

Margaret Hendry School

Network: North Canberra/ Gungahlin

Impact Report 2020

The purpose of this document

This document flows directly from our Establishment Plan for 2019/2020 which translated our school priorities into actions for the current year of our two-year new school establishment phase. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning. *Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) entry has been used.*

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 2020 our school supported this Strategic Indicator through:

- Using the Futures of Education Strategy to develop a school culture based on equity, student agency, access and inclusion.
- Introduced Positive Behaviours for Learning schoolwide
- Received the ACT Public Education Award for Partnership of the Year in recognition of the establishment of the Community Hub

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through:

- Established a coaching and mentoring model for all teaching and support staff and implemented stage one of a staged implementation plan.
- Worked closely with an Instructional Mentor to support beginning staff in the implementation of the Early Years Literacy ten essential skills
- Continued development of whole school expectations, procedures and processes for whole school cohesion and measures of success

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through:

- Co-evolved existing Professional Learning Communities to support the spiral of inquiry, adopting high impact teaching strategies and personalising the learning for each child
- Established Indigi-Connect – a family run advocacy group for Aboriginal and Torres Strait Islander families at Margaret Hendry School

Reporting against our priorities

Priority 1: Develop a strong community for learning underpinned by the pillars for learning of '*Grow, Collaborate, Connect, Love*'.

Targets or measures

In 2020 we implemented this priority through the following strategies.

- Develop teachers/learning coaches as inquirers into their own practice through the use of the spiral of inquiry in professional learning communities (learning coaches as inquirers).
- Establish school P&C and School Board and grow confidence in the school vision for learning through providing clarity on the Margaret Hendry Experience (Connected Community).
- Implement SchoolTalk across the school to allow children to independently track growth and determine next steps for learning (personalised learning).
- Develop Quality Improvement Plan

Our achievements for this priority

Develop teachers/learning coaches as inquirers into their own practice through the use of the spiral of inquiry in professional learning communities (learning coaches as inquirers).

- Worked in partnership with Instructional Mentor to develop consistent planning tools to sit alongside curriculum maps and provide clarity of expectation, consistency of practice and whole school cohesion in teaching and learning.
- Co-evolved with staff processes and procedures such as the coaching model and the Professional Learning Communities approach to make them less person dependent and therefore sustainable even in the face of staff shortage and other challenges.
- UC Affiliated School partnership provided opportunities for staff to present as Teachers as Researchers in the areas of Community Connection and Innovative Pedagogy.

Establish school P&C and School Board and grow confidence in the school vision for learning through providing clarity on the Margaret Hendry Experience (Connected Community).

- Continued the development of a series of graphics used for branding and marketing through all school communication and made prominent and visible in all areas of the school to showcase the development of a whole school approach to Positive Behaviour for Learning.
- Redesigned and populated the school website to make it more user friendly and accessible to families. We also adopted a school news approach that sees all updates to families around learning coming directly through the website so that it remains live and active at all times.
- Established the 'MHS Community Hub' (yet to be formally named). The Hub now facilitates a range of formal and informal opportunities for connection for families, soft entry referral points and more targeted interventions and supports to vulnerable families. In 2021 we received the ACT Public Education Award for Partnership of the Year in recognition of the establishment of the Community Hub.
- In 2020 Margaret Hendry School was named one of The Educator's most innovative schools of 2020 in recognition of a revolutionary approach to education, specifically contemporary pedagogy and alternate organisational structures used at the school to support children to become empowered change-agents.

Implement SchoolTalk across the school to allow children to independently track growth and determine next steps for learning (personalised learning).

- The parent portal was released to families this year providing them with real time access into their child's design for learning, assessment of learning and growth against the Australian Curriculum progressions for literacy and numeracy. The Learner Profile progressions designed against the four pillars for learning are anticipated to be released in 2020 providing a comprehensive and transparent record of growth for children in all facets of learning.
- Developed a SchoolTalk Expectations document for staff to provide clarity on minimum benchmarks to meet with regard to use for accountability purposes, developed an Infographic for families to support ease of use of the tool and provided families with opportunities for feedback through family forums. Drop in sessions for staff and families held to upskill all in the use of the Portal. Sharing of hints, tips and strategies for staff to support the ease of use.
- Yr 3-6 trial implemented providing opportunity for children to independently use the tool to upload evidence of learning for learning coaches to assess and progress along progressions once multiple samples of evidence were received.
- SchoolTalk was introduced in to preschool as the sole reporting tool.

Develop Quality Improvement Plan

- The quality improvement plan outlining strengths and the areas for focussed development for all 7 quality areas from the National Quality Standards was reviewed using the self-assessment tool with quality results. Self-assessment resulted in exceeding national quality standards across all quality areas.
- Developed a common planning template that supports a collaborative learning environment and collaborative professional working relationships as required in an innovative learning environment.
- Developed an 'Empowered Professionals' Statement to support the empowerment of all educators regardless of level of qualification. This document provides a reference point for all educators, providing a culture of equity for all preschool educators (teaching staff and preschool assistants) to make decisions using professional judgement and consultation with staff.

Challenges we will address in our next Action Plan

- The school will be reviewed during Term 1 2021 and will then write the first 5 year Strategic Plan. The rapid growth of the school has seen the student numbers, staff numbers and family and community numbers grow significantly each year of operation which impacts the ability to collect stable and reliable data sets until we achieve capacity and therefore a steady school population year to year. This will remain a continued challenge for the school for the life of the first 5 year Strategic Plan.