

UC High School Kaleen

Network: Belconnen

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 (see reporting for detail):

- Continue to develop and embed professional learning community processes.
- Continue to develop a culture of data analysis to inform teaching.
- Develop a learning culture that promotes high expectations of behaviour and learning outcomes for all students.

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 2 (see reporting for detail):

- Implement embedded professional learning from peers using a 'tour' system.
- Strengthen use of shared data from common formative assessments (along with daily embedded formative assessments) to plan for differentiation.

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, 2 & 3 (see reporting for detail):

- Strengthen use of shared data from common formative assessments (along with daily embedded formative assessments) to plan for differentiation.
- Embed use of proficiency scales and teach students to utilise these tools to become self-directed learners.
- Ongoing implementation of PBL.

Reporting against our priorities

Priority 1: **Explicit Improvement Agenda**

Targets or measures

By the end of 2020 the school will achieve:

- A 'sustaining' rating in all areas of PLCs at Work Continuum (school self-assessment.) 60 percent of staff reporting excellent sense of shared values and approach.
- 80 percent of parents and students report that teachers provide them with useful feedback about their learning.
- 90 percent of students achieving expected or better than expected growth in NAPLAN Reading.
- 95 percent of students achieving expected or better than expected growth in NAPLAN Writing.
- 75 percent of students achieving expected or better than expected growth in NAPLAN Numeracy between years 7 and 9.

In 2019 we implemented this priority through the following strategies.

- Continue to develop and embed professional learning community processes.
- Continue to develop a culture of data analysis to inform teaching .
- Develop a learning culture that promotes high expectations of behaviour and learning outcomes for all students.

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.

Note: The school has mapped the performance against the listed targets for the last three years into the new system Impact Report tool.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90 percent of students achieving expected or better than expected growth in NAPLAN Reading between years 7 and 9	61%	62%	51%	61%	59%	
95 percent of students achieving expected or better than expected growth in NAPLAN Writing	58%		47%	50%	47%	
75 percent of students achieving expected or better than expected growth in NAPLAN Numeracy between years 7 and 9	54%	38%	50%	59%	54%	

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
75 percent of staff reporting excellent sense of shared values and approach	47%	24%	72%	80%	81%	
80 percent of parents and students report that teachers provide them with useful feedback about their learning.	72% of parents	72%	82%	58%	76%	
	63% of students	67%	62%	62%	55%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
A 'developing' rating in all areas of PLCs at Work Continuum. PLC @ Work scale Level 1 = Pre-initiating Level 2 = Initiating Level 3 = Developing Level 4 = Sustaining	All at pre-initiating stage	70% Initiating	20% Initiating & 80% Developing	90% Developing or higher	92% Developing or higher Breakdown: 8% Initiating 50% Developing 42% Sustaining	

What this evidence tells us

- Original *Learning Data* targets were aspirational targets that reflected 2015 results but not the baseline, which is an average of results from years 2012-2015.
- Student learning data has not improved significantly on baseline.
- There is still a significant proportion of students not achieving better than expected growth in NAPLAN results.
- Shared values and approach remain high amongst staff.
- Further development of formative assessment skills required to ensure students receive meaningful and regular feedback.
- Progress on the PLCs at Work Continuum has slowed, however, only one area requires movement from *Implementing* to *Developing* to achieve target.
- There will be a greater focus on explicit literacy skills in the next Action Plan.
- The way perception data is presented has changed since Year 2 which makes it hard to compare these results.

Our achievements for this priority

Continue to develop and embed professional learning community processes.

- Ongoing PLC professional learning.
- All Professional Learning Team meetings guided by four PLC questions.
- Implementation of RTI program.

Continue to develop a culture of data analysis to inform teaching

- All Professional Learning Teams meeting regularly to review student learning evidence.
- Teams trialling a range of interventions to address learning needs.
- Executive team regularly analyses whole school and system data. Where appropriate this is shared with teaching staff.
- Targeted teachers have attended professional learning to enhance the knowledge and understanding of effective data analysis to inform teaching.

Develop a learning culture that promotes high expectations of behaviour and learning outcomes for all students

- PBL implementation has continued. 2020 will see classroom setting work completed.
- Ongoing training of new PBL team members.

Challenges we will address in our next Action Plan

- Whole school professional learning plan with a focus on Discipline Literacy.
- Moving areas of PLC continuum from *Developing* to *Sustaining*.
- Pedagogical focus on providing students meaningful feedback.

Priority 2: **Develop an Expert Teaching Team**

Targets or measures

By the end of 2020 we will achieve:

- A 10-percentage point increase in the number of stakeholders reporting excellent focus on academic emphasis.
- 50 percent of staff reporting excellent levels of professional development opportunities.
- 85 percent of teaching staff report that they receive useful feedback about their work.
- 85 percent of teachers and 80 percent of parents indicate that students' learning needs are being met at this school.
- A minimum 5 percent increase in the numbers of students achieving in top 2% of bands in NAPLAN Reading, Writing and Numeracy.

In 2019 we implemented this priority through the following strategies.

- Embedding professional learning from peers using a 'tour' system.
- Strengthen use of shared data from common formative assessments (along with daily embedded formative assessments) to plan for differentiation.

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
A minimum 5 percent increase in the numbers of students achieving in top 2 of bands in NAPLAN Reading, Writing and Numeracy for Year 7	Reading:31% Writing: 11% Numeracy:14%	32% 11% 25%	28% 13% 27%	12% 14% 13%	23.4% 11.7% 25%	
A minimum 5 percent increase in the numbers of students achieving in top 2 of bands in NAPLAN Reading, Writing and Numeracy for Year 9	Reading:19% Writing: 6% Numeracy:29%	16% 4% 7%	15% 5% 15%	26% 16% 21%	26.9% 1.7% 22.2%	
A minimum 5 percent decrease in the numbers of Students achieving in bottom 2 bands in NAPLAN Reading, Writing and Numeracy for year 7	Reading:16% Writing: 32% Numeracy:27%	22% 43% 25%	11% 42% 14%	22% 46% 14%	29% 49% 25%	
A minimum 5 percent decrease in the numbers of Students achieving in bottom 2	Reading:34% Writing: 59%	25% 50%	31% 60%	23% 57%	19% 55%	

bands in NAPLAN Reading, Writing and Numeracy for year 9	Numeracy:35%	29%	31%	27%	17%	
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Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
A 10-percentage point increase in the number of stakeholders reporting excellent focus on academic emphasis	Students: 44%	46%	42%	71%	67%	
	Staff: 69%	65%	83%	89%	89%	
	Parents: 51%	52%	70%	65%	77%	
50 percent of staff reporting excellent levels of professional development opportunities.	33 %	44%	67%	76%	78%	
85 percent of teaching staff report that they receive useful feedback about their work.	64%	68%	91%	Not available	Not available	
85 percent of teachers and 80 percent of parents indicate that students' learning needs are being met at this school.	Teachers:72%	70%	72%	76%	63%	
	Parents: 64%	60%	74%	81%	73%	

What this evidence tells us

- Have not yet achieved targets to move students into top 2 bands in NAPLAN writing and numeracy by year 9.
- More students are moving out of the bottom 2 bands in NAPLAN reading and numeracy by year 9.
- Progress for students out of bottom 2 bands for year 9 NAPLAN writing is not as pronounced.
- Perception targets met, except for "students learning needs met."

Our achievements for this priority

Implement embedded professional learning from peers using a 'tour' system

- Scheduled tours ran multiple times each term throughout the year, focussing on classroom management and differentiation.

Strengthen use of shared data from common formative assessments (along with daily embedded formative assessments) to plan for differentiation.

- Additional differentiation PL provided to all staff through school meeting structure.
- Additional time provided to PLTs through meeting structure to allow for:
 - Planning of common formative assessments.
 - Greater analysis of student learning data.
 - Development of differentiation strategies to be implemented in response to formative assessment data.

Challenges we will address in our next Action Plan

- Develop pedagogical skills through Discipline Literacy professional learning to improve NAPLAN literacy results.
- Further embed Peer Tour system, allowing teachers to learn from each other.
- Develop mechanism to provide teachers meaningful feedback on their own classroom practise.

Priority 3: **Develop high levels of connectedness to the school and wellbeing for all stakeholders.**

Targets or measures

By the end of 2020 we will achieve:

- 50 percent of students report excellent levels of emotional engagement.
- 60 percent of students report that they engage in moderate or low levels of general aggression.
- 60 percent of students report engaging in moderate or low levels of classroom disruption.
- 50 percent of staff report excellent levels of team moral.
- 60 percent of staff report excellent relations between staff.
- 50 percent of parents report excellent levels of involvement with their child’s school.
- 90 percent of students indicate they feel safe at school.
- 85 percent of staff, parents and students agree that student behaviour is well managed.
- 80 percent of staff indicate that they are well supported.

In 2019 we implemented this priority through the following strategies.

- Embed whole school approach to student management using evidence-based programs and Positive Behaviours for Learning. Implement phase two of PBL journey with support of ESO.
- Increase community engagement in learning.
- Improve staff wellbeing.

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
50 percent of students report excellent levels of emotional engagement.	32%	37%	36%	45%	41%	
60 percent of students report that they engage in moderate or low levels of general aggression.	90%	92%	92%	82%	75%	
60 percent of students report engaging in moderate or low levels of classroom disruption.	84%	92%	92%	83%	74%	

50 percent of staff report excellent levels of team moral.	44%	50%	70%	87%	72%	
60 percent of staff report excellent relations between staff	50%	44%	72%	72%	67%	
50 percent of parents report excellent levels of involvement with their child's school.	44%	46%	10%	50%	60%	
90 percent of students indicate they feel safe at school.	59%	62%	67%	53%	48%	
85 percent of staff, parents and students agree that student behaviour is well managed	Staff: 72% Parents:75% Students 35%	47% 63% 38%	77% 82% 38%	66% 62% 32%	49% 63% 23%	
80 percent of staff indicate that they are well supported.	58%	86%	75%	71%	65%	

What this evidence tells us

- Driven PBL team, staff have embedded the 'all areas' and 'outside area' expectations across the school.
- Student perception data is improving; however, we have not yet met all targets.
- Staff morale and relations perception data has met our target, however, results have dropped slightly since 2018. This will be a renewed focus for 2020.
- Staff support, student safety and behaviour management data has dropped in 2019.
- An increase in parental involvement at the school.

Our achievements for this priority

Increase community engagement in learning.

- The majority of UCHSK families are now accessing google Guardian Summaries. This needs to continue to be a focus in 2020.
- P&C has played a role in school policy development and implementation in 2019.
- Increased opportunities for community involvement in Cultural Integrity activities in 2019.

Improve staff wellbeing

- Staff morale and relations remain satisfactory despite significant changes in school leadership.

Challenges we will address in our next Action Plan

- PBL Classroom expectations will be developed in 2020 as the new team is inducted and trained.
- Safe and orderly environment actions prioritised to improve achievements against student safety, staff support and behaviour management targets.
- Re-introduce morning Pastoral Care into amended 2020 school timetable.