Students : Climate Survey items : Proportion with strong scores 2021 & 2022

	Margaret Hendry School		Evelyn Scott School		Throsby
	2021	2022	2021	2022	2022
School Identification	60%	56%	83%	75%	93%
Shared Values & Approach	64%	71%	83%	84%	93%
Academic Emphasis	79%	83%	97%	86%	93%
Staff-student Relations	70%	71%	93%	88%	90%
Student Relations	36%	35%	67%	61%	83%
Behavioural Engagement	85%	91%	90%	96%	100%
Emotional Engagement	55%	54%	73%	69%	97%
Perceived Support & Safety	58%	53%	80%	77%	93%
Family Support	93%	95%	83%	93%	93%
Community Support	56%	52%	56%	41%	54%

Parents & Carers : Climate Survey items : Proportion with strong scores 2021 & 2022

	Margaret Hendry School		Evelyn Scott School		Throsby
	2021	2022	2021	2022	2022
School Identification	72%	85%	86%	87%	95%
Shared Values & Approach	62%	70%	88%	79%	92%
Academic Emphasis	71%	76%	81%	57%	90%
Relations	75%	89%	93%	93%	94%
School & Family Connections	58%	58%	79%	64%	80%
Parent involvement at home	92%	91%	95%	79%	93%
Parent involvement at School	52%	57%	74%	57%	72%

Staff : Climate Survey items : Proportion with strong scores 2021 & 2022

	Margaret Hendry School		Evelyn Scott School		Throsby
	2021	2022	2021	2022	2022
School Identification	69%	69%	100%	100%	100%
Workgroup Identification	72%	80%	96%	100%	100%
Shared Values & Approach	40%	47%	100%	100%	90%
Academic Emphasis	87%	89%	100%	93%	100%
Staff-student Relations	97%	96%	100%	95%	100%
Staff Relations	43%	38%	100%	100%	90%
Team Morale	46%	60%	100%	90%	100%
Leadership	49%	40%	96%	100%	97%
Professional Development -Teachers and Non-Teachers	40%		100%		
Professional Development Teachers		43%		93%	96%
Professional Development Non-Teachers		56%		83%	86%
Organisational Commitment	29%	38%	96%	85%	83%

Note: Professional development scores for teachers and non- teachers combined for 2021 and shown seperately for 2022

Students: Satisfaction Survey items : Proportion responding 'Agree' or 'Strongly Agree', 2021 & 2022	Margaret Hendry School		Evelyn Scott School		Throsby
	2021	2022	2021	2022	2022
National (a) My teachers expect me to do my best.	-	81%	-	87%	90%
National (b) Teachers give useful feedback	69%	68%	77%	77%	86%
National (c) Teachers at my school treat students fairly.	-	66%	-	84%	79%
National (d) My school is well maintained.	51%	51%	90%	78%	86%
National (e) I feel safe at this school	47%	59%	83%	75%	90%
National (f) I can talk to my teachers about my concerns.	-	33%	-	55%	62%
National (g) Student behaviour is well managed at my school.	-	29%	-	58%	48%
National (h) I like being at my school.	-	49%	-	82%	90%
National (i) My school looks for ways to improve.	-	55%	-	71%	86%
National (j) Staff takes students' concerns seriously	60%	54%	73%	66%	79%
National (k) My teachers motivate me to learn.	-	68%	-	80%	83%
National (l) My school gives me opportunities to do interesting things.	-	65%	-	73%	93%
ACT (a) This school celebrates the achievements of students.	-	34%	-	62%	62%
ACT (b) Teachers explain what we are learning about and why.	-	67%	-	76%	79%
ACT (c) At this school, digital technologies help me to learn.	-	80%	-	75%	83%
ACT (d) Digital technologies help me to manage my school work.	-	75%	-	71%	79%
ACT (e) I know how to be a good digital citizen.	-	69%	-	73%	79%
ACT (f) Overall, I am satisfied I am getting a good education at this school.	54%	53%	87%	75%	76%
ACT (g) I am satisfied this school has high expectations in all that it does.	54%	54%	80%	69%	90%
ACT (h) Students at this school are being equipped with the capabilities to learn and live successfully.	-	57%	-	71%	79%
ACT (i) I am satisfied with the availability of healthy food and drink at this school.	51%	29%	70%	69%	52%
ACT (i) Students starting at this school are supported.	-	71%	-	78%	83%

Parents & Carers: Satisfaction Survey items : Proportion responding 'Agree' or Strongly Agree, 2021 & 2022

	Margaret Hendry School		Evelyn Scott School		Throsby
	2021	2022	2021	2022	2022
National (a) Teachers at this school expect my child to do his or her best.	-	87%	-	71%	93%
National (b) Teachers give useful feedback	65%	70%	81%	50%	88%
National (c) Teachers at this school treat students fairly.	-	82%	-	93%	90%
National (d) This school is well maintained.	89%	88%	96%	100%	96%
National (e) My child feels safe at this school.	78%	91%	89%	79%	96%
National (f)I can talk to my child's teachers about my concerns.	-	95%	-	86%	92%
National (g) Student behaviour is well managed at this school.	47%	65%	82%	64%	81%
National (h) My child likes being at this school.	-	94%	-	93%	95%
National (i) This school looks for ways to improve.	-	81%	-	64%	90%
National (j) This school takes parents' opinions seriously.	-	59%	-	57%	83%
National (k) Teachers at this school motivate my child to learn.	-	85%	-	64%	88%
National (l) My child is making good progress at this school.	62%	74%	80%	71%	88%
National (m) My child's learning needs are being met at this school.	-	69%	-	64%	87%
National (n) This school works with me to support my child's learning.	66%	68%	80%	64%	82%
ACT (a) The achievements of students are celebrated at my child's school.	40%	45%	73%	57%	80%
ACT (b) Community partnerships are valued and maintained.	60%	74%	79%	71%	70%
ACT (c) Digital technologies are an integral part of learning and teaching at my child's school.	-	83%	-	64%	86%
ACT (d) My child understands how to be a good digital citizen.	-	70%	-	64%	68%
ACT (e) I am regularly informed about my child's progress.	-	58%	-	57%	88%
ACT (f) Diversity is recognised and celebrated at this school.	82%	94%	89%	93%	88%
ACT (g) Overall, I am satisfied with my child's education at this school.	67%	73%	83%	64%	89%
ACT (h) I am satisfied this school has high expectations in all that it does.	52%	66%	79%	79%	86%
ACT (i) Students at this school are being equipped with the capabilities to learn and live successfully.	-	70%	-	86%	86%
ACT (j) My child is happy at this school	-	91%	-	79%	96%
ACT (k) I am satisfied with the availability of healthy food and drink at my child's school.	30%	23%	33%	0%	38%

Staff: Satisfaction Survey items : Proportion responding 'Agree' or Strongly Agree, 2021 & 2022

	Margaret Hendry School		Evelyn Scott School		Throsby
	2021	2022	2021	2022	2022
National (a) Teachers at this school expect students to do their best.	-	91%	-	95%	97%
National (b) Teachers give useful feedback	77%	74%	100%	93%	96%
National (c) Teachers at this school treat students fairly.	-	87%	-	95%	100%
National (d) This school is well maintained.	79%	73%	100%	100%	97%
National (e) Students feel safe at this school.	-	60%	-	90%	93%
National (f) Students at this school can talk to their teachers about their concerns.	-	91%	-	100%	97%
National (g) Parents at this school can talk to teachers about their concerns.	88%	84%	100%	100%	97%
National (h) Student behaviour is well managed at this school.	32%	44%	100%	95%	83%
National (i) Students like being at this school.	-	53%	-	100%	100%
National (j) This school looks for ways to improve.	-	73%	-	100%	90%
National (k) This school takes staff opinions seriously.	-	38%	-	84%	90%
National (l) Teachers at this school motivate students to learn.	-	80%	-	100%	93%
National (m) Students' learning needs are being met at this school.	-	60%	-	95%	90%
National (n) This school works with parents to support students' learning.	-	71%	-	95%	93%
National (o) Staff get quality feedback on their performance	30%	32%	88%	80%	83%
National (p) Staff are well supported at this school.	-	38%	-	95%	93%
ACT (a) My professional achievements are celebrated at this school.	-	29%	-	79%	73%
ACT (b) Community partnerships are valued and maintained at the school.	68%	60%	96%	95%	80%
ACT (c) I encourage students to take responsibility for their own learning.	-	98%	-	95%	97%
ACT (d) The use of digital technologies is an integral part of learning and teaching at this school.	-	76%	-	95%	77%
ACT (e) I am confident using digital technologies in my teaching practice.	91%	80%	92%	79%	80%
ACT (f) Students at this school benefit from using digital technologies for school work.	-	76%	-	84%	73%
ACT (g) Students at this school understand how to be good digital citizens.	-	60%	-	63%	67%
ACT (h) Teachers at this school use results from system testing and system processes to inform planning.	-	78%	-	68%	63%
ACT (i) There is effective communication amongst all staff.	-	27%	-	84%	87%
ACT (j) Overall, I am satisfied the students are getting a good education at this school.	35%	53%	100%	100%	100%
ACT (k) I am satisfied this school has high expectations in all that it does.	53%	58%	100%	100%	93%
ACT (l) Students at this school are being equipped with the capabilities to learn and live successfully.	-	56%	-	100%	97%

Margaret Hendry School

Network: North Canberra/ Gungahlin

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and *Future of Education Strategies*

Foundation: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1. *Staff at Margaret Hendry School empowered teachers, school leaders and other professionals to meet the learning needs of all students by developing:*

- *School wide cultural markers and ways of being for collaborative planning and Professional Learning Communities*
- *A human resource management approach to enable School Leaders to support the improvement of data literacy of all staff through coaching and mentoring*

Foundation: A fair start for every child, Students at the centre

In 2023 our school supported this foundation through – Priority 2. *Staff at Margaret Hendry School strengthened systems to focus on equity with quality by developing:*

- *A metric system to measure the growth of children with regard to their understanding, application and demonstration of the school values, general capabilities and assets and dispositions for empowered and autonomous learners*
- *Community Day and associated logos and branding to increase school belonging and identification through a focus on culture and connectedness*

Reporting against our priorities

Priority 1: Children will improve their communication capabilities

Targets or measures

By the end of 2026 we will achieve:

- Increase the percentage of children in Kindergarten achieving expected and high growth in BASE reading
- Increase the percentage of children in K-6 achieving at or above the expected PM Reader Benchmark for ACT schools.
- Increase the percentage of children achieving at or above expected growth in NAPLAN Writing to 60% from year 3 to year 5
- 60% of continuing EAL/D students in years 1-6 to achieve a higher average phase of the ACARA EAL/D Learning Progression from year to year.
- Improve the percentage of children who agree or strongly agree that 'Teacher's give useful feedback' to 80% (the system average for all primary schools in 2020 was 73.7%

In 2022 we implemented this priority through the following strategies.

- Develop learning coaches as inquirers into their own practice through the use of the spiral of inquiry in professional learning communities (learning coaches as inquirers).
- Implementation of school wide coaching model 'Building Capacity Framework'
- Implement a workshop model schoolwide

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	Year of commencement		Base	Year 1	Year 2	Year 3	Year 4	Year 5
Year 5 -Increase in children achieving expected growth in communication capability: focus area – NAPLAN Reading	**2019** 13%		**2021** 56%	**2022** Unavailable				
Increase the percentage of children achieving at or above expected growth in NAPLAN Writing to 60% from year 3 to year 5	**2019** Unavailable		**2021** 49%	**2022** Unavailable				
Percentage of Year 5 children in top 2 bands for reading	**2019** 18.2%		**2021** 18.2%	**2022** 38.7%				
Percentage of Year 5 children in top 2 bands for writing	**2019** 9.1%		**2021** 11.1%	**2022** 13.3%				

Percentage of Year 3 children in top 2 bands for reading	**2019** 33.3%		**2021** 36.4%	**2022** 39.3%				
Percentage of Year 3 children in top 2 bands for writing	**2019** 27.3%		**2021** 18.2%	**2022** 48.2%				
Increase the percentage of children in Kindergarten achieving expected and high growth in BASE reading			**2021** 36.6%	**2022** 39%				

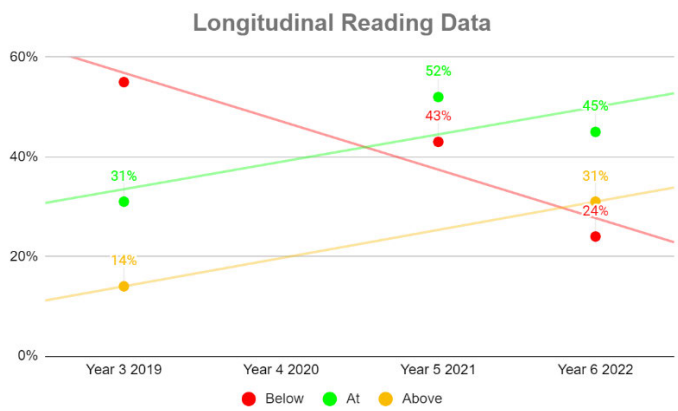
Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results. *[Delete text if not relevant to your school].*

Perception data

Targets or Measures	**Base**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Improve the percentage of children who agree or strongly agree that 'Teacher's give useful feedback' to 80%	2021 72.5%	2022				
[SCHOOL TO COMPLETE]						

School program and process data

Targets or Measures	**Base**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Increase the percentage of children in K-6 achieving at or above the expected PM Reader Benchmark for ACT schools. - Kinder	**2021** 23%	**2022** 36%				
Reading PM benchmark – year 1	39%	40%				
Reading PM benchmark – year 2	60%	60%				
Reading PM benchmark – year 3	51%	54%				
Reading PM benchmark – year 4	59%	48%				
Reading PM benchmark – year 5	57%	52%				
Reading PM benchmark – year 6		76%				
60% of continuing EAL/D students in years 1-6 to achieve a higher average phase of the ACARA EAL/D Learning Progression from year to year.						

Sample longitudinal data tracking year 3 children from 2019 to 2022 against ACT Education Reading Expectations.	
Use of Effect Size to track student growth. Sample Sounds Growth Across K-2 in Learning Community 3 using effect Size to track children's growth. Sample highlights the growth of a sample group of children and the overall effect size of the impact of the consistent implementation of the workshop model and 10 Essential Literacies Practices.	Year 1 – 2022 Small sample example. We aim for 0.40 Effect Size. (0.40 Effect Size is considered as equal to a year's growth)

Current # sounds known	Initial # sounds known	Individ Effect size
20	10	0.71
25	12	0.93
22	10	0.86
16	0	1.14
43	43	Complete
22	16	0.43
27	18	0.64
24	3	1.50
24	3	1.50
43	22	1.50
43	37	Complete
42	32	0.71
39	22	1.21

Mean 2	Mean 1	Pooled SD
26.05	16.60	14.03
Standard De	Standard De	Effect Size
12.43	13.89	0.67

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
  - The system data and school based data indicates that MHS has seen steady growth in the data against our children improving their communication skills
- Have any of your data sources changed over time? If so, why?
  - No, the school will continue to use system data, NAPLAN and BASE and the small school PM reading data
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
  - System level – yes
  - Small school data – we will continue to use PM data for reading and at the conclusion of 2023 PAT reading data will also provide further school data
- What implications does this evidence have for your next AAP?
  - Further embedding the workshop model through a consistent coaching model; this is impacted by staffing considerations
  - School wide moderation of small school data with a particular focus on reading comprehension skills

Our achievements for this priority

- An increase in staff using the conferencing approach for the setting of learning goals, collection of formative assessment and identification of next steps for learners, with learners.
- Agreed systems and processes for documentation of teachers as researchers within Collaborative Planning and Professional Learning Communities implemented school wide.
- Vignettes of practices around a Culture of Collaboration and the Impact of Personalised Learning developed for community viewing to support stakeholders to speak with confidence around the pedagogical framework and day to day approach to teaching and learning.
- Personalised Professional Learning for all staff to empower professionals conducted by school 'Literacy Champions' with key focus areas of Conferencing, EAL/D, Vocabulary and Home Reading.
- Whole school coaching in the workshop model by experienced teachers, the ESO Instructional Mentors, observations of colleagues and leadership

Challenges we will address in our next Action Plan

The most significant challenge has been staffing, which has impacted on our ability to coach staff with the regularity required for maximum impact. We plan to:

- Attraction of staff from other schools and new to the system through sharing of videos of practice
- Leverage Affiliated Schools partnership to promote to University graduates
- Teacher retention through supportive learning environments
- COVID plans enacted to support normal school operations in times if high absences resulting from illness
-

Priority 2: *Students view themselves as active and involved learners*

Targets or measures

By the end of 2026 we will achieve:

- Each year, increase the percentage of children making growth along the Learning Profile Continuum for the Self-Management domain.
- Improve the percentage of children, who agree with the statement 'I feel safe at this school' to at least 70%
- Improve the percentage of children who agree with the statements contained within the 'Student Relations' domain to at least 55%
- Improve the percentage of children, who agree with the statement 'This school equips me with the capabilities to learn and live successfully' to at least 75%

In 2023 we implemented this priority through the following strategies.

- Continue implementation of Positive Behaviours for 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
[SCHOOL TO COMPLETE]						
[SCHOOL TO COMPLETE]						

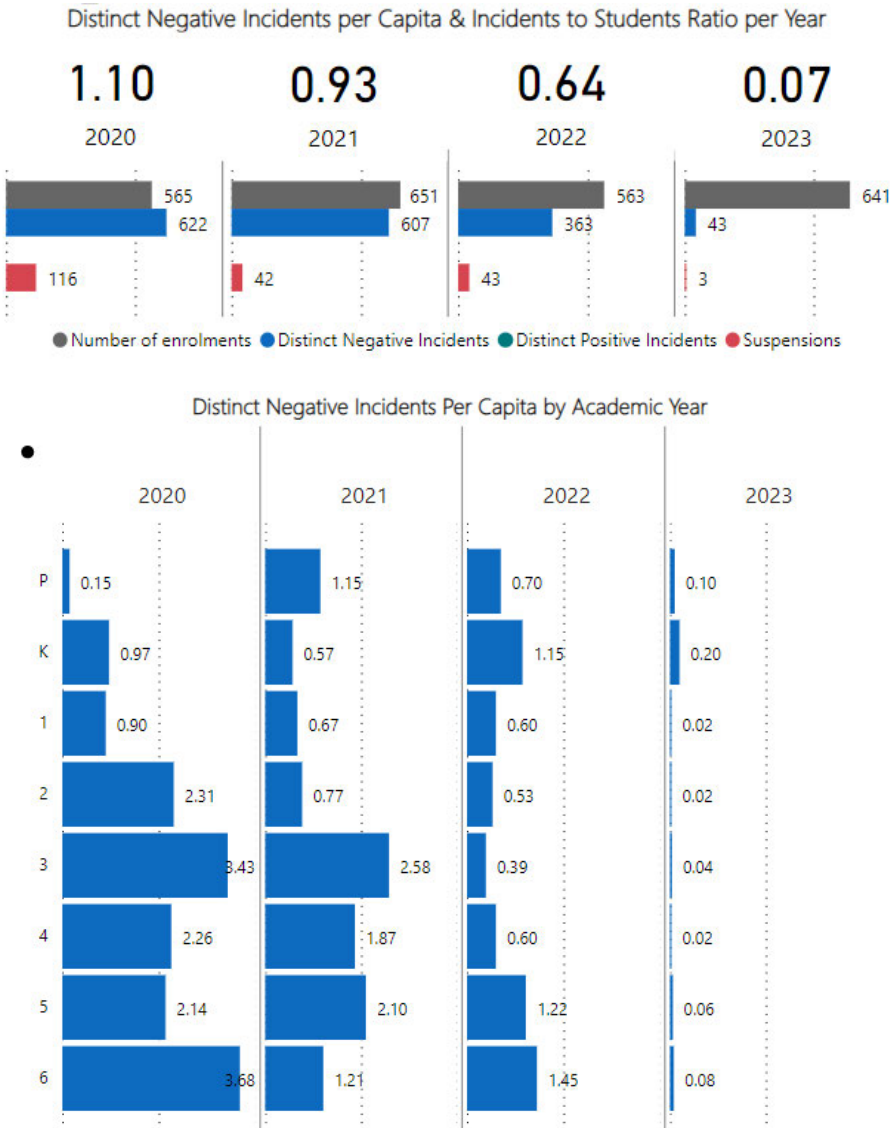
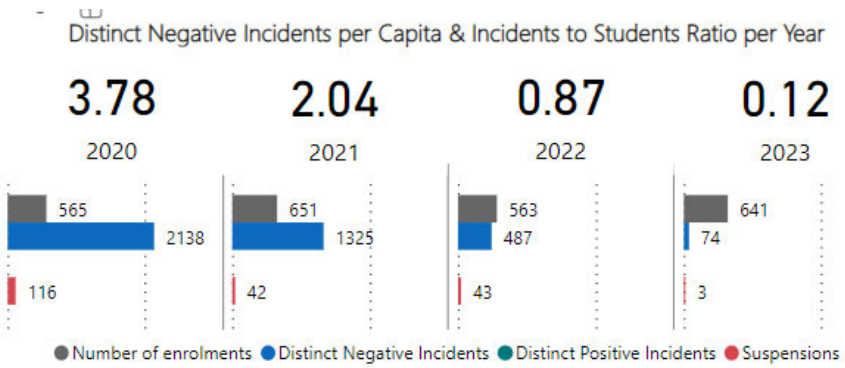
Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results. *[Delete text if not relevant to your school].*

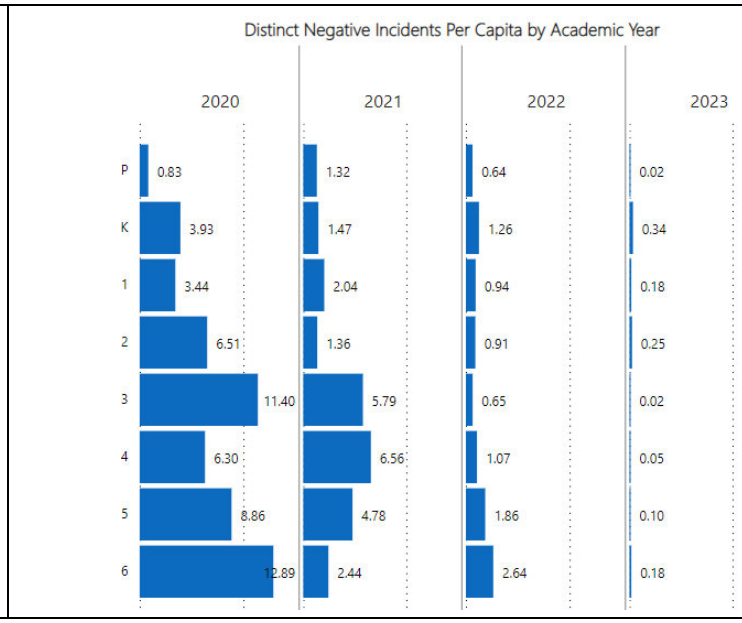
Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Improve the percentage of children, who agree with the statement 'I feel safe at this school' to at least 70%	2021 47%	2022 59%				
Improve the percentage of children who agree with the statements contained within the 'Student Relations' domain to at least 55%						
Improve the percentage of children, who agree with the statement 'This school equips me with the capabilities to learn and live successfully' to at least 75%	2021 No data	2022 56.6%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Each year, increase the percentage of children making growth along the Learning Profile Continuum for the Self-Management domain.	2022 Completed continuum	2023 Commence tracking of children against continuum				

Development of next phase of school of PBL schoolwide routines and structures ▪ - Decrease in negative **major** incidents with children	PBL dashboard highlighting the decrease in negative **major** incidents with children since 2020. 
Development of next phase of school of PBL schoolwide routines and structures ▪ - Decrease in negative **minor** incidents with children	PBL dashboard highlighting the decrease in negative **minor** incidents with children since 2020. 



What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
- Have any of your data sources changed over time? If so, why?
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
- What implications does this evidence have for your next AP?

Our achievements for this priority

In dot-point form, please use this section to describe successful actions undertaken in the past year supporting achievement of this priority. (*See Priority 1 for example)*

- **Brief heading describing action** – may be one of the dot-points from the 'Alignment with the *Future of Education* and *Set up for Success Strategies'* [Insert detail using brief dot-points]

- **Brief heading describing action** [Insert detail using brief dot-points]

Challenges we will address in our next Action Plan

In dot-point form, please use this section to describe planned actions to be undertaken in the next year to address challenges undermining the achievement of this priority.

- [Level 1 dot point]
  - [Level 2 dot point]

Reporting on preschool improvement

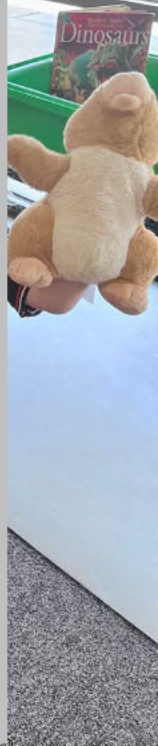
All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to report progress and achievements either within their QIP or in the section below.

- [Level 1 dot point]
  - [Level 2 dot point]

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

P&C Community Forum
29 March 2022

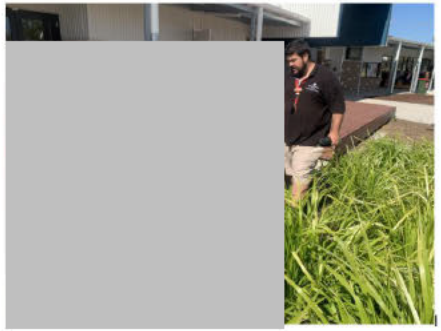
RECORD 8



2022 ANNUAL ACTION PLAN DRAFT

RECORD 8

Margaret Hendry
SCHOOL



Margaret Hendry School
School Improvement Plan 2022-2026

Priority 1: Children will improve their communication capabilities

Strategies

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

ACTION: Implementation of school wide coaching model

ACTION: Implement a workshop model schoolwide

Priority 2: Children view themselves as active and involved learners

Strategies

1. Continue implementation of Positive Behaviours for Learning

ACTION: Development of next phase of school of PBL schoolwide routines and structures

ACTION: Continue the trial implementation and review of the Margaret Hendry School Learner Profile

How do we track and monitor growth and plan for next steps for each learner?

RECORD 8

We do not yet have the longitudinal data from system wide tools such as NAPLAN to reliably and accurately track and report against the academic performance of the children at Margaret Hendry School.

Factors contributing to NAPLAN being an invalid data set at Margaret Hendry School:

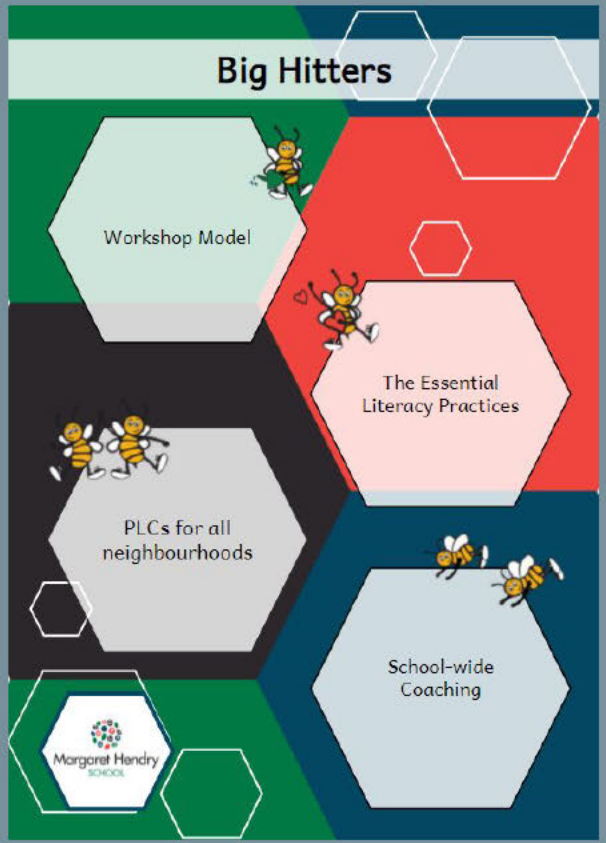
- Age of the school meaning only 2 years of data
- Impact of COVID on testing administration in 2020
- 2019 data is indicative of the impact of children's previous school
- Comparable data from 2019 - 2021 focusses on a small number of children who were enrolled in year 3 in 2019 and were still at the school in 2021

Our most reliable data to demonstrate impact of teaching and children's individual growth are school based data sets.

The following 'School Report Card' has been developed to share with community the impact of teaching strategies and the growth trajectory of learners at the school in addition to demonstrating how staff use data to inform teaching.

https://docs.google.com/presentation/d/1ZJ3tUcBlHAKLLhNMdV_Q690nKjJqMstZmOLLfCicZuw/edit?usp=sharing

What are the key literacy approaches in use?



How are we improving outcomes for children?

RECORD 8

SIP Priorities: *Children are capable and effective communicators - Children see themselves as active and involved learners*

Audience for Tool: School Leaders

The workshop model

Workshop Model

Learning intention - *Informed by Australian Curriculum and data, specific, success criteria, differentiated, sequential and connected, 'What have you been learning?'.*
Explicit mini lesson - *Informed by point of need, modeled practice, check for understanding.*
Consolidation - *Learners doing, differentiated application of learning.*
Planned catch - *Learning coach-guided, point of need, 'how do we know the learning is becoming embedded?', small group.*
Conferencing - *One on one, feedback on learning, identifying next steps.*
Reflection - *Connect back to learning intention, formatively assess.*

PLCs for all neighbourhoods

It is the responsibility of the Heads of School to grow the capacity of all staff to become data literate in order to independently run neighbourhood PLCs

Agreed data sets are used to inform planning for workshops that meet every learner at point of need

Agreed templates are used by all learning coaches to record their PLCs

Agreed data sets to inform weekly PLC discussions	
Reading	Writing
PM Benchmarks Probe PAT reading Formative Assessment Data	Literacy progressions EALD Writing moderation tool Formative Assessment Data

School-wide coaching

How are we demonstrating the impact of our teaching?

- Providing sequential learning outcomes adjusting according to observations, conferencing, feedback (linked to learning intentions)
- Improved reading outcomes, confidence of readers, identity as readers
- Improved teacher confidence as evident through reading interview and personalised reading workshop reflection
- Windows into Practice session
- Know thy impact- review of our progress
- Outcomes for learners increase - as evidenced through formative and summative measures

Essential Literacy Practices

10 Essential Literacy Practices, form a whole school approach to the quality teaching of literacy from P-6. These approaches should occur every day and be incorporated into every learning area.
Practices should be intentionally planned, using formative assessment of student point of learning need. Teachers monitor the impact of their teaching through student growth data- via PLC's, coaching and mentoring processes and the reflective component of workshops

6 of 10

Margaret Hendry School

Data and Evidence Report

RECORD 9

> Establishment Plan <

2019 2021

Goal: Develop a strong community for learning underpinned by the school's four pillars for Learning: Grow, Collaborate, Connect and Love.

> School Improvement Plan <

2022 2026

Priority 1: Children will improve their communication capabilities

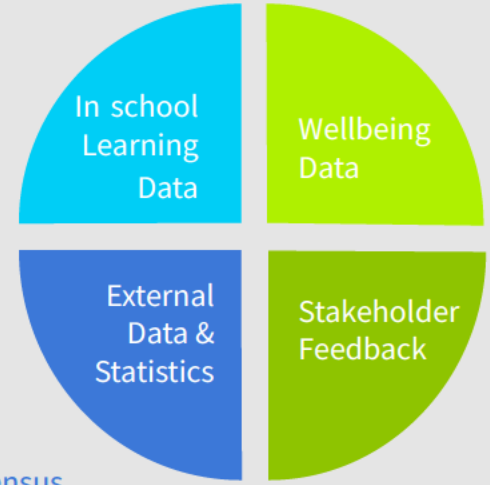
Priority 2: Children will see themselves as active and involved learner

How to we track, monitor and analyse GROWTH and PROGRESS?

- ❑ School based assessments and data collection
- ❑ System/National data provides a snapshot of achievement, but not yet valid to measure impact of schooling
- ❑ Weekly data discussions and analysis to inform point of need workshops
- ❑ Termly school wide data analysis to monitor for patterns and trends
- ❑ School based intervention programs
- ❑ School based data trackers

WHICH DATA SETS DO WE ANALYSE?

- PM assessment
- MYMC
- PROBE
- SENA
- BEE Spelling
- Oral Language
- PAT Reading
- PAT Maths
- Summative Reports



- Negative Incidents
- Disability Education Resourcing
- Occupational Violence Risk Assessments
- Attendance
- Suspensions

- NAPLAN
- BASE
- Demographics
- Australian Early Development Census (AEDC)

- School Satisfaction Survey
- Family forums
- Community conversations
- Perception surveys

ONGOING IMPROVEMENT THROUGH COACHING, MENTORING & PROFESSIONAL LEARNING

RECORD 9

To grow the capacity, all staff participate in coaching cycles across a year.

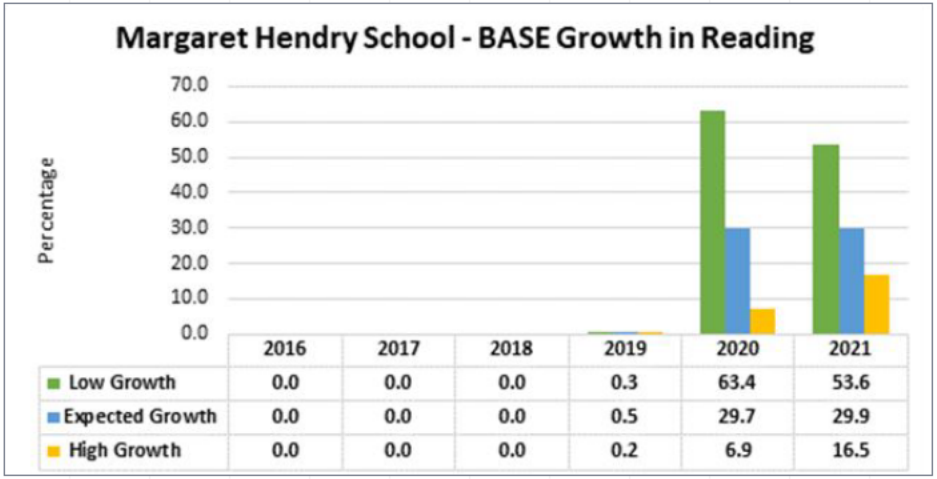
SLCs engage in individual coaching cycles to further develop their practice, while teams participate in weekly planning and data discussions to ensure that point of need teaching remains at the fore. Learning Coaches and Learning Support Assistants are involved in coaching to ensure there is school-wide growth and improvement each year.

SLBs and SLA also participate in coaching cycles and conversations to ensure there is strategic improvement and coherence across the school in response to the improvement plan and annual action plan.

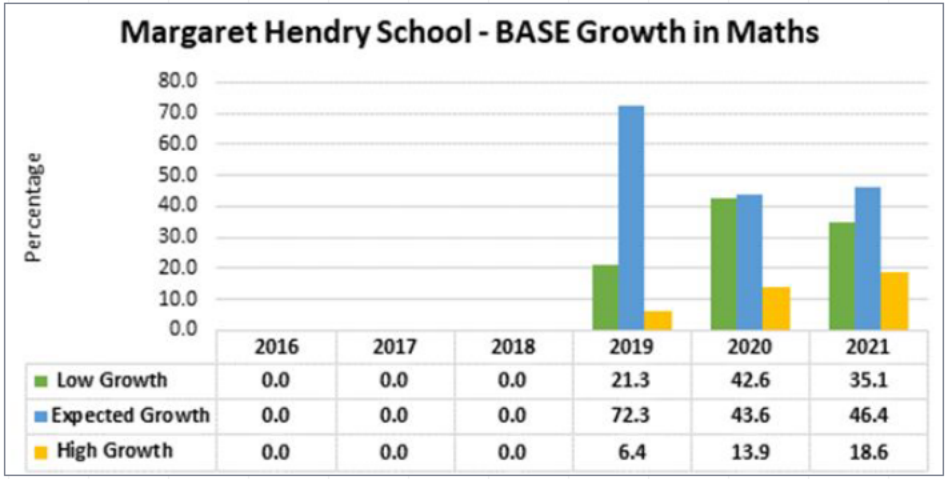
Coaching conversations also foster a culture of nurturing wellbeing within the school with each staff member's practice, goals and values holding precedence within our building capacity framework.

PIPS-BASE ASSESSMENT - Kindergarten

RECORD 9



	2016	2017	2018	2019	2020	2021
Low Growth	0.0	0.0	0.0	0.3	63.4	53.6
Expected Growth	0.0	0.0	0.0	0.5	29.7	29.9
High Growth	0.0	0.0	0.0	0.2	6.9	16.5



	2016	2017	2018	2019	2020	2021
Low Growth	0.0	0.0	0.0	21.3	42.6	35.1
Expected Growth	0.0	0.0	0.0	72.3	43.6	46.4
High Growth	0.0	0.0	0.0	6.4	13.9	18.6

LONGITUDINAL DATA - REPORT CARD

NAPLAN **Writing**

2019		2021	
Year 3 Below NMS	**Year 5** Below NMS **20%**	**Year 3** Below NMS **7%**	**Year 5** Below NMS **8%**
At NMS	At NMS **30%**	At NMS **14%**	At NMS **21%**
At or above NMS	At or above NMS **50%**	At or above NMS **79%**	At or above NMS **64%**

RECORD 9

	2019		2020		2021		2022	
	Year 3 21 learners	**Year 5** 10 learners			**Year 3** 46 learners	**Year 5** 47 learners	**Year 3**	**Year 5**
Band 1					7% (3)	6% (3)		
Band 2					14% (6)			
Band 3		20% (2)			17% (8)	2% (1)		
Band 4		30% (3)			41% (19)	21% (10)		
Band 5		20% (2)			14% (6)	42% (20)		
Band 6		20% (2)			4% (1)	12% (6)		
Band 7		10% (1)				8% (4)		
Band 8						2% (1)		
Band 9								

LONGITUDINAL DATA - REPORT CARD

NAPLAN **Reading**

2019		2021	
Year 3 Below NMS	**Year 5** Below NMS **20%**	**Year 3** Below NMS **4%**	**Year 5** Below NMS **8%**
At NMS **24%**	At NMS **30%**	At NMS **24%**	At NMS **12%**
At or above NMS **76%**	At or above NMS **50%**	At or above NMS **72%**	At or above NMS **80%**

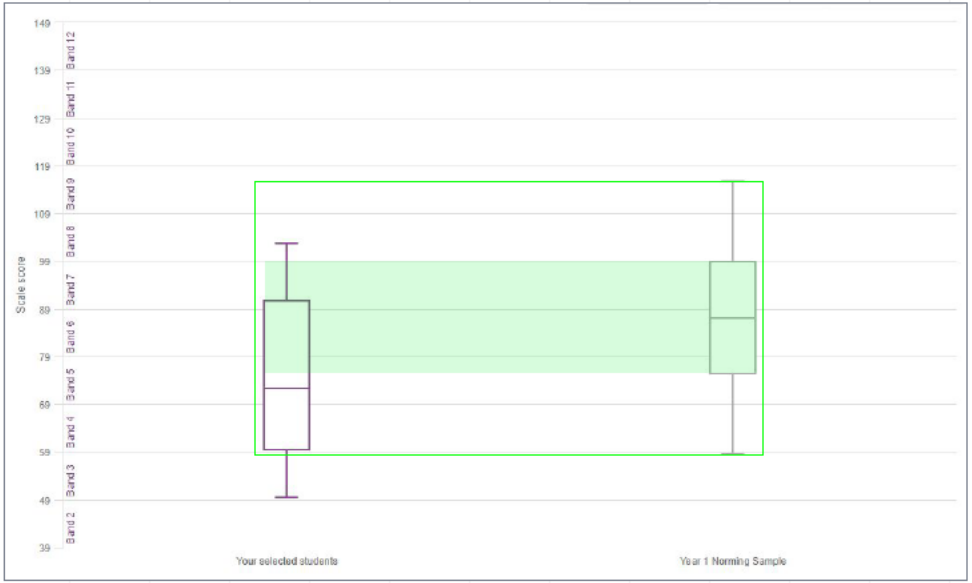
RECORD 9

	2019		2020		2021		2022	
	Year 3 21 learners	**Year 5** 10 learners			**Year 3** 46 learners	**Year 5** 47 learners	**Year 3**	**Year 5**
Band 1					4% (2)	2% (1)		
Band 2	24% (5)				24% (11)	2% (1)		
Band 3	14% (3)	20% (2)			15% (7)	4% (2)		
Band 4	24% (5)	30% (3)			17% (8)	12% (6)		
Band 5	29% (6)	10% (1)			20% (9)	20% (10)		
Band 6	5% (1)	20% (2)			11% (5)	30% (15)		
Band 7		10% (1)				12% (6)		
Band 8					2% (1)	2% (1)		
Band 9					2% (1)	2% (1)		

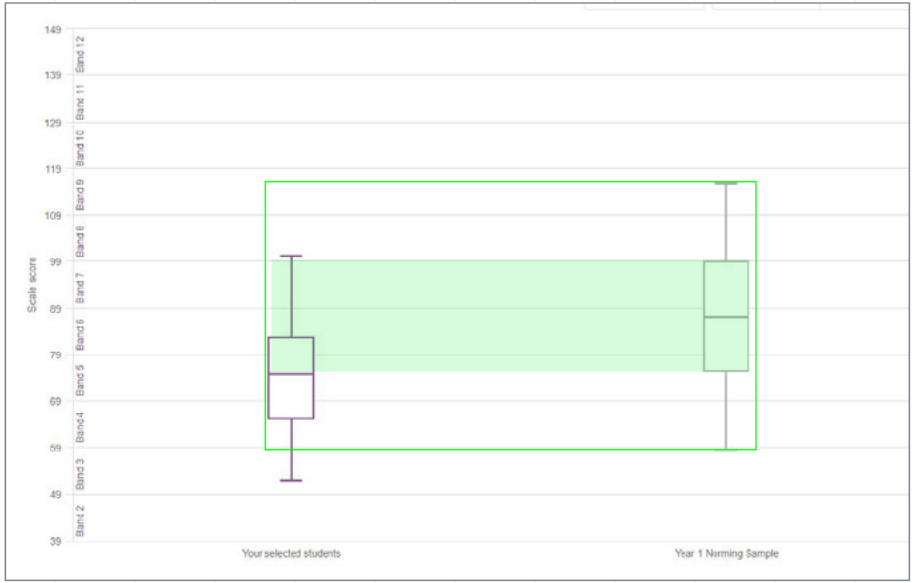
LONGITUDINAL DATA - PAT-READING year 1

RECORD 9

2020



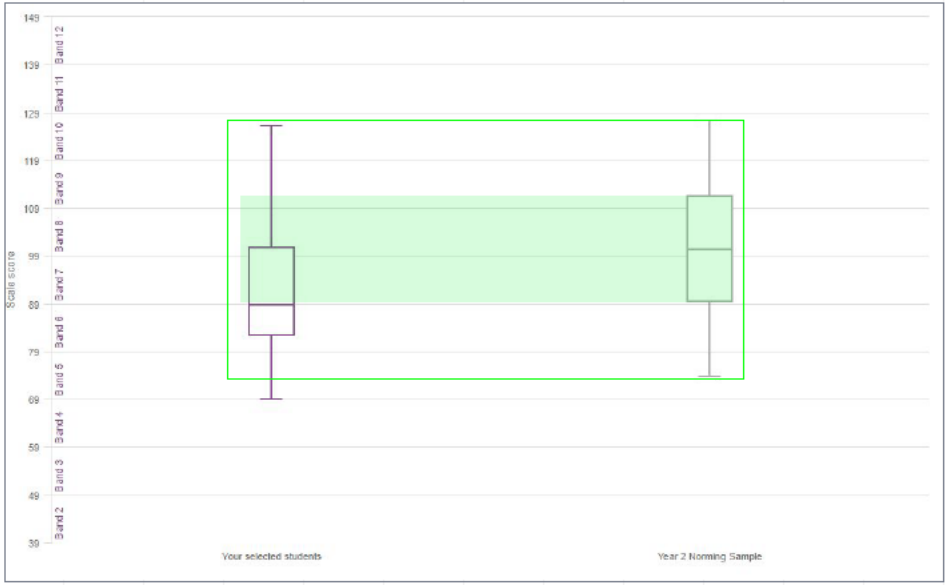
2021



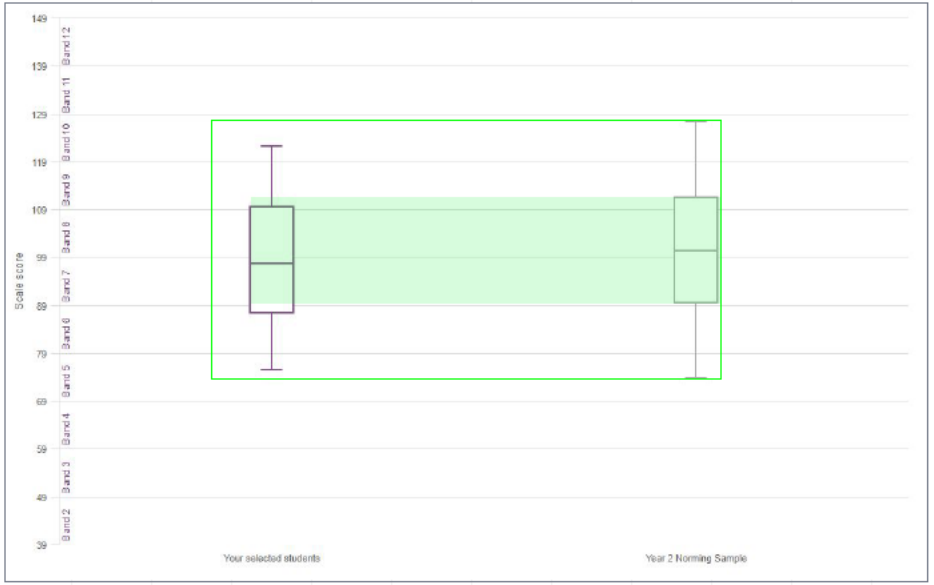
LONGITUDINAL DATA - PAT-READING year 2

RECORD 9

2020



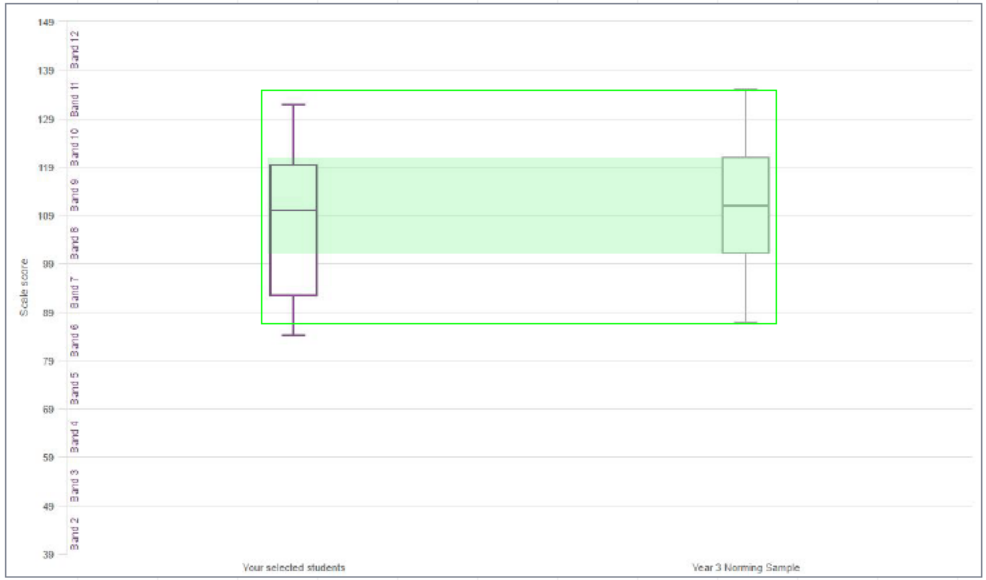
2021



LONGITUDINAL DATA - PAT-READING year 3

RECORD 9

2020



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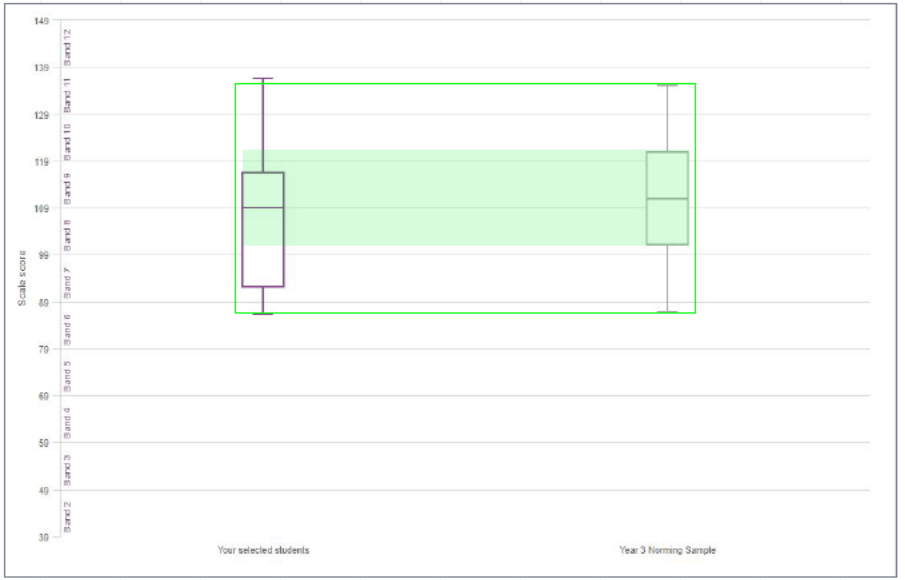
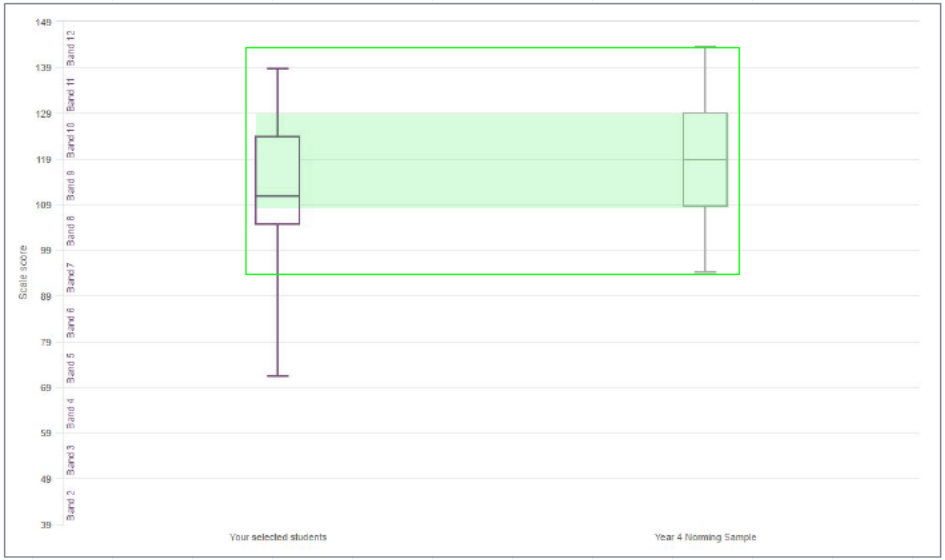


LONGITUDINAL DATA - PAT-READING year 4

RECORD 9

2020



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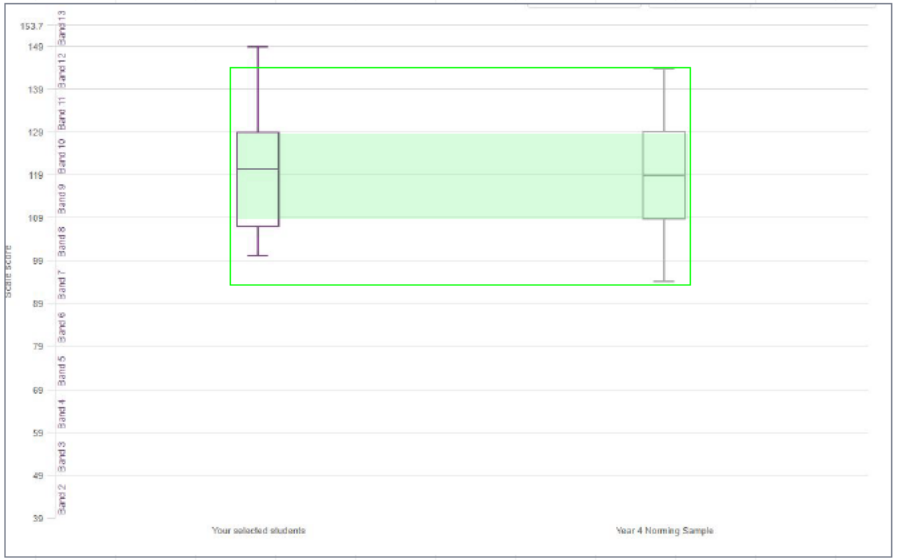
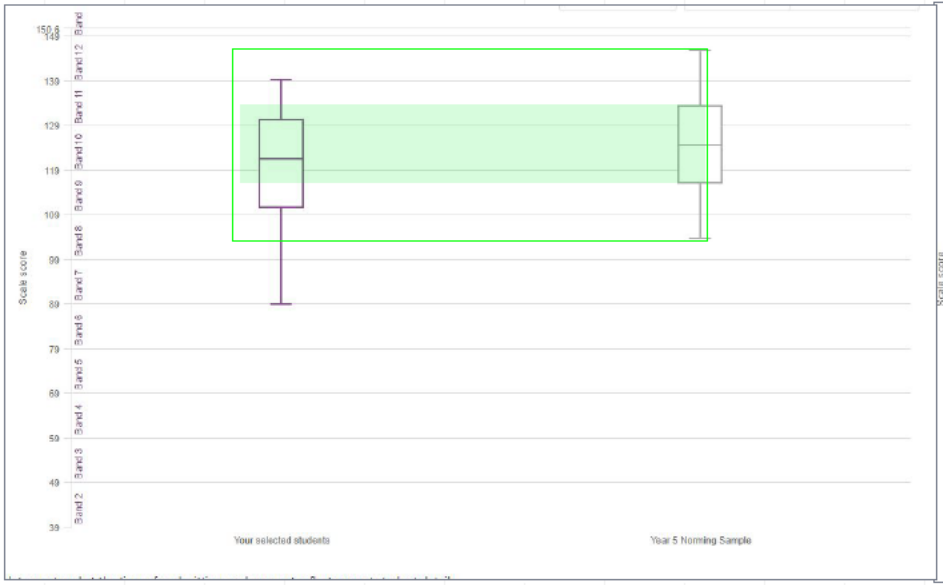


LONGITUDINAL DATA - PAT-READING year 5

RECORD 9

2020



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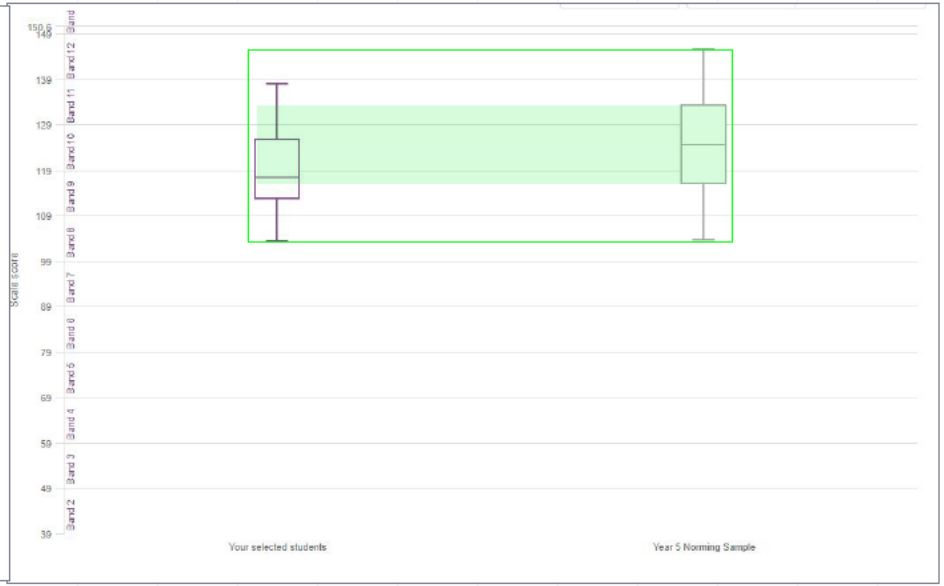
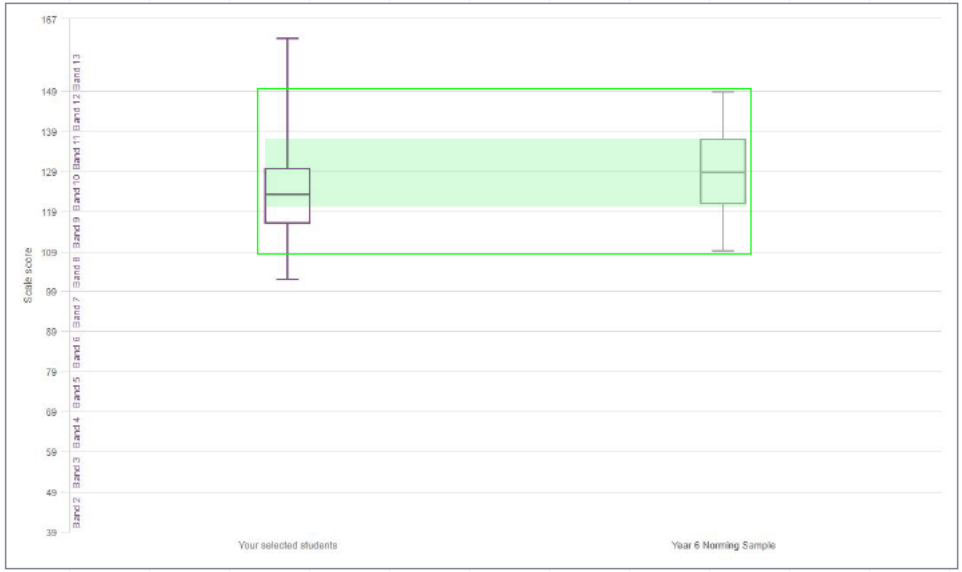


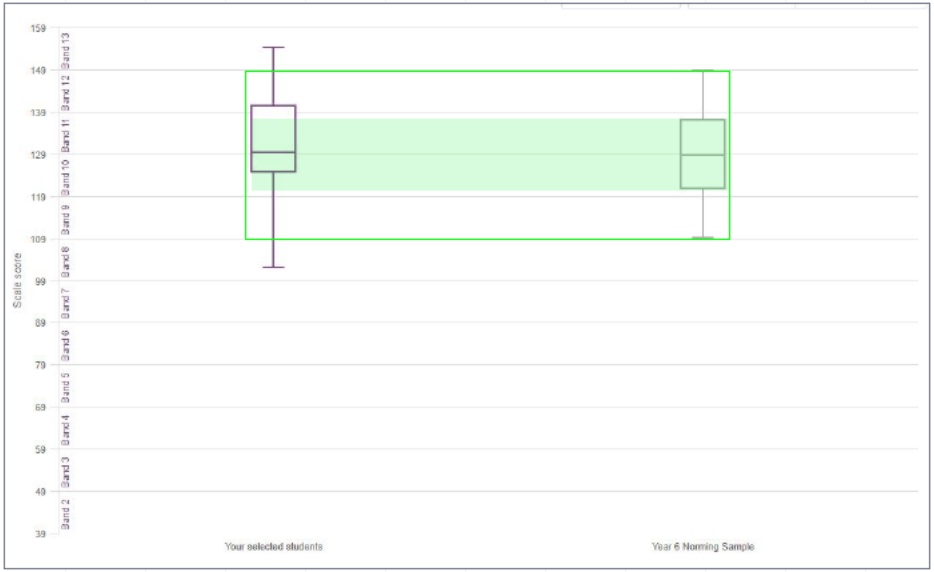
LONGITUDINAL DATA - PAT-READING year 6

RECORD 9

2020



2021



LONGITUDINAL DATA - REPORT CARD

NAPLAN **Numeracy**

2019		2021	
Year 3 Below NMS **10%**	**Year 5** Below NMS	**Year 3** Below NMS **9%**	**Year 5** Below NMS **11%**
At NMS **14%**	At NMS **30%**	At NMS **24%**	At NMS **17%**
At or above NMS **76%**	At or above NMS **70%**	At or above NMS **67%**	At or above NMS **72%**

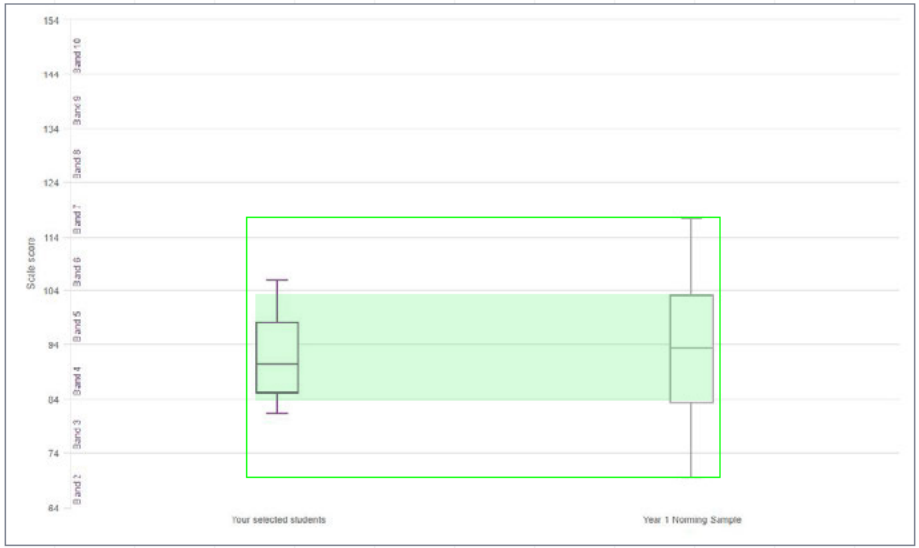
RECORD 9

	2019		2020		2021		2022	
	Year 3 21 learners	**Year 5** 10 learners			**Year 3** 46 learners	**Year 5** 47 learners	**Year 3**	**Year 5**
Band 1	10% (2)				9% (4)			
Band 2	14% (3)				24% (11)			
Band 3	33% (7)				37% (17)	11% (5)		
Band 4	14% (3)	30% (3)			20% (9)	17% (8)		
Band 5	5% (1)				11% (5)	33% (15)		
Band 6		40% (4)				15% (7)		
Band 7		20% (2)				9% (4)		
Band 8		10% (1)						
Band 9								

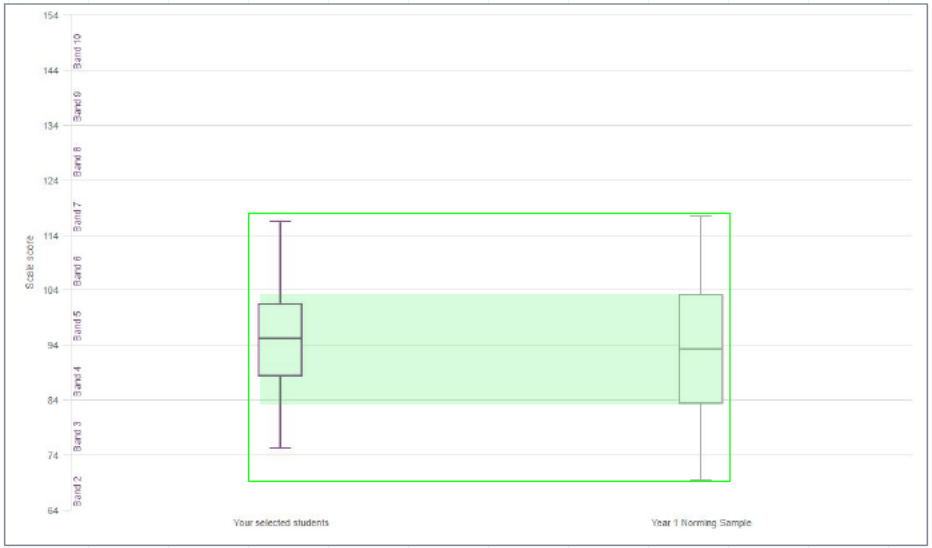
LONGITUDINAL DATA - PAT-MATHS year 1

RECORD 9

2020



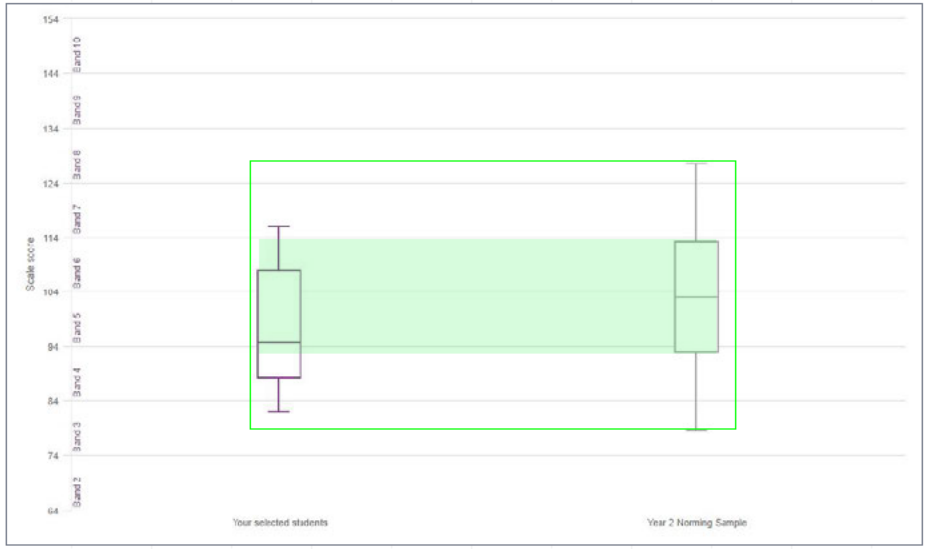
2021



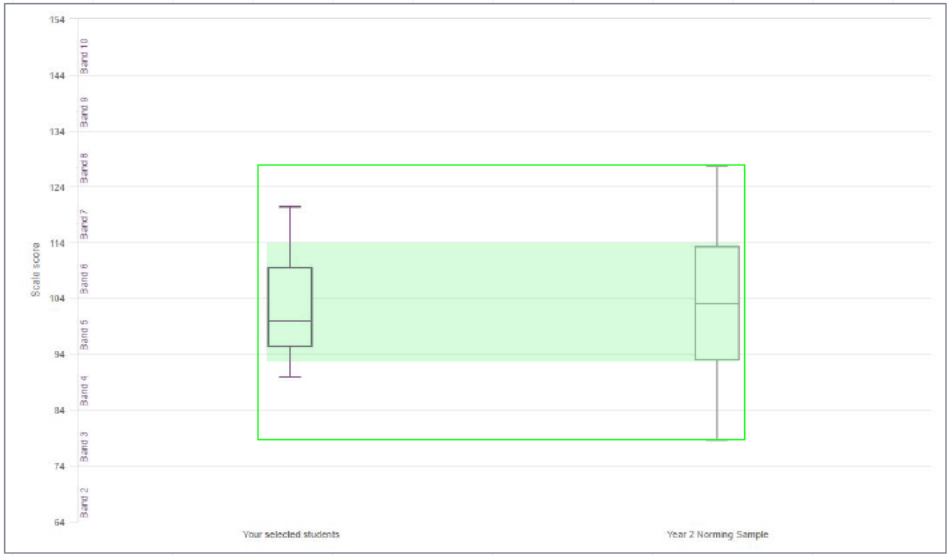
LONGITUDINAL DATA - PAT-MATHS year 2

RECORD 9

2020



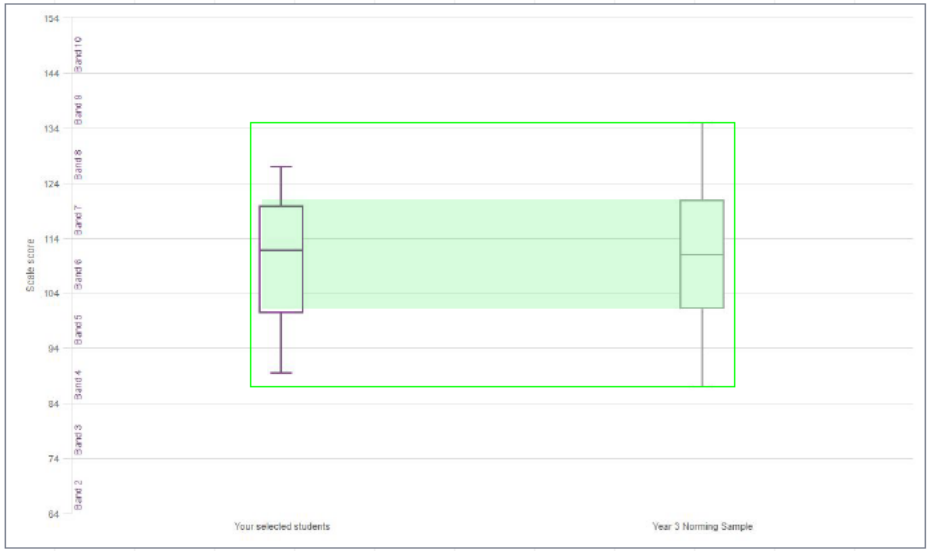
2021



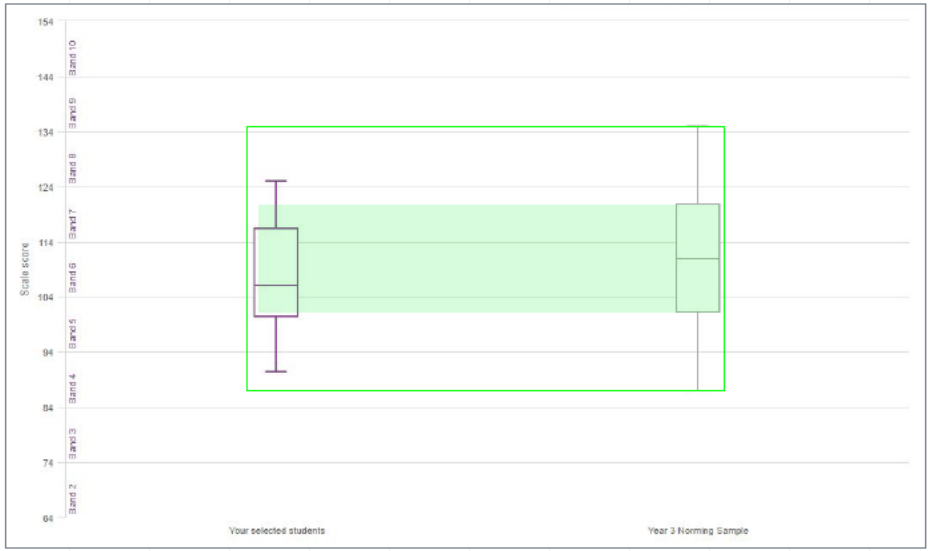
LONGITUDINAL DATA - PAT-MATHS year 3

RECORD 9

2020



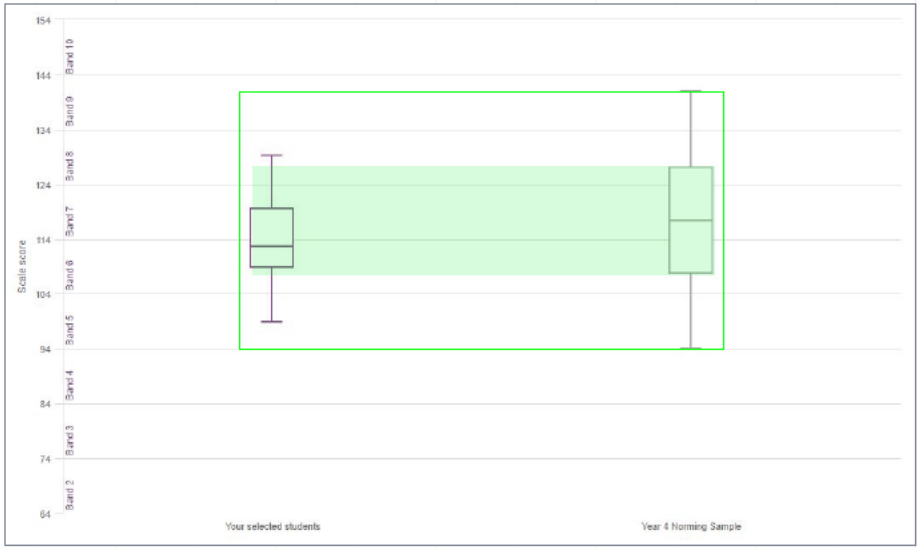
2021



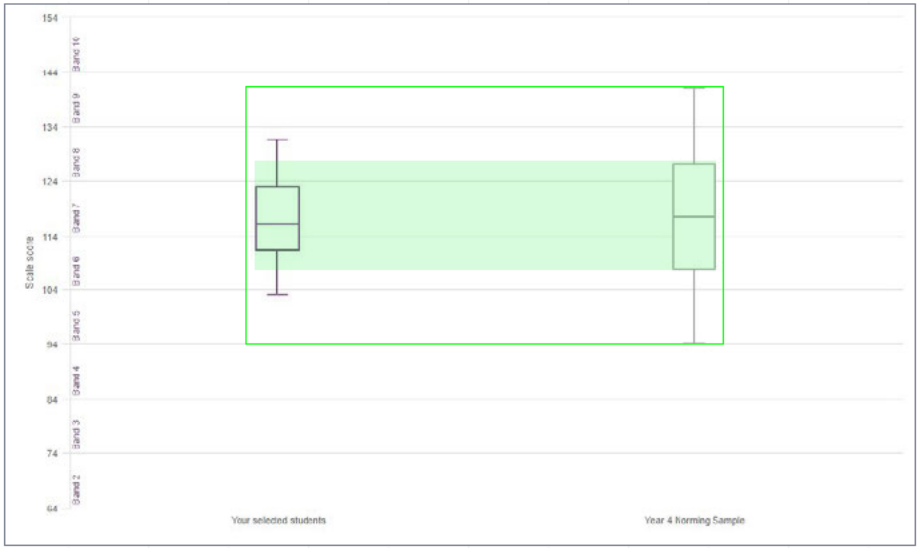
LONGITUDINAL DATA - PAT-MATHS year 4

RECORD 9

2020



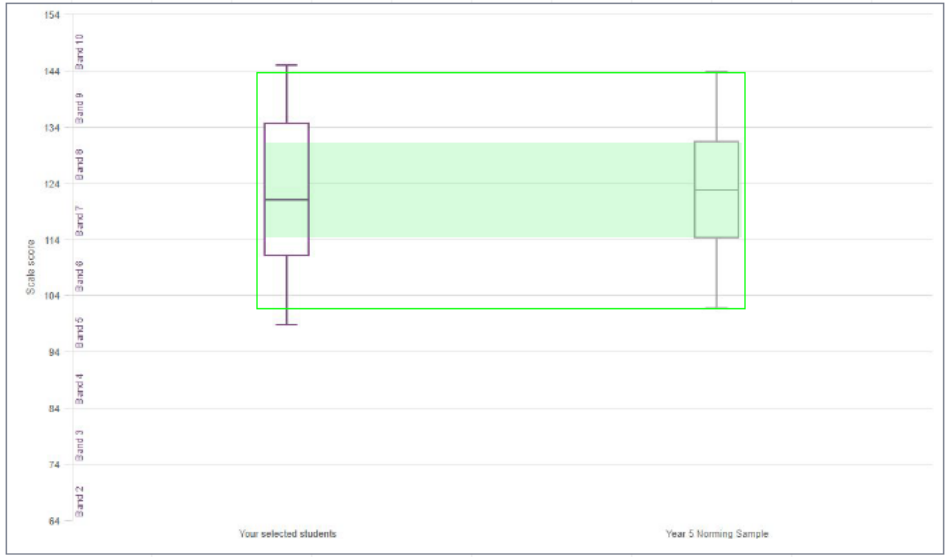
2021



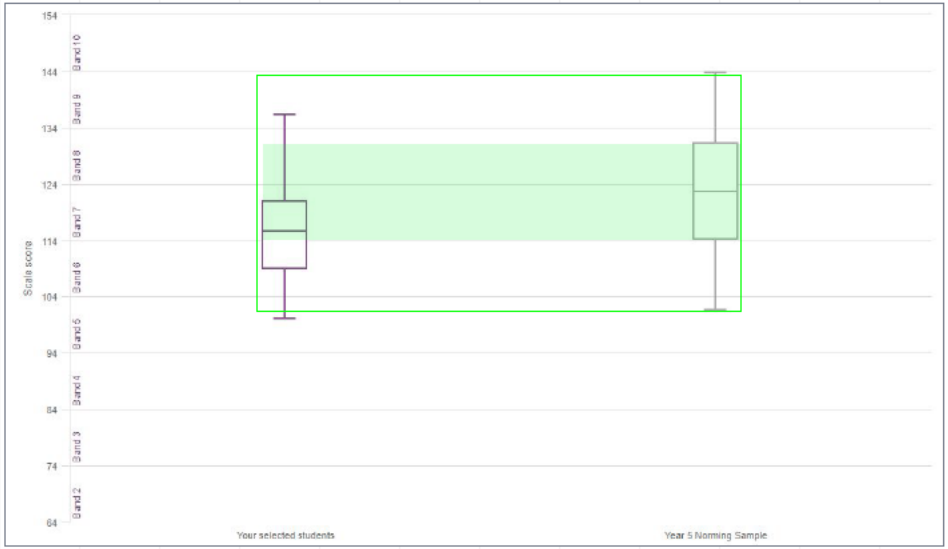
LONGITUDINAL DATA - PAT-MATHS year 5

RECORD 9

2020



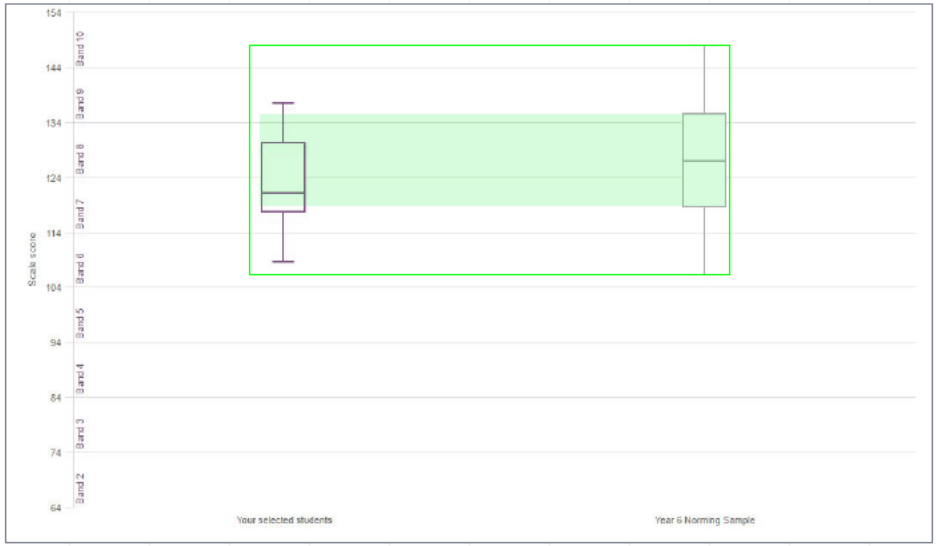
2021



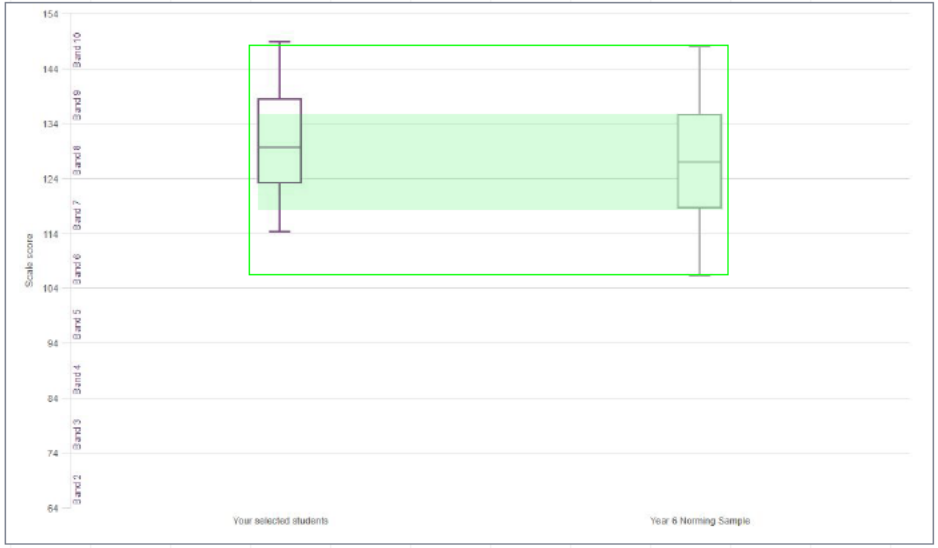
LONGITUDINAL DATA - PAT-MATHS year 6

RECORD 9

2020



2021



School Improvement Update

Week 1 Term 3

Priority One - Children will improve their communication capabilities

RECORD 10

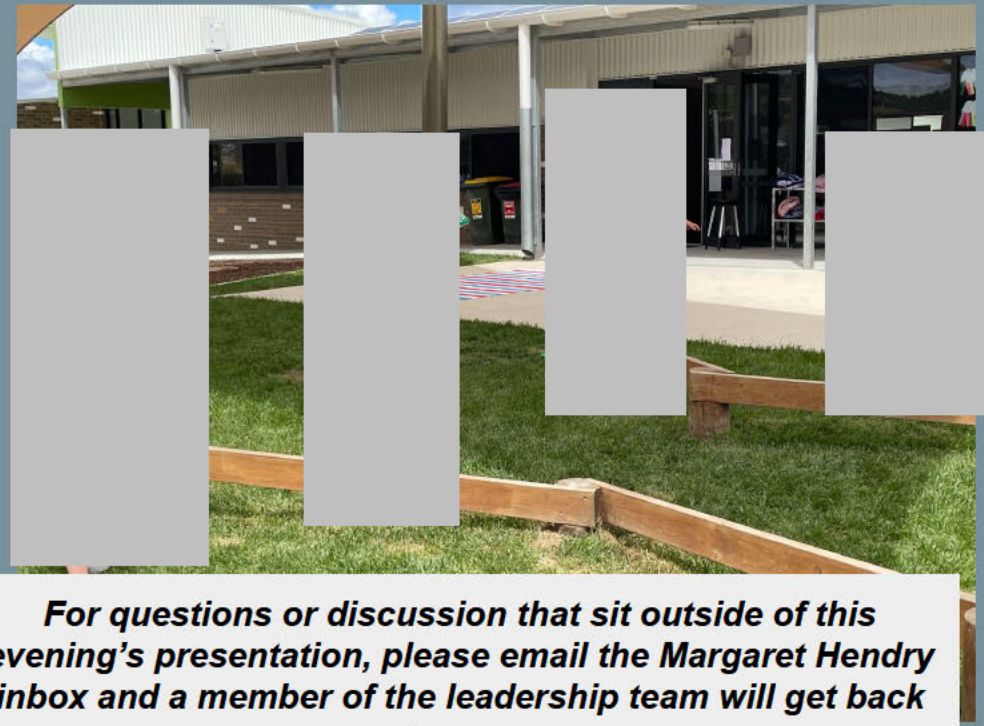
	Achievements Semester One	Focus for Semester Two	Projected next steps for 2023
<u>Key Strategy</u> Develop learning coaches as inquirers into their own practice through the use of the spiral of inquiry in PLCs <u>Key Strategy</u> Implement a workshop model schoolwide	Increase in learning goal use for all children school wide. Visible, communicated to families and used to springboard into next steps for personalised growth and achievement.	Sharing practice with families - working with a videographer to do a series of videos to capture the teaching and learning process Increase percentage of students receiving conferencing each week with learning coach	Consistent approach for recording/dating/tracking/sharing of goals
	Significant increase in learning intentions and success criteria schoolwide. This has positively impacted on children's ability to talk about what they are learning and why.	Consistent use of whole of school agreed planning templates for increased school cohesion and unified practice and expectations	Learner Pathways - whole school organisational structure
	Increase in data literacy of staff and use of data to inform and design agile and responsive learning opportunities for children, meeting them at point of need. School within a school is working	Cohesion focus whole school to pick what is working and implement Complete 2022 data comparison - review 2020 and 2021 here https://docs.google.com/presentation/d/1ZJ3tUcBlHAKLLhNMdV_Q690nKiJqMstZmOLLfCicZuw/edit#slide=id.g3606f1c2d_30) Increase reading outcomes of children on pre-reading benchmark	Consistent approach for recording and analysis of children's learning data across all LCs. Standing moderation sessions in annual PL calendar for staff each term

Priority Two - Children view themselves as active and involved learners

RECORD 10

	Achievements Semester One	Focus for Semester Two	Projected next steps for 2023
<u>Key Strategy</u> Continue implementation of Positive Behaviours for Learning	Whole of staff PL on PBL and starting points of knowledge ascertained. PBL champions appointed in each LC.	PBL Champions continue to work with PBL Directorate representative and implement twice termly PBL PL sessions with staff to grow understanding and define next steps	All areas expectations agreed and promoted in all indoor and outdoor spaces.
	Reviewing whole of school expectations within learning communities to focus on love for environment through strong routines and clearly communicated expectations	Learner profile introduced to learning communities to support staff to understand the links between - Who we are together framework - the social and emotional learning program - the general capabilities of the Australian Curriculum - The EYLF	Recognition of children's achievement linked to 'Who we are together Framework' School based SEL program written to sit alongside the learner profile

Principal's Update
13 SEPTEMBER 2022



For questions or discussion that sit outside of this evening's presentation, please email the Margaret Hendry inbox and a member of the leadership team will get back to you.

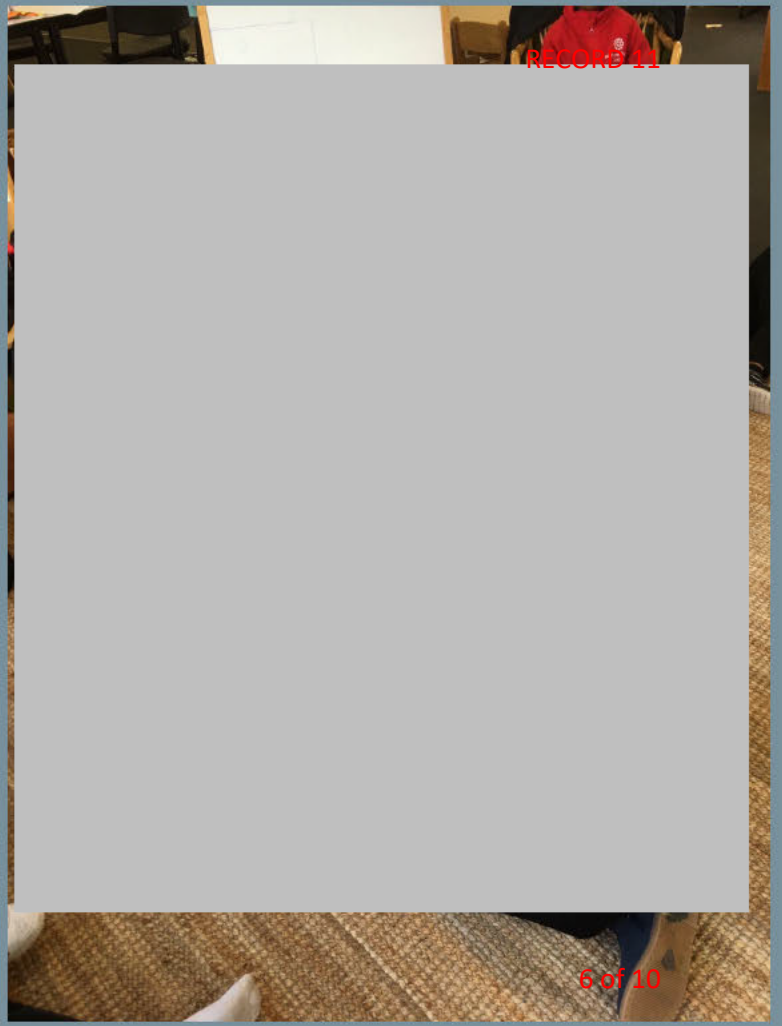
RECORD 11

RECORD 11

Term 3 report on annual action plan and data

Priority 1: *Children will improve their communication capabilities*
Highlight- 3 and 5 NAPLAN reading results within national average
Spotlight- Focus remains on reading growth between semester 1 and 2
Continue - Focus remains on personalised reading workshops across the school

Priority 2: *Children view themselves as active and involved learners*
Highlight- Significant decrease in minor and major behaviours along with suspensions
Spotlight- Elevating language within *Who We Are Together Framework* to support social and emotional growth and development
Continue - Staggered play breaks



SCHOOL IMPROVEMENT 101.

HOW ARE WE WORKING TOGETHER AS A COHESIVE AND UNITED TEAM TOWARDS SCHOOL IMPROVEMENT?

ACT Education Directorate Strategic Plan 2022-25

Margaret Hendry SCHOOL

Where learning is inherently playful

https://youtu.be/4M6HsFaMsIw

Organisational Vision: To ensure every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals

Organizational Mission: To lead and deliver excellent, inclusive and equitable education where all are valued and safe

6 Key Principles:

Focus on Learning

Embed Cultural Integrity

Keep everyone safe and well

Align our work

Use evidence and be accountable

Lead together

How do we articulate what we do and how we do it? What is the impact?

Vision: Learning is personalised and children are empowered to be active participants in their own learning.

A culture of collaboration

https://youtu.be/f6Fw1j5CbAM

Personalised learning: What is the impact?

https://youtu.be/1htRGqeh09c

Priority One - Children will improve their communication capabilities

RECORD 12

	Achievements/Aspirations 2022		Projected next steps for 2023
Key Strategy Develop learning coaches as inquirers into their own practice through the use of the spiral of inquiry in PLCs	Increase in learning goal use for all children school wide. Visible, communicated to families and used to springboard into next steps for personalised growth and achievement.	Sharing practice with families - working with a videographer to do a series of videos to capture the teaching and learning process Increase percentage of students receiving conferencing each week with learning coach	Consistent approach for recording/dating/tracking/sharing of goals
Key Strategy Implement a workshop model schoolwide	Significant increase in learning intentions and success criteria schoolwide. This has positively impacted on children's ability to talk about what they are learning and why.	Consistent use of whole of school agreed planning templates for increased school cohesion and unified practice and expectations	Learner Pathways - whole school organisational structure
	Increase in data literacy of staff and use of data to inform and design agile and responsive learning opportunities for children, meeting them at point of need. School within a school is working	Cohesion focus whole school to pick what is working and implement Complete 2022 data comparison - review 2020 and 2021 here https://docs.google.com/presentation/d/1ZJ3tUcBlHAKLLhNMdV_Q690nKjJqMstZmOLLfCicZuw/edit#slide=id.g3606f1c2d_30) Increase reading outcomes of children on pre-reading benchmark	Consistent approach for recording and analysis of children's learning data across all LCs. Standing moderation sessions in annual PL calendar for staff each term

Priority Two - Children view themselves as active and involved learners

RECORD 12

	Achievements/Aspirations 2022		Projected next steps for 2023
Key Strategy Continue implementation of Positive Behaviours for Learning	Whole of staff PL on PBL and starting points of knowledge ascertained. PBL champions appointed in each LC.	PBL Champions continue to work with PBL Directorate representative and implement twice termly PBL PL sessions with staff to grow understanding and define next steps	All areas expectations agreed and promoted in all indoor and outdoor spaces.
	Reviewing whole of school expectations within learning communities to focus on love for environment through strong routines and clearly communicated expectations	Learner profile introduced to learning communities to support staff to understand the links between - Who we are together framework - the social and emotional learning program - the general capabilities of the Australian Curriculum - The EYLF	Recognition of children's achievement linked to 'Who we are together Framework' School based SEL program written to sit alongside the learner profile

As a team, what would our personal development goals be based on what we know of our professional practice and the data and evidence presented?

Priority One: ***Children will improve their communication capabilities***

AAP Strategy 1: *Develop learning coaches as inquirers into their own practice through the use of the spiral of inquiry in professional learning communities (learning coaches as inquirers).*

Key Action 1:

Implementation of school wide coaching model 'Building Capacity Framework'

Key Action 2:

Implement a workshop model schoolwide

As a team, what would our personal development goals be based on what we know of our professional practice and the data and evidence presented?

Priority Two: Children view themselves as active and involved learners

AAP Strategy 1: Continue implementation of Positive Behaviours for Learning

Key Action 1:

Development of next phase of school of PBL schoolwide routines and structures

Key Action 2:

Continue the trial implementation and review of the Margaret Hendry School Learner Profile

One school, one collaborative team

RECORD 12

Margaret Hendry School > School Improvement 2023 > School Improvement Leadership > Measuring Impact and Success

https://drive.google.com/drive/u/0/folders/1Z64c3j70784HRSUo0TGmy971NVn5ZTCj

Folders

Pedagogy | Culture | Community | Communication

Whole School PLCs aligned to AAP	Culture	Communication	Pedagogy	Community
	Kellie	Cindy	Pip	Kaila
	Cadeyrn	Alicia	Hayden	Taylor
	Chris	Ioanna	Elizabeth	Georgia
	Holly	Lisa	Ash	Kate W
	Dom	Rebecca	Angela	Matthew
	Peta	Kate A	Toni C	Caroline
	Shahenie	Jade	Toni S	Glenn
	Sally	Selina	Nicole	Lachlan F
	Yui	Bridgette	Emily	Phil
	Linda	David	Lachlan D	Shannon
	Charlotte	Berndaette	Megan SP	
	Alex		Sinead	

As a team, what would our collective personal development goal be based on what we know of our school's journey so far in this area?

Whole School PLCs: Culture/Communication/Pedagogy/Community

Key Action Culture:

Key Action Communication:

Key Action Pedagogy:

Key Action Community

Building Capacity 2023

RECORD 12

How will I grow myself and others?

"The evidence is really clear about what makes a vibrant learning culture in which individuals can thrive:

There must be opportunities **and** *commitment* **for learning in all parts of the system.**

There must be diverse forms of support: ***learning communities***, practitioner based research, experiential events, **reflection**, **courses**, lectures, peer **feedback**, **shadowing** **including coaching and mentoring and action.**

(This will) require a collaborative effort. The way we think about professional learning and development must expand. **Educators have a responsibility to constantly push themselves to be the best they can be. School leaders have a responsibility to foster the ambition of their staff to grow and to nurture a learning culture. The whole education system** (Margaret Hendry School) **must align its policies and structures to focus on this common goal.**

If we get this right every young Australian (Margaret Hendry student) **will experience a quality education and the best opportunities in life."** (Text from AITSL Professional Learning Animation)

Check out - Library Resources

Professional Teacher Library

https://docs.google.com/document/d/1yAMolfO-QkmLt1EzQDryFlbHFuSUzau8jZbyk1YtuRY/edit?usp=sharing

Maths and Literacy Resources

https://docs.google.com/document/d/1JphJL7zc43o9l6lmi7XYcWjPMz-6FuxlSP37fV3fQpg/edit?usp=sharing

Take Home Reading- Stay Tuned

Data extracts from pay cycle on 27 January 2023

2. *Data on the number of teachers currently working at Margaret Hendry School who are in their first 3 years of service (head count and percentage of total teaching staff)*

Classification	Headcount	FTE
CT.2	[redacted]	[redacted]
CT.3	[redacted]	[redacted]
CT.4	[redacted]	[redacted]
New Educator Total	10	9.6
Margaret Hendry School Classroom Teacher Total	39	34.5
% of New Educators	25.6%	27.8%

3. *Data on the number of teachers who have commenced at Margaret Hendry School since 2019 and how many have left the school since 2019, including teachers on temporary contracts and permanent ongoing roles but excluding casual teachers.*

Entries	77
Exits Total	36
Exits – Permanent Teachers	23
Exits - Temporary Teachers	13

Notes:

- Entries cannot be separated into permanent vs temporary, as some temporary teachers have secured permanent employment since commencing with the school and this may not accurately reflect changes in employment status, i.e. temporary to permanent.
- Some that have been counted as Entries have been promoted to school leadership positions that are not classified as Classroom Teacher, or were on leave at the time of the data extraction.
- Exits of permanent staff may be the result of officers transferring to another school or a position elsewhere within the ACT Public Service, or resigning/retiring from the ACT Public Service