

# Mount Stromlo High School

Network: South Canberra/ Weston

---

## Impact Report 2020

### The purpose of this document

This document flows directly from our Action Plan for 2020 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 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Implementation of scaffolding literacy
- Increasing our literacy intervention class to support a growing need
- Building staff capacity to teach writing

#### 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 – Priority 1 (see reporting for detail):

- Build the capacity of all staff to teach the writing and reading of their content area.
- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student outcomes.

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student outcomes.
- Embedding Positive Behaviours for Learning across the school.
- Develop a procedure to teach the Personal and Social Capabilities of the Australian Curriculum.

## Reporting against our priorities

Priority 1: Increase growth in student performance in writing across all year levels.

### Targets or measures

By the end of 2023 we will achieve:

- 70% of students will achieve at or above expected growth in writing
- 70% of students agree or strongly agree that “Teachers give useful feedback”
- 70% of students agree or strongly agree that “Teachers set high standards for learning in their classes”
- Full implementation of school wide writing strategies

In 2020 we implemented this priority through the following strategies.

- Build the capacity of all staff to teach the writing and reading of their content area.
- Build the capacity of all teaching staff in continuous formative assessment.
- Find appropriate data and develop data processes that enable effective measurement of impact on student outcomes.

*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 |
|--|------|--------|--------|--------|--------|--------|
| Year 9 57.5% achieved at or above expected growth in writing | 57.5 | 63     | NA     |        |        |        |
| Year 7 60.8% achieved at or above expected growth in writing | 60.8 | 58     | NA     |        |        |        |

### Perception Data

| Targets or Measures  | Base  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-------|--------|--------|--------|--------|--------|
| “Teachers give useful feedback” – Agree/Strongly Agree - 51.75%                    | 51.75 | 50     | 48.1   |        |        |        |
| “Overall I’m getting a good education at this school” – Agree/Strongly Agree – 70% | 64    | 64     | 61.7   |        |        |        |

### School program and process data

- 80% of staff will have implemented at least one literacy Action Learning process each year. In 2020, 95% of staff completed a literacy Action Learning.
- In 2019 in response to the statement ‘My confidence in my capacity to explicitly teach writing to students within my teaching area is best described as’: Not confident = 2%, Somewhat confident = 46%, Fairly confident = 33%, Very confident = 19%. In 2020 in response to the statement ‘My confidence in my capacity to explicitly teach writing to students within my teaching area is best described as’: Not confident = 0%, Somewhat confident = 12.5%, Fairly confident = 52%, Very confident = 35%.
- In the Focus Group staff survey, 72.1% of staff Agreed or Strongly Agreed to the statement ‘I teach the specific literacy for my subject more regularly than I did 12 months ago’.
- In the Focus Group staff survey, 67.4% of staff Agreed or Strongly Agreed to the statement ‘I use formative assessment strategies in classes more regularly than I did 12 months ago’.
- In the Focus Group staff survey, 44.2% of staff Agreed or Strongly Agreed to the statement ‘I use and interpret data more regularly now than I did 12 months ago’.

### What this evidence tells us

- Due to there being no NAPLAN, we weren't able to measure growth in writing using NAPLAN. 61 out of 64 teachers completed at least one Action Learning on discipline literacy, which showed that of the 61 teachers, 56 provided evidence that their explicit discipline literacy teaching made a positive impact on their students' literacy. 5 staff were not able to get conclusive evidence that student literacy levels improved.
- We have built the capacity and confidence of all staff to explicitly teach the content of their subject.

### Our achievements for this priority

#### **Built the capacity of all staff to teach the writing and reading of their content area.**

- Whole school professional learning plan with a focus on Discipline literacy
- Implementation of a Literacy team
- Literacy Focus Group delivered numerous PL sessions on explicit instruction of literacy. Staff did discipline literacy brainstorming/posters ('effective writing in... looks like...'), staff also used discipline literacy to explicitly teach the required literacy as part of an Action learning process. Staff shared learning and experiences in Learning Teams at regular staff meetings

#### **Built the capacity of all teaching staff in continuous formative assessment.**

- Implementation of a Pedagogy Focus Group
- Pedagogical focus on minute by minute formative assessment
- Pedagogy Focus Group delivered numerous PL sessions on formative assessment. Staff have used 'No hands up' strategy plus Learning Intentions and Success Criteria. Staff shared learning and experiences in Learning Teams at regular staff meetings

#### **Found appropriate data and developed data processes that enabled effective measurement of impact on student outcomes.**

- Implementation of a Data team
- Data Focus Group collated the data that the school collects so that it can be put into a user friendly form for staff to be able to easily access and use, enabling staff to use the data to personalise learning and differentiate teaching to meet student need. Data Focus Group has also worked with other Focus Groups to help measure the impact on student outcomes.

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

- Review our systematic use of data to address individual student need (from Next Steps Review), for example our Collaborative Planning Time.
- Build staff capacity to teach Reading as well as Writing.
- The Data Focus Group will concentrate on measuring impact of other Focus Groups on student outcomes. Clarify their purpose of being a 'Service Focus Group' to support the other Focus Groups.
- Greater collection of student data and responding to that (eg student reviews of units). Also get regular student feedback on whether they are seeing the literacy and formative assessment strategies being used in their classes.
- Expanded use of formative assessment, with all staff using the core formative assessment strategies (no hands up, Success criteria and Learning Intentions). Differentiated PL for staff so that all staff are improving their formative assessment (no matter their experience and expertise) and responding to the data received by changing their teaching and addressing

student need (differentiating). All staff to have 3 formative assessment strategies that work for them.

## Priority 2: Strengthen and promote a positive school culture.

### Targets or measures

By the end of 2023 we will achieve:

- Students get over 80% on the PBL (Positive Behaviour for Learning) School-wide Evaluation Tool (SET).
- 60% of students report strong positive relationships with staff
- 50% of students report strong positive relationships with their peers
- 85% of staff agree & strongly agree that student behaviour is well managed at this school

In 2020 we implemented this priority through the following strategies.

- Embedding Positive Behaviours for Learning across the school.
- Develop a procedure to teach the Personal and Social Capabilities of the Australian Curriculum.

*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 |
|---------------------|------|--------|--------|--------|--------|--------|
| 80% on the PBL SET  | 0    | 0      | 49.9%  |        |        |        |

### Perception Data

| Targets or Measures   | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|------|--------|--------|--------|--------|--------|
| 60% of students report strong positive relationships with staff                           | 44%  | 54%    | NA     | NA     | NA     | NA     |
| 50% of students report strong positive relationships with their peers                     | 33%  | 29%    | NA     | NA     | NA     | NA     |
| Proportion of students with 'strong' average score, Student Relations domain              | 34%  | 30%    | 32%    |        |        |        |
| Proportion of students with 'strong' average score, Staff Student Relations domain        | 34%  | 30%    | 32%    |        |        |        |
| 85% of staff agree & strongly agree that student behaviour is well managed at this school | 80%  | 74%    | 67%    |        |        |        |

### School program and process data

- We were aiming for 500 Free and Frequent Awards to be given out every week as part of PBL, we averaged 1162 every week for 2020.
- In the Focus Group staff survey, 32.6% of staff Agreed or Strongly Agreed to the statement 'I plan and teach the personal and social capabilities more regularly now than I did 12 months ago'.

- In the Focus Group staff survey, 32.5% of staff Agreed or Strongly Agreed to the statement 'I recognise and adopt PBL practices more regularly now than I did 12 months ago'.
- ACER SEW (Social Emotional Wellbeing) student survey was used for the first time this year. Baseline (Dec, 2020) overall score for SEW (Mean Score): Yr 7- 112.6, Yr 8- 110.1, Yr 9- 109.9

#### What this evidence tells us

- The SET (School-wide Evaluation Tool) data and the percentage of staff recognising and adopting the PBL practices is low, as PBL has not been developed and embedded at the school yet. Publicity of PBL and expectations lessons will happen next year.
- Staff are getting into the habit of rewarding students for showing expected PBL behaviour.
- The Personal and Social Capabilities will be taught in WHAM next year. The timetable and curriculum have been developed throughout 2020 but not taught until Feb 2021. For 2020 we wouldn't expect to see a large percentage of staff teaching the P&S Capabilities.
- ACER SEW (Social Emotional Wellbeing) student survey was used for the first time this year, with baseline data collected to measure our impact on overall SEW in future years. The survey provided additional information to be addressed in WHAM, targeting needs for year groups and boys and girls.

#### Our achievements for this priority

##### **Beginning to Embed Positive Behaviours for Learning across the school.**

- PBL Focus Group has been formed
- Behaviour Matrix developed
- Acknowledgement system trialled, still being refined

##### **Developed a procedure to teach the Personal and Social Capabilities of the Australian Curriculum.**

- Personal & Social Capabilities Focus Group formed
- New timetable developed to enable WHAM (new SEL program, Wellbeing Health Awareness and Management) to run in 2021
- Staff selected to teach WHAM in 2021 based on capability and desire to teach it.
- WHAM Curriculum scoped and sequenced, as well as the units of work developed.

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

- The perception data measures are questions that are not accessible anymore. We will change the measure in the SIP and Impact Reports to the Staff Relations and Student Relations Domains
- PBL lessons taught. PBL signage and acknowledgement systems decided and in use.
- PBL data used regularly and lessons retaught to students based on the data collected.
- Measurement of WHAM on student outcomes
- Staff have been mostly acknowledging students with Free and Frequent awards in classroom settings, they need to acknowledge students in non-classroom settings more next year.