

Gold Creek 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):

- Implement a whole of school Cultural Integrity unit of inquiry

Education Directorate Strategic Indicator 2018-2021

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

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

- Implementation of the Early Years Literacy Project and the 10 essential practices
- Build the capacity of staff in relation to data analysis
- Building capacity of staff in 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 2 (see reporting for detail):

- Continue to implement Positive behaviours for Learning Framework
- Implement Approaches to Learning supported by fluencies
- Develop and implement improved attendance monitoring procedures

Reporting against our priorities

Priority 1: Literate Global citizens

Targets or measures

By the end of 2020 we will achieve:

- Improved academic growth of high performing students in reading and writing.
- Improved students critical and creative use of language.

In 2019 we implemented this priority through the following strategies.

- develop an agreed approach to the teaching of literacy aligned with IB philosophy.
- Build the capacity of staff to strengthen English language learning using Mother Tongue and multicultural perspectives.
- Develop a multidisciplinary approach to literacy teaching with a focus on the developmental progression of literacy learning.
- Build a shared understanding of differentiation which supports teachers to use data to make judgements about individual student needs in literacy.
- Identify and use data to inform the teaching of communication, as an approach to learning, to improve student outcomes.
- Develop a strategic Professional Learning Plan to build the capacity of staff in relation to literacy learning, including working collaboratively across sites.
- Embed thinking as an approach to learning to challenge and extend students.
- Utilise curriculum planning dynamically to teach the IB Approaches to Learning as a key part of the learning cycle.

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
increase in the percentage of mainstream Year 1-3 students achieving at or above year level range the ACT ED Benchmark Reading range from end 2017 data by 5 percentage points	73.7%	76.4%	69.7%	
increase in the percentage of mainstream Year 4-6 students achieving above age level range in PROBE Reading Assessment from end 2017 data by 5 percentage points	63.7%	82.1%	58.7%	
increase in the percentage of K-6 students achieving proficient or outstanding for reading and writing for semester reporting				
reading	63.9%	53.4%	41.79%	
writing	37.4%	37.8%	29.87%	
increase in the percentage of years 7-10 students achieving MYP 5 - 7 for semester reporting for Language and Literature	29.18%	33.33%	42.58%	

increase in the percentage of students achieving at or above the expected growth in PIPS language use by 15 percentage points from the 2014 figures (under review)				
increase in the percentage of students achieving at or above expected growth in PIPS reading by 15 percentage points from the 2017 figures	58%	72%	84%	
increase in the average percentage point growth of students in the 75% + percentile band in NAPLAN reading by 3 percentage points from the 2017 growth data average growth in top two bands (unable to continue with this target due to changes in Scout reporting)	28%	31.6%	n/a	
increase in the percentage of mainstream students achieving in the top two bands for Reading: year 3, 5, 7 and 9 NAPLAN by 5 percentage points from 2017 NAPLAN data Writing: year 7 by 5 percentage points from 2017 NAPLAN Data year 9 by 10 percentage points from 2017 NAPLAN Data	28% 21.3% 9.8%	31.6% 16.1% 7.4%	29.5% 9% 7.5%	
the identification of a set of reliable measures to track student growth in vocabulary use from Preschool to year 10 (to be implemented from 2019)	n/a	n/a	TBC	
increase in the percentage of year 7-10 students answering correctly the items 'language use' in NAPLAN by 5 percentage points from 2017 figures (not available - need to review)				
increase in the percentage of years 7-10 students achieving 6-8 for MYP criteria D in English and Language Acquisition by 5 percentage points from 2017 figures	19.28%	25.67%	30.13%	
establish baseline data using the AtL Communication (ACARA General Capabilities) continuum (use this in following years to improve achievement from 2019 onwards)	n/a	n/a		

What this evidence tells us

- The school has implemented Literacy projects on both the Junior and Secondary Campuses. This included implementation of the 10 Essential Literacy practices in the Junior School and a vocabulary project in year 7-10, focussing on the explicit teaching of IB MYP command terms.
- Whilst we are not seeing these improvement strategies translate into school wide consistent improvements in data, internal indicators of success including learning walks, observations and staff perception data shows improvement across these initiatives.
- School based assessment data using MYP scores in year 7-10 is showing increased numbers of students achieving higher scores. This may be reflective of the literacy project strategy implemented in 2019 whereby teachers are explicitly teaching command terms. This supports students understanding of the assessment task requirements.

Our achievements for this priority

- An action learning team drove the implementation of strategies in literacy across the Junior and Secondary campuses.
- Staff have participated in professional learning on using the literacy continuums to track the communication ATL.
- The senior site vocabulary project has seen an increased understanding of the use of command terms for both staff and students. These are also visible in most rooms.
- The school has reviewed and ratified the schools Language Policy. It has also developed renewed procedural documentation for implantation in 2020.
- Most classrooms refer to the ATL's as part of their visible learning environment.
- All staff have attended Professional Learning in multiple sources of data and the use of data protocols. Action learning team leaders have participated in several leadership workshops that explored these concepts in more depth and in leading action learning at Gold Creek School.
- All staff attended a one-day workshop with Carol Ann Tomlinson on Differentiated teaching and learning.

Challenges we will address in our next Action Plan

- The Senior Site Literacy action learning has identified the need to focus increased attention on writing and reading, beyond vocabulary in order to translate efforts into student outcomes. This will be implemented in across faculty sustained reading and writing in 2020.
- The Junior Site Literacy Action learning team has identified the need to focus increased attention on assessment and the use of data to inform next steps in teaching, supported by quality differentiation. The school has reviewed procedural documentation in 2019 for implementation in 2020.
- This will support the consistency of practice across all classrooms. The school will also introduce team teaching across the junior school to support the implementation of this initiative. Teachers have been strategically placed in teams to support this strategy.

- The school has previously conducted data meetings on alternate Thursdays across the P-10 school. This will be reviewed in 2020 in line with requirements for negotiating with the AEU sub-branch on the Gold Creek School meeting schedule.

Priority 2: Strong learning Culture

Targets or measures

By the end of 2020 we will achieve:

- Improved perception of students and staff in relation to school safety
- Improved use of digital technologies
- Increased attendance rates in students from years 7 -10
- Improved student engagement and challenge in learning

In 2019 we implemented this priority through the following strategies.

- Develop and implement a schoolwide educative approach to managing student behaviour
- Utilise digital technologies to enhance teaching and learning programs.
- Develop and Implement whole of school attendance monitoring and intervention processes
- Build a shared understanding of personalised learning to engage and challenge 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.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3
reduce the gap in agreement between the school and ACT like school in the System Survey question "Student behaviour is well managed" from 2017 figures students (2017-5%) by 5 percentage point staff (2017-24%) by 10 percentage points parents (2017- 8%) by 3 percentage points	5%	3%	6%	
	24%	19%	10%	
	8%	2%	8%	
a decrease in students reporting low levels of perceived support and safety in ASCSIMT in a decrease in students reporting disagreement of perceived safety and support <ul style="list-style-type: none"> • years 7-10 • years 4-6 <i>(new target to be implemented from 2018 due to changes to survey reporting)</i>		23%	27%	
		20%	17%	

an increase in agreement in the System Survey question “At this school I have access to equipment such as computers, internet and digital cameras” from 2017 figures for years 5 and 6 students (2017-84.71%) by 5 percentage points (this data is no longer available from 2019)	84.71%	86%	n/a	
an increase in agreement in the System Survey question “The use of learning technologies is an integral part of learning and teaching” from 2017 figures staff (2017-x%) by y percentage points - Whole school (needs to be reviewed as Junior Site only data is not available) parents (2017- 71.15%) by 5 percentage points	57%	72%	92%	
	71.5%	85%	83%	
a decrease in students reporting low levels of behavioural engagement in ASCSIMT in years 7-10 (2017 - 6%) to 4% a decrease in students reporting disagreement of behavioural engagement (new target to be implemented from 2018 due to changes to survey reporting)	6%	6%	8%	
an increase in students reporting excellent levels of emotional engagement in ASCSIMT in year 7-10 (2017 - 18.2%) to 22% an increase in students reporting agreement in levels of emotional engagement (new target to be implemented from 2018 due to changes to survey reporting)	18.2%	39%	42%	

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3
an increase in attendance rates in years 7-10 to be above 90% each term		T1: 89 T2: 87 T3: 87 T4: 88	T1: 89 T2: 87 T3: 87 T4: 85	
an increase in attendance rates of Aboriginal and Torres Strait Islanders students in years 7-9 by 5% points each term compared to 2017 term percentages				

(under review due to access to data)				
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What this evidence tells us

- Attendance data has remained consistent across years 7-10 and only slightly below our aspirational target.
- The school has met its target for increased access to technology, and this is now seen as an integral part of teaching and learning.
- There is increased satisfaction for staff in managing student behaviour. Further work will need to be continued with parents and students including a more detailed analysis between sites.
- A minor increase to students' emotional engagement has been noted however, there has been no change to a decrease in low levels of behavioural engagement.
- Internal Positive Behaviours for Learning data indicates increased satisfaction of staff and students

Our achievements for this priority

- The school continues to invest in ICT hardware and have conducted a full audit of assets and developed a strategic approach to the continual renewal of these assets. The Digital technology team have developed a strategy for review by the board in 2020.
- Gold Creek School has seen improvements in its internal data sets for implementation of Positive Behaviours for Learning. The framework has good support from our community as we move into our third year of implementation in 2020.
- The school has ratified the Positive Relationships policy and redeveloped in procedural documentation to support this policy implementation. This is in line with the ACT Safe and Supportive Schools policy.
- The school has implemented an attendance monitoring procedure and internal data indicates that absences are mostly now accounted for and follow up procedures have been adhered to. An administration assistant supports the monitoring of absence including truancy together with the Pastoral care teacher and Year coordinator.

Challenges we will address in our next Action Plan

- The school will need to continue to inform the community including students of procedures that are in place to follow up on student behaviour. This will include the construction of signage across both campuses in January 2020.
- A deeper analysis of truancy data is required to support the school in reviewing its actions in improving school attendance.
- The school will need to continue to work with the education Directorate to split data between campuses to ensure actions and strategies are targeted and improve student outcomes.
- The school will need to build the student advisory board established in 2018, to share responsibility for communicating and gathering student voice in relation to the school's improvement outcomes. This will be important for both School Review and IB Evaluation in 2020.

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.

Please request a copy of the Gold Creek School QIP.

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