

# Red Hill Primary School

Network: South Canberra/ Weston

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## 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 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 has not been finalised.*

### 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: To improve learning outcomes for all students

#### Targets or measures

By the end of 2020 we will achieve the following.

- 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 2018 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.
- 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		
Writing	56.5	82.1	57.4	39.3		
Spelling	84.5	71.3	90.1	76.2		
Grammar and punctuation	63.8	76.4	72	65.1		
Numeracy	92.7	77	85.6	80.5		

#### Student learning data

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%			
*Literacy goals	53%	82%	88%			
*Numeracy goals	56%	82%	90%			
ILP goals (disability)	77%	51%	51%			

ILP goals (G&T)	55%	90%	92%		
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### 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%		
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%		
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%		
95% of students agree/strongly agree that they have access to computers, internet and digital cameras.	93%	95%	82%	93%		

### 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. However, in the next Action Plan, we will continue paying careful attention to alternative data sources such as A-E grades and PAT assessment results to verify the apparent absence of growth shown by NAPLAN results for writing and mathematics. Interestingly the school exceeded regional and state scaled score growth for reading, and grammar and punctuation, in both 2017 and 2018.

Other student learning and perception data indicates that specific improvement strategies have resulted in sound progress towards achieving the remaining five targets. Over the past two years 85.5% of students' individual learning goals have been achieved, twice surpassing the 2020 target. The percentage of ILP\* goals being achieved by students with a disability has been less satisfactory. ILP meeting conversations indicate that many of the goals being set are overly long term.

Disappointingly, parent satisfaction dropped in 2018. However, over the past three years an average of 87% of parents have expressed satisfaction with their children's education at Red Hill School, indicating that we can reach our five year target of 90%.

For the last two years parents and staff have demonstrated that they perceive the use of learning technologies as integral to teaching and learning in our school. Both five year plan targets for these stakeholder groups have been surpassed annually. The annual target relating to student perception about the use of learning technologies was also surpassed in 2018 and gives us confidence that the five year target will be met. (Unfortunately, the system survey question

connected to the student perception target has changed since the inception of our school plan, making a comparison over time 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.

### Our achievements for this priority

Whilst the school has not met its NAPLAN growth targets with consistency, other school based evidence is available and has been interrogated to provide a triangulation of information. This evidence demonstrates that student learning outcomes have improved over the first three years of our strategic plan.

In mathematics we have been able to examine the ACER Progressive Achievement Testing (PAT) results and have identified overall growth for students who were in years two to six in 2018. The strongest growth was for students in years three and six. The most recent student responses indicated a possible strength in the teaching of statistics and probability, with strong results for this strand in years two to five inclusive. The areas of development indicated by this assessment were geometry and measurement for years three to five inclusive.

A-E grade data also provided us with a snapshot of learning outcomes in mathematics for all students. Our analysis of grades demonstrated that:

- the percentage of students achieving at or above the achievement standards for mathematics increased in semester two, 2018, for all year levels except year four
- the percentage of students achieving at or above the achievement standards for mathematics has continued to increase annually since 2016, and
- a greater percentage of students are achieving at or above the achievement standards for mathematics in five specific year cohorts.

In English, the NAPLAN average scaled growth score for our year five students in reading was well above the average score for the ACT and statistically similar schools. School based A-E grade data, "running records", writing samples and students' goal achievements also enabled an analysis which demonstrated that:

- the percentage of students achieving at or above the achievement standards for English increased in semester two, 2018, for all year levels (1-6)\*
- the percentage of students achieving at or above the achievement standards for English has continued to increase annually since 2016
- a greater percentage of students are achieving at or above the achievement standards for English in each year cohort\*\*, and
- a greater percentage of students are now achieving reading and writing goals.

Based on the evidence presented through professional learning conversations, professional pathways meetings, collaborative planning sessions and perception data, we have attributed the increase in students' academic achievement to the following:

- ongoing targeted and active professional learning
- the collaborative data inquiry that takes place in our professional learning communities and peer coaching sessions
- teachers' increasing understanding of the Australian Curriculum achievement standards and their application within the Primary Years Program, and

- teachers' growing ability to link students' personal learning goals, explicit learning intentions, success criteria and formative assessment.

Every student in the school worked through a series of short-term learning goals, which focussed on the school's priorities of writing and mathematics as well as personal areas of academic or social development. The growing culture of highly visible learning and effective feedback resulted in even greater student success in achieving learning goals than in previous years.

A significant achievement for this priority was the development and implementation of a Response to Intervention (RTI) model for students requiring tier 2 and tier 3 intervention in mathematics. In this model student needs are identified and planned for, using Swan and Woodley's 'learning trajectories' as a common diagnostic tool to map students' mathematical skills and understandings.

A further achievement was the introduction of the "Daily Five" literacy framework in the junior years. Whilst "Daily Five" is in its early stages of implementation, classroom observation has already confirmed that student autonomy, independent learning behaviours and engagement have increased. These in turn, coupled with the structure of "Daily Five", are allowing teachers to conference with students and meet their needs more effectively.

The final achievement was our participation in an Apple Educator pilot program. This involved teachers and classes being trained to use iPads and apps to genuinely enhance learning, using technology to create rather than reproduce knowledge and understanding. The program included professional learning modules and in-class coaching by Apple educators, followed up by peer coaching. In the year three classrooms where the pilot program initially took place, increased student engagement was noticeable. The program also transformed teachers' approaches to using learning technologies across the school.

\*Except for year five which remained static at 94%.

\*\*Except the cohort who commenced year 5 in 2016, 90% of whom have achieved at or above the achievement standards since 2017.

## Challenges we will address in our next Action Plan

The learning areas of mathematics and writing continue to be improvement priorities. Teachers have engaged in considerable professional learning for both areas. They need time to "take a step back"; to synthesise and apply this learning in their classrooms, supported by ongoing professional learning conversations, peer coaching and 'instructional walk-throughs'.

It will be essential for the leadership team to work with staff to audit current practice and deeply interrogate learning data, particularly in the teaching of writing. It will also be essential, although challenging, for the leadership team to maintain the improvement lens on teaching writing and mathematics whilst continuing the implementation of "Daily Five" and other school priorities.

Considerable efforts were made yet again to embed the consistent use of explicit learning intentions, success criteria and personal learning goals, which resulted in excellent results. However, we acknowledge that these efforts need to continue in 2019 to ensure that learning is always highly visible to stakeholders and that there is always a close link between formative assessment, data analysis and learning goals.

## Priority 2: 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 2018 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.
- 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>	<b>87%</b>		<b>88%</b>	<b>89%</b>		
100% of executive staff agree/strongly agree that <i>the school's instructional leadership model effectively supports quality teaching</i>	<b>100%</b>		<b>100%</b>	<b>100%</b>		
90% of staff agree/strongly agree that they <i>get useful feedback about their performance</i>	<b>76%</b>	<b>72%</b>	<b>77%</b>	<b>74.5%</b>		

### 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.	<b>100%</b>		<b>100%</b>	<b>100%</b>		

### What this evidence tells us

Staff perception that the school's instructional leadership model supports quality teaching has gradually increased since 2016. This perception is upheld by one hundred percent of teachers demonstrating 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 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 the next annual action plan. Firstly, we need to be able to discriminate between teacher and administrative staff perception. Secondly, whilst peer coaching and new educator mentoring have become valuable parts of our instructional leadership model, we recognise that staff still require other forms of feedback that will inform their teaching practice.

### Our achievements for this priority

Instructional leadership structures and processes have been embedded in the school to build professional capacity in all staff. These include peer coaching and professional learning communities (PLC), which are both underpinned by a focus on quality learning conversations, collaborative data inquiry and a commitment to growth mindset.

The involvement of school leaders and teachers in PLC inquiries and peer coaching has “deprivatised” instructional leadership, strengthening every staff member’s ability to coach, mentor and provide effective feedback. Teachers and leaders have commented that they have acquired greater skills in active listening and invitational questioning, and a deeper understanding of data collection, that has benefited their professional conversations with peers and students. Perception data backed up these comments, with 89% of staff responding in the August survey that *the school’s coaching, mentoring and feedback model supports quality teaching and improved practice and the instructional leadership model effectively supports quality teaching*. Furthermore, 91% of staff agreed that *there are processes in place that support [their] practice and that they are provided with programs and processes to develop their teaching knowledge and skills*.

### Challenges we will address in our next Action Plan

A “shadow strength” of peer coaching is the absence of leadership supervision. Because of the nature of the reporting lines, leadership supervision of the process is deliberately limited. Even though the number of staff meetings was reduced to enable coaching conversations/observations, teachers sometimes began the process but forgot to set aside time to complete it. In approximately fifty percent of coaching partnerships, teachers participated as either coach or coachee rather than taking turns in both roles. There were also cases where only one or two coaching cycles were completed. The continuing challenge is to ensure that all teachers participate in repeated peer coaching cycles as both coach and coachee, so that inquiries are deep and lead to greater professional learning and growth. We would also like to facilitate more links between professional learning community inquiries and peer coaching cycles, whilst recognising that teacher autonomy is important in the process.

A further goal is to increase the feedback provided to teachers related to the school priorities of mathematics and writing by providing explicit written and verbal feedback after targeted classroom ‘walk throughs, using scaffolded feedback mechanisms such as the ‘writing audit’ tool and Numeracy Practices Guide checklist.

### Priority 3: Build a safe, inclusive and respectful school environment

#### Targets or measures

By the end of 2020 we will achieve:

- 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), and
- 85% of parents *agree that community partnerships are valued and maintained at the school* (Data collection tool: System Satisfaction Survey).

In 2018 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.
- 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.*

#### 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%		
Students	82%		62%	73%		
Staff	89%		90%	93%		

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

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%		

### What this evidence tells us

Parent and staff perception of the school's progress in building a respectful school environment has been strong, indicating that 2020 targets will be met\*. Although students' perception of feeling respected in the school environment increased by over ten percent from 2017, the three year average of 72% indicates that our 2020 target is less likely to be met.

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 (average 94%). Student perception has averaged 89% over the life of the current school plan, showing significant improvement from previous years and leaving us confident that we will meet our target for 2020. System data for this stakeholder group was unavailable in 2018 but fortunately the school has collected similar information through regular "safety audits". When surveyed in two random audits\*\* in every classroom across the school, 91% of senior students and 92% of students overall reported feeling safe at school. One percent of students reported in these same random audits that they had been bullied at school.

Parent perception that community partnerships are valued and maintained has averaged 83% over the last three years, indicating that we will meet our target of 85% in 2020. We are interested in why the result dropped in 2018, despite our maintenance of existing community partnerships and creation of new ones.

\*Parent perception average 89.3% 2016-18; Staff perception average 91% 2016-2018.

\*\*Semester 1 2018 and December 2018

### Our achievements for this priority

The school's greatest achievement for this priority was the introduction of 'Positive Education' (PE). The leadership team completed three days of professional learning about the principles of PE, delivered by Geelong Grammar and PESA (Positive Education Schools Association). This professional learning convinced us that, whilst our long term work with KidsMatter has been valuable, a stronger 'Positive Education' model would benefit our community's well-being and would align philosophically with the schools' Restorative Practices and International Baccalaureate frameworks. We established a Positive Education Implementation Team, began a 'critical friendship' with Dr. Justin Coulson (an expert in the field) and introduced some aspects of positive education with the staff at Red Hill. Teacher feedback indicated that the increased focus on staff well-being was appreciated and that teachers were open and keen to progress with a more formal implementation of positive education at Red Hill School.

Three other productive partnerships with parents and community took place in 2018. Two of these related directly to our Aboriginal and Torres Strait Islander Reconciliation and Cultural Integrity Action Plans. Our 'Deadly Boomerangs' student action group inspired the installation of two new flag poles to fly the Aboriginal and Torres Strait Islander flags and the creation of a 'bush

tucker' garden. We were very fortunate to establish a working partnership with Adam Shipp and Tyrone Bell of Thunderstone. Together they landscaped a wonderful garden and wall mural, that incorporate Aboriginal and Torres Strait Islander cultural perspectives through story, language and visual art. The garden's native plants will also be used as a curriculum resource in our RHIPP cooking classes, linking our Cultural Integrity and Fresh Tastes Action Plan priorities. Additionally, Thunderstone officially "opened" our flagpoles with a "cleansing ceremony". Attended by the whole school, this event was a powerful way to deepen our understanding of and pay our respects to Australian Aboriginal culture and tradition.

The final achievement was a new partnership between the school and P&C which has enabled a part-time canteen coordinator to be employed. Year six students build leadership and life skills by opening the school canteen once a week, under the coordinators' supervision. The menu offers a small range of 'green' and 'amber' food items, thereby promoting healthy eating and drinking at school and also provides all students with the opportunity to practise basic money skills in a real life setting.

### Challenges we will address in our next Action Plan

When we interrogated the perception data collected in the system survey, we observed that thirty-six percent of senior students did not believe they treated each other with respect even though 80% believed teachers treated them with respect. Despite our focus on building and sustaining a 'firm but fair-high expectations' culture congruent with restorative and relational practices, only 65% of these same students perceived that teachers treated them fairly even though 98% reported that teachers had high expectations of them. Moreover, survey questions relating to student well-being gave us cause for concern. Sixty-six percent of senior\* students reported "worrying about things working out for them" and having difficulty "getting through stressful events". Nor did any respondent report consistently waking up feeling rested and calm.

This data supports the suggestion from previous anecdotal evidence that students' well-being and resilience must be a long-term curriculum focus. It also indicates that staff must show they are actively listening to student voice and consistently modelling restorative and relational practices.

In the next Action Plan, we will strive for greater consistency in the application of the principles of restorative and relational practices and promotion of student voice and agency. We will also commence the implementation of Positive Education in classrooms, intentionally teaching students mindfulness and other techniques to reduce stress and build their well-being and resilience.

\*Years five and six

### Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan (QIP). A copy of the school's QIP is available for viewing at the school.