of “keepers of the language”
- Developing consistency in the aim of data chats with them prioritized in Team/Learning Area meeting agendas

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%	87%			
<ul style="list-style-type: none"> • Increasing Year 7 students achieving expected or better than expected growth to 80% 	58.8%	61.2%	70.2%			
<ul style="list-style-type: none"> • Increasing Year 9 students achieving expected or better than expected growth to 80% 	61.8%	77.5%	100%			
<ul style="list-style-type: none"> • Across all bands for NAPLAN reading 	56.2%	68.9%	68%			

<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%	50%			
<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%	68%			
<ul style="list-style-type: none"> In the middle and top bands for NAPLAN writing <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%	79%			
<ul style="list-style-type: none"> Increasing the percentage of Year 7 achieving expected growth from 67% to 75% 	55.0%	55.1%	83%			
<ul style="list-style-type: none"> Increasing the percentage of Year 9 achieving expected growth from 62% to 70% 	43.4%	47.1%	90%			
<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%	72.5			
<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%	65%			
<ul style="list-style-type: none"> Increasing the percentage of Year 7 students achieving better than expected growth from 62% to 70% 	66.3%	64.4%	67%			
<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%	75%			
<ul style="list-style-type: none"> Increase Percentage of years 7 – 10 students in the top 4 achievement bands in PAT Reading increasing by 5% 	start: 65.81%	start: 66.66%	start: 93.18%			
	end: 79.07%	end: 71.07%	end: 94.65%			
<ul style="list-style-type: none"> Increase Percentage of years 5 – 10 students in the top 4 achievement bands in PAT Spelling increasing by 5% 	N/A	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
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• Percentage of staff who feel confident implementing Essential Literacy Practices (P-2)	N/A	N/A	N/A			
• Percentage of staff who feel confident using Moderation on a Page process (3-6)	N/A	N/A	N/A			
• Percentage of staff who feel confident teaching targeted literacy (7-10)	N/A	N/A	100%			

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
Percentage of staff implementing Essential Literacy Practices (P-2 Homeroom teachers)	N/A	100%	100%			
Percentage of staff using Moderation on a Page (3-6)	N/A	N/A	100%*			
Secondary School's Writing Project completed	N/A	N/A	100%			
Data chat focus for learning area/planning meetings	N/A	30%	75%			

* Semester 1 only as Moderation on a Page became an optional tool for teachers to use due to changes in our reporting format.

What this evidence tells us

- The targeted focus on improving reading learning outcomes for our years 5, 7 and 9 students in the top NAPLAN bands is having a positive impact.
- There seems to be disparity between PAT Reading data and NAPLAN growth results across all bands for years 7 and 9 students which warrants further investigation.
- Our focus on the teaching and learning of writing in years 3-6 and years 7-10 is having a positive impact for students in the middle and top bands with us exceeding our targets.
- Our strategies to improve student growth in Kindergarten reading are working.
- We have strong use of our targeted strategies for improving reading and writing across all areas of the school and the incidence of data chats increased significantly during 2019.
- We have extended PAT (assessments) to include students from year 1 to allow longitudinal collection of student academic performance and growth and have reverted to PM Benchmark assessments for students in kindergarten to year 6 due to the cessation of Oxford Owl.
- The evidence collected suggests that our strategies for improving student growth in reading, writing and spelling are having positive impact, however further investigation of NAPLAN results for reading across all bands is warranted.
- We need to consider how to effectively measure teacher confidence in implementing specific literacy strategies in preschool to year 6.

Our achievements for this priority

Development of a parent/student reading program across the school

- Two parent tutorials focused on supporting junior school students learning to read presented.
- Established a reading intervention program in kindergarten and years 1/2 and engaged parents of students in this.

- K-2 saw an increased teacher focus on home reading. Teachers kept reading records and provided small incentives to students to continue reading at home (Yr1/2- Harrison award, Kindy- keychain token).
- Targeted reading program for students in years 7 and 8 (identified low readers) with their parents as co-facilitators implemented.

Professional learning related to essential literacy practices (P-2) and writing (years 3 -10)

- Essential Literacy Practices workshops delivered for P-2 staff with peer observations and feedback to support teacher learning.
- Effective teaching of writing was a focus for Team meetings for years 3-6 staff with Moderation On a Page framework (greater use of this in semester 1).
- Workshops on teaching writing across learning areas a feature of years 7-10 staff meetings.
- Completion of Secondary Schools Writing Project (action research) for years 7-10 teachers.

Developing teacher capacity to interpret data to inform day to day teaching practice

- Data chats included in meeting agendas across the school and facilitated discussion instigated, progressing to more independent data chats as the year progressed. The figure of 75% is an indicative measure of how complete the implementation of data chats is.
- Incorporation of kindy and year 1/2 Literacy Coordinators to support and lead teachers in literacy planning and teaching based on evidence from assessments and observations.
- Years 3 - 6 meetings included data chats with teachers sharing data with peers and reflecting on where to next.
- Years 3 - 6 implemented Lyn Sharrat's template to give greater consistency and focus to data chats.
- Years 3 - 6 Case Management Meetings - exec meeting 1:1 with teachers to discuss selected students learning achievements and strategies to support growth.
- Years 3 - 6 data walls created by teachers to track students who are not demonstrating expected growth in reading.
- Years 3 - 6 currently building the capacity of teachers in implementing Visible Learning with a focus on Bump It Up Walls to improve writing.
- PAT reading comprehension and spelling now part of the years 3 - 6 assessment schedule
- Observed significant evidence and increase of Visible Literacy growth in teacher pedagogy in years 7-10 learning area walkthroughs.
- Years 7 - 10 implemented an observation focus on incorporating literacy in context in learning areas.

Challenges we will address in our next Action Plan

- Development of a school wide belief statement for reading and writing.
- Collecting teacher perception data (confidence) in relation to teaching specific reading and writing strategies.
- Improving growth in reading across all bands of NAPLAN for students in years 5, 7 and 9, with a focus on teaching and learning of reading in years 5 and 6.
- Improve teacher capacity (P – year 6) to implement PAT assessments and analyse and use PAT data.

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 2019 we implemented this priority through the following strategies.

- Developing 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%	90%	76%			
<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% • Maintaining the percentage of Year 9 achieving expected or above expected growth at 80% 	46%	59%	56%			
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected or better than expected growth in Kindergarten in PIPS (Numeracy) from 55% to 80% 	55%	60%	64%			

<ul style="list-style-type: none"> Percentage of years 7 – 10 students at standard or within the top four achievement bands of PAT MATHS 	Start 65.81%	Start: 50.71%	Start: 66%			
	End: 69.3%	End: 58.28%	End: 70%			

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	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	N/A			
Data chat focus for learning area/planning meetings	N/A	30%	75%			

What this evidence tells us

- The evidence collected suggests that our current strategies for improving student growth in numeracy are having positive impact, particularly for students in the top NAPLAN bands in years 5, 7 and 9
- Strategies we are using to improve learning growth in numeracy for kindergarten students are having a positive impact.
- Focussed data conversations in meetings is occurring with regularity across the school.
- Years 3-6 teachers are utilising iMaths, which is providing different (and more regular) data sets aligned with the program.
- We have extended PAT (assessments) to include students from year 1 to allow longitudinal collection of student academic performance and growth
- We are no longer using PAT stanines, we are using achievement bands representing percentage at standard of scaled scores or within the top four achievement bands from PAT Maths as this gives a more accurate representation of impact of strategies employed.
- In looking at the evidence we may need to consider reviewing numeracy strategies to maintain, and in some instances, increase student learning growth.
- We need to develop a mechanism for assessing teacher confidence in teaching numeracy.

Our achievements for this priority

Developing teacher capacity to interpret data to inform day to day teaching practice

- K-2 numeracy data chats occur each term based on individual student achievement across strands of mathematics.
- Years 1 and 2 implementation of PAT Maths commenced Semester 1 2019.

- Years 7-10 implementing PAT Maths assessments and utilising resources bank to support student learning at their point of need.
- Alignment of K and years 1/2 Mathematics Coordinators to support team planning, assessment, moderation.
- iMaths providing more regular and targeted data for teacher discussions in years 3-6.

Challenges we will address in our next Action Plan

- Numeracy hasn't 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 and learning we will introduce targeted approaches and strategies in our 2020 Action Plan such as initiating a focus on review of numeracy teaching and learning practices.
- Initiating a targeted professional learning program for staff to increase their understanding of effective, contemporary numeracy teaching and learning strategies.
- Reviewing collection and analysis of numeracy specific student achievement data.
- Developing a tool for assessing teacher confidence in teaching numeracy.
- Developing a school wide belief statement about numeracy.

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

Targets or measures

By the end of 2022 we will achieve:

- Development of a consistently documented curriculum with clear progressions for learning from Kindergarten – year 10
- Harrison Universal Practices and Learning Differences Framework reviewed, refined and implemented consistently
- Consistent pedagogical practices across K-10 evidenced through planning and lesson observations
- Increased School Satisfaction Survey results:
 - Students
 - My teachers provide me with useful feedback about my schoolwork 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 schoolwork above 75%
 - Teachers recognise my learning needs and support me to achieve them above 75%
 - Parents
 - Teachers at this school provide my child with useful feedback about his or her schoolwork 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%
 - Teachers
 - Teachers at this school provide students with useful feedback about their schoolwork 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%

In 2019 we implemented this priority through the following strategies.

- Develop K-10 Scope and Sequences for all KLA's and General Capabilities
- Review assessment schedule to identify relevant sources of data, with consideration to longitudinal data set
- Undertake a pedagogical framework review to refine Harrison Universal 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 2017	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022

Reduce the variance in student learning growth between classrooms (measure PAT, NAPLAN, PIPS)	N/A	N/A	Data sources being collected			
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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 schoolwork above 75% 67% • Overall I am satisfied I am getting a good education at this school above 75% 61% • I know what I have to do to get the results I want above 75% 72% • I am regularly asked to assess the quality of my own schoolwork above 75% 59% • Teachers recognise my learning needs and support me to achieve them above 75% 57% 						
Increased School Satisfaction Survey results: <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 schoolwork above 75% 73% • My child is making good progress at this school above 75% 70% • My child's learning needs are being met at this school above 75% 66% • Overall I am satisfied with my child's education at this school above 75% 68% 						
Increased School Satisfaction Survey results: <ul style="list-style-type: none"> • Teachers <ul style="list-style-type: none"> • Teachers at this school provide students with useful feedback about their schoolwork above 90% 79% • Students' learning needs are being met at this school above 85% 82% 						

<ul style="list-style-type: none"> 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% 	81%	84%	84%			
	48%	52%	62%			

* The wording of the question in the survey has changed

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
Develop and embed a consistent approach to teacher observation/feedback	25% Sporadic	75%	85%**			
Backwards by design planning used universally	N/A	30%	60%**			
Development of a consistently documented curriculum with clear progressions for learning from K-10	10%	35%	60%**			
Harrison Universal Practices and Learning Differences Framework reviewed, refined and implemented consistently	N/A	N/A	Reviewed and refined^^			
Consistent pedagogical practices across K-10 evidenced through planning and lesson observations	N/A	Observations increased	Planning consistency improved^^			

** Estimated measure of progress (100% fully completed)

^^ Description in *What the evidence tells us* section

What this evidence tells us

<ul style="list-style-type: none"> We have found the concept of comparing the variance in student learning growth between classrooms more difficult than initially expected and requiring more consideration of the data sets to compare. Students (years 4-10) have a better understanding of what to do to be successful in their learning and we are getting better at supporting them. While teachers are confident they are providing effective feedback, students and parents indicate that improvement is required in this area. While there has been improvement in student perception about their learning needs being met, both students and parents indicate that improvement is needed despite teacher perception that this is done well. We have made progress in relation to school programs and processes. Completing these will enable us to start considering their impact on student learning.

Our achievements for this priority

<ul style="list-style-type: none"> Curriculum and planning

- > K – year 2 English and Mathematics scope and sequence completed, K – year 2 Humanities and Social Sciences (HASS) in progress (Inquiry process documents link all other key learning areas through scoping and sequencing of HASS).
- > Years 3-6 scoping and sequencing has commenced.
- > Years 7-10 scope and sequence documents are complete.
- > All P – year 2 planning documents contain explicit references to the Essential Literacy Practices with K-2 planning documents use backward by design philosophy.
- > Years 3/4 Unit planning based are based in the Australian Curriculum General Capabilities using backward by design philosophy.
- > Years 5/6 Unit planning based on inquiry focus years A and B.
- > Years 7-10 area of the school has begun developing unit planners in learning areas based on scope and sequence.
- Observation and Feedback
 - > Observations happening across the school, P – year 2 and years 3-6 executive teachers observe and provide feedback to teachers each term.
 - > All years 7-10 teachers have been involved in a number of observations with buddies (being observed and observing) as well as being observed by years 7-10 executive teachers.
 - > Formal observation tracker established for years 7-10 teachers, still to be established for P – year 6 teachers
- Data
 - > K – year 2 data chats are a formal process each term.
 - > Years 3-6 data chats are a formal part of learning area and team meetings.
 - > Years 7-10 has developed a list of the multiple sources of data that are collected. Learning area teams are analysing the data and having discussions.
 - > Intervention practices are determined based on data analysis and case management discussions.
 - > PAT reading and maths assessments and resources were used in years 1 and 2.
 - > K – year 6 assessment schedule reviewed and years 7-10 data plan completed.
- Harrison Universal Practices
 - > Executive reviewed Harrison Universal Practices and provided feedback before they were presented to staff for feedback.

Challenges we will address in our next Action Plan

Programs and processes

In reviewing the evidence and experiencing difficulty in determining what to measure for this priority, we will focus on completing the structures (programs and processes). This will be the first stage of us being able to measure their impact on teacher capability development and student learning achievement.

- Collaboratively completing our K-10 curriculum scope and sequence.
- Develop a belief statement about observation and feedback that will allow refinement of existing practices. In undertaking this it will be important to be mindful of creating consistency in relation to the purpose of observations and feedback whilst allowing scope for focus on elements specific to different areas of the school.
- Refine K- year 6 assessment schedule and align to years 7-10 data plan.
- Embed backward by design in all unit planning documents.

Perception data

- Consider communication needed and trial strategies to increase student and parent knowledge of processes related to feedback and strategies for meeting student learning needs.

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 report progress and achievements either within their QIP or in the section below.

- Preschool progress and achievements are outlined in our QIP.

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