

# Mount Stromlo High School

Network: South Canberra/ Weston

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## 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):

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

- Implementation of scaffolding literacy
- Development of a professional learning program to develop teachers toolkit of effective pedagogical practices
- Increasing our literacy intervention class to support a growing need
- Building staff capacity to teach writing

#### 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 3 (see reporting for detail):

- Develop further pathways for students in our CIT course

## 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 2019 we implemented this priority through the following strategies.

- Embed effective pedagogical practices
- Develop a culture of analysis and discussion of data to inform planning for teaching and learning

*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				
Year 7 60.8% achieved at or above expected growth in writing	60.8	58				

### 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				
“Overall I’m getting a good education at this school” – Agree/Strongly Agree – 70%	64	64				

### School program and process data

All staff have will have a strong awareness of school-wide writing strategies. Through surveys and lesson observations the data shows that staff are demonstrating some awareness.

### What this evidence tells us

- The initial data is close to our baseline data, the 2019 NAPLAN results are not indicative of the implementation of strategies as they were only beginning.
- Further develop our use of formative assessment to provide students with ongoing feedback
- In our amended School Improvement Plan we need to refine our *School program and process data* to reflect a target that is measurable and achievable.
- Further research and development on our other targets, so that the data sources include more authentic information from classrooms and student work

### Our achievements for this priority

#### Embed effective pedagogical practices

- Executive teachers read and researched effective pedagogical practices
- Teachers participated in sharing sessions around engaging pedagogical strategies
- Targeted teachers have attended professional learning to enhance the knowledge and understanding of effective pedagogical practices
- Develop units of work to include effective pedagogical practices

**Develop a culture of analysis and discussion of data to inform planning for teaching and learning**

- Professional Learning Teams (PLTs) discussed and data analysed
- Executive team analysed the system data and distributed to teachers

**Provide targeted support for students achieving below standard in writing**

- Year 7 expanded to two Literacy classes
- Curriculum in the Literacy class expanded to include more writing

**Provide training in Scaffolding Literacy practices**

- Staff professional learning in week 0
- Staff trialling key components in all subject areas
- Implementation embedded in English and Literacy classes

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

- Whole school professional learning plan with a focus on Discipline literacy
- Implementation of a Literacy team
- Implementation of a Data team
- Implementation of a Formative Assessment team
- Pedagogical focus on minute by minute formative assessment

## Priority 2: Increase growth in student performance in reading 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 reading
- 100% of staff agree or strongly agree that “Teachers from this school use results from system testing and system processes to inform planning”
- Full implementation of school wide reading strategies

In 2019 we implemented this priority through the following strategies.

- Provide targeted support for students achieving below standard in reading
- Provide training in Scaffolding Literacy practices

*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 - 60.5% achieved at or above expected growth in reading	60.5	58				
Year 7 - 54.1% achieved at or above expected growth in reading	54.1	59				

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of staff agree or strongly agree that “Teachers from this school use results from system testing and system processes to inform	76.81	75				

### School program and process data

Full implementation of school wide reading strategies. In our School Improvement Plan there was to be limited focus on this, with a more focussed approach occurring in 2020.

### What this evidence tells us

- The initial data is close to our baseline data, the 2019 NAPLAN results are not indicative of the implementation of strategies as they were only beginning.
- Further develop our use of formative assessment to provide students with ongoing feedback
- Greater focus and building of staff knowledge on school-wide literacy strategies.

### Our achievements for this priority

#### **Provide targeted support for students achieving below standard in reading**

- Year 7 expanded to two Literacy classes
- Curriculum in the Literacy class expanded to include more writing

#### **Provide training in Scaffolding Literacy practices**

- Staff professional learning in week 0
- Staff trialling key components in all subject areas
- Implementation and embedded in English and Literacy classes

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

To ensure a deep and narrow school wide focus, this priority will be taken out of the amended School Improvement Plan from 2020. The strategies used to improve writing in Priority One will still address the requirements needed to improve reading.

### Priority 3: Develop self-awareness and self-management skills in all students

#### Targets or measures

By the end of 2023 we will achieve:

- 95% of Year 10 achieve level 6 on the Personal and Social Capabilities ACARA
- 95% of students are achieving at or above expected grade level
- 60% of students report strong positive relationships with staff
- 50% of students report strong positive relationships with peers
- 75% of students agree the health and pastoral care curriculums are developing their self-management and self-awareness skills and knowledge

In 2019 we implemented this priority through the following strategies.

- Develop Social and Emotional curriculum through a combined Health and Pastoral Care program (TEAM)
- Develop alternative pathway for students at risk of disengaging

*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
95% of Yr 10 achieve level 6 on the Personal and Social Capabilities ACARA	No data					
95% of students are achieving at or above expected grade level <ul style="list-style-type: none"> <li>- Year 7</li> <li>- Year 8</li> <li>- Year 9</li> <li>- Year 10</li> </ul>	No data 89.3% 82% 82%					

#### 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%				
50% of students report strong positive relationships with peers	33%	29%				

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
75% of students agree the health and pastoral care curriculums are developing their self-management and self-awareness skills and knowledge	No data					

#### What this evidence tells us

- Personal and Social Capabilities have not been assessed. No base line data. Teachers' knowledge on teaching and assessing Personal and Social Capabilities needs to be developed before credible base line data is used.

### Our achievements for this priority

#### **Develop alternative pathway for students at risk of disengaging**

- Successful development of the CIT program
  - o 21 students enrolled in 2019
  - o Largest group in the pilot program
  - o All students completed the course successfully, participating in at least one work placement
  - o Three students completed a VLO
  - o One student participated in the Automotive course at Lake Tuggeranong College
  - o 23 students are enrolled for 2020
- Targeted program implemented to support a small group of students who were disengaged from school. Program based on project-based learning and an evidence based literacy program.

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

This priority will be refined to build a positive culture of learning and reflect the implementation of Positive Behaviours for Learning (PBL). This refinement will be reflected in the amended School Improvement Plan from 2020.