

# Student Agency- new metrics



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new metrics conference March 2021

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# Agency

As part of an innovative six-year action research project, Rooty Hill High School in Sydney's western suburbs developed a strategy to align and give agency to students, teachers and the school in self-assessing learning, teaching, work and organisational practices.

In August 2019 the school was rated as "excelling" on all 14 elements of the NSW Department of Education external validation, the highest rating that can be given to a school. The planned "Innovate Presentation" will focus on 3 core measurement and assessment strategies that underpinned the evidence and data presented.

*Are you old enough?*

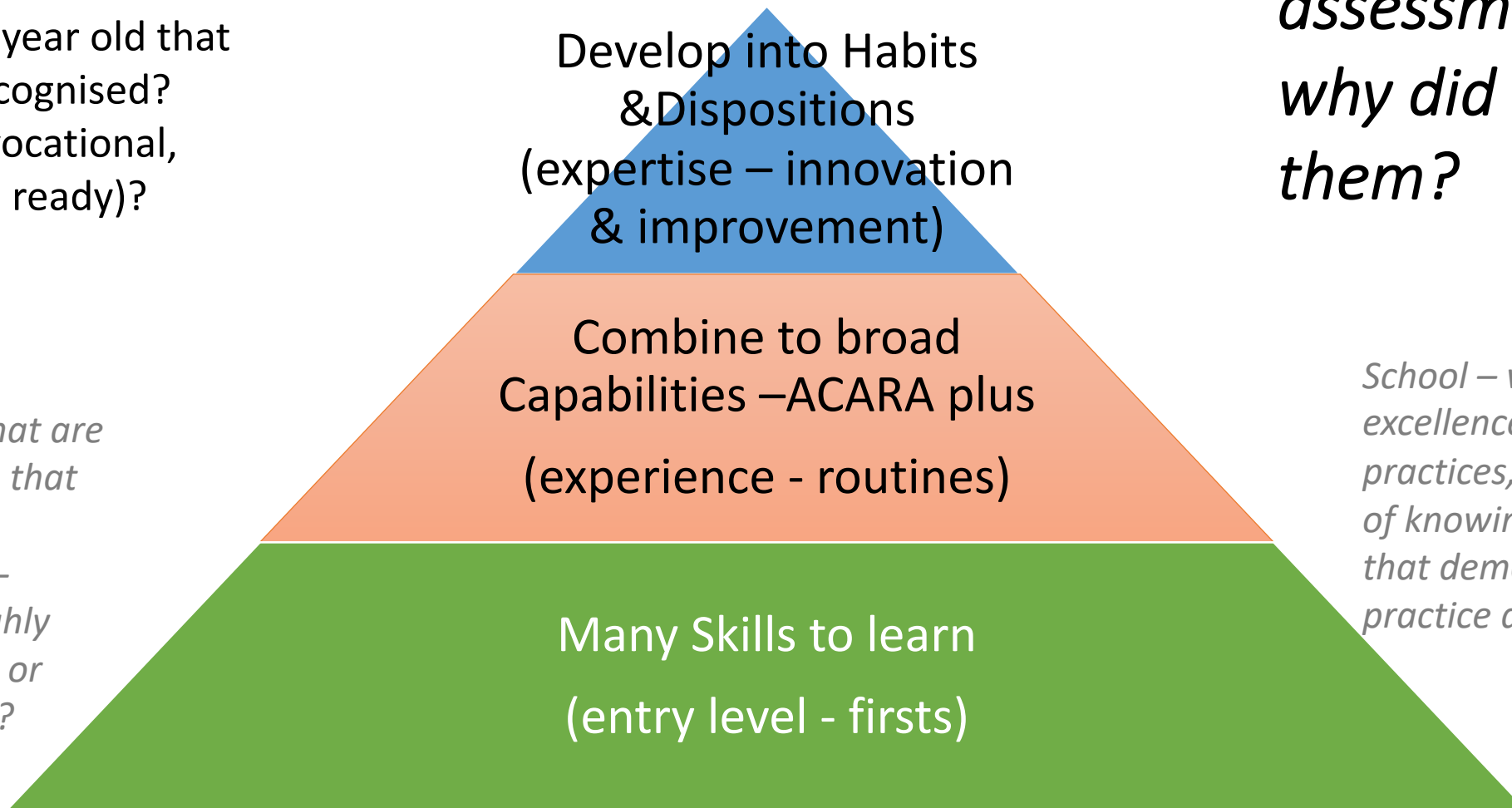
*At Rooty Hill HS, agency is defined as the capacity of individuals to think for themselves, make and act independently on decisions, work interdependently, take responsibility for their own actions and to make informed choices for their own present and their own future.*



# Agency for Skills, capabilities, habits and dispositions

Students -What are the dispositions of an educated 19 year old that should be recognised? (University, vocational, work and life ready)?

*Teachers – what are the standards that demonstrate teachers are – proficient, highly accomplished or lead teachers?*

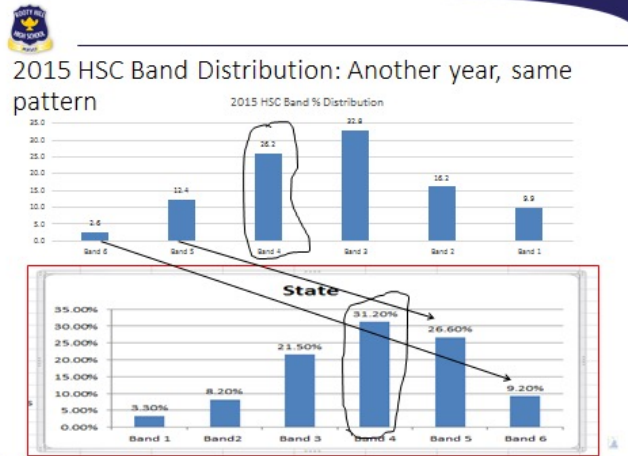


*New forms of assessment – why did we need them?*

*School – what then is excellence? The habits, work practices, systems and ways of knowing, doing and being that demonstrate best practice and next practice.*

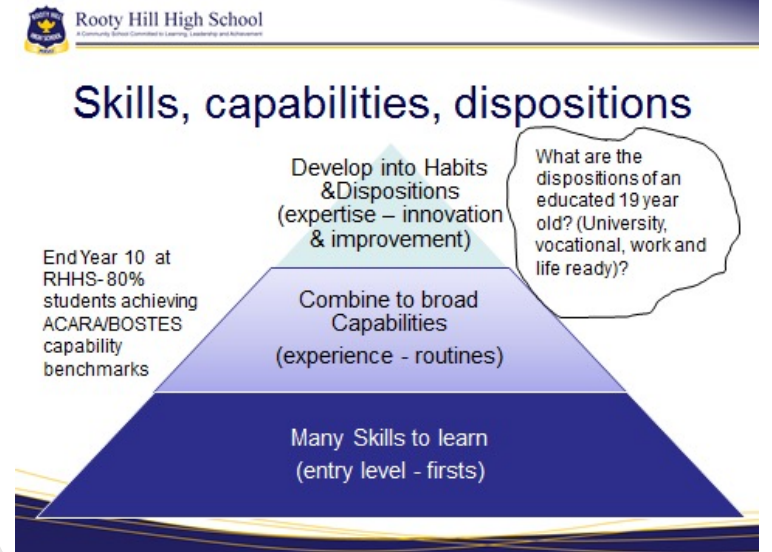
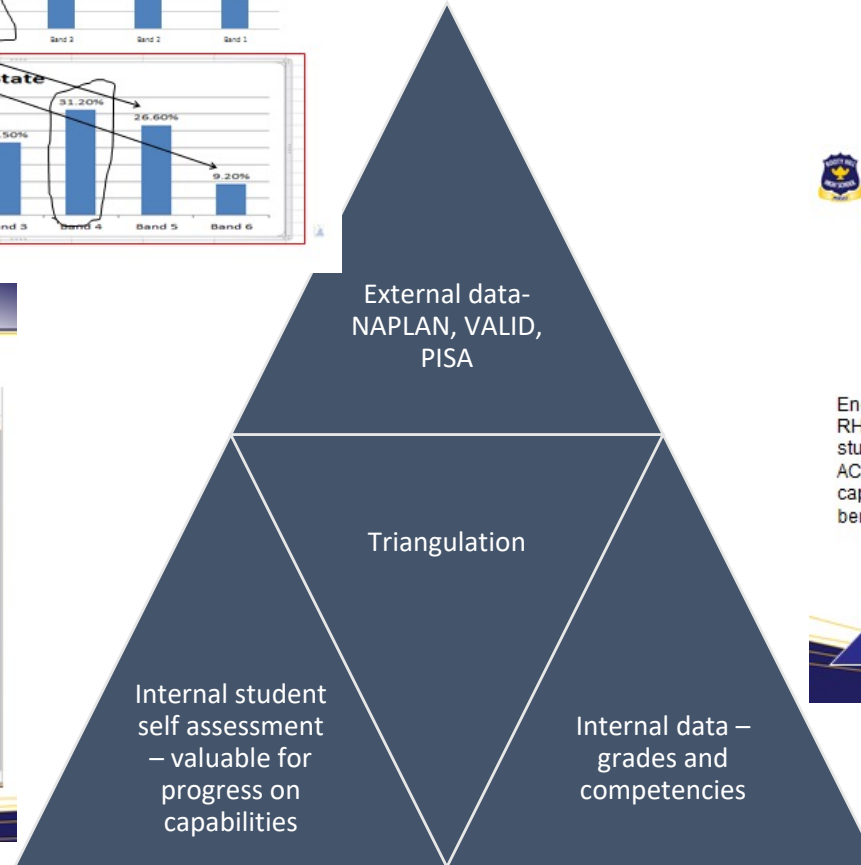


# Triangulation...multiple sources of data-big & small..in their hands



Rooty Hill High School  
A Community School Committed to Learning, Leadership and Wellbeing

## Demonstrating 21C skills



Did anyone learn anything in this school this year?



# Student Agency

**New standards:** students self-assess work samples and annotate them against the Australian Curriculum and Reporting Authority (ACARA) capability benchmarks. They upload this evidence to their learning portfolio and then co-construct their academic reports with teacher validation. All students have a personalised learning plan and in 2021 will assess and evaluate their work against a subject goal in each subject.

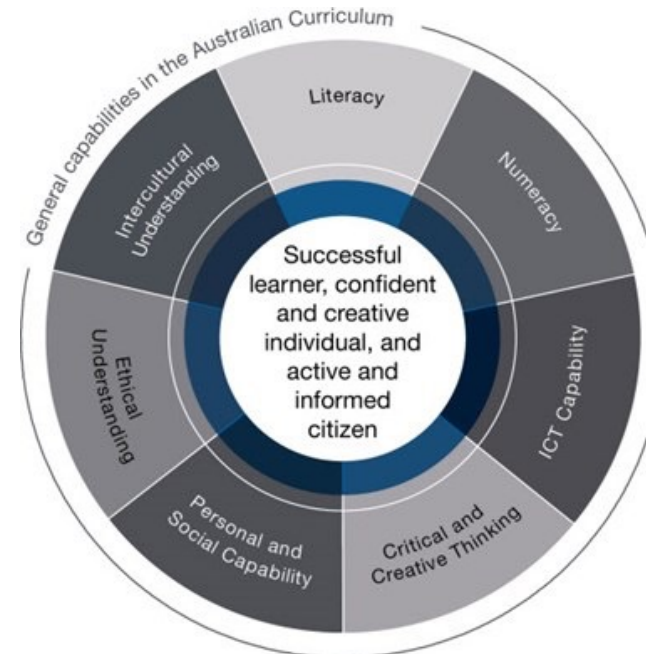
<b>Students</b>
Formative assessment including Success criteria - % achieved
Work samples
Capability evidence-Annotated entries in #MyLearningHub
Improved assessment results
Self-assessment eg I can statements
Feedback and feed forward records
Reflections on:
<ul style="list-style-type: none"> <li>Attendance</li> <li>Participation</li> <li>Effort</li> <li>Progress/Improvement</li> </ul>
Increased subject vocabulary

## Three Cross-curriculum Priorities



## Seven General Capabilities

## Eight Learning Areas



Alice Springs (Mparntwe) Education Declaration  
DECEMBER 2019





Home Validation Station Capabilities PLP Eportfolio

# Welcome to the Learning Hub

Hi Conny, click here to [Add Evidence](#)

### My Capabilities

Learn about capabilities and upload new evidence.

### My PLP

Personalise your learning and set goals for your future.

### My Eportfolio

Showcase evidence of your capabilities.

### Leaderboards

Compare your own progress to the progress of the school.

Home Validation Station Capabilities PLP Eportfolio Leaderboards Statistics [Add Evidence](#)

# Capabilities

Read through the capabilities to figure out where your evidence belongs.

### Information and Communications Technology

Investigate, create, and communicate using ICT hardware, systems, and data.

### Difference and Diversity

Appreciating and valuing the difference and diversity I experience in my everyday life.

### Critical and Creative Thinking

Ask inquiring questions, analyse information and ideas, predict possibilities and use logic and reason to reach a conclusion.

### Work and Enterprise

Demonstrating my work-related knowledge and skills. Understanding rights and responsibilities of employers and employees.

### Personal, Social, and Ethical Understanding

Effective communication, appreciation of others' viewpoints, understanding of relationships, conflict resolution and well considered decision making.

### Civics, Citizenship, and Sustainability

Knowledge of Australian society, the values and responsibilities of citizens, appreciating diversity, and positively contributing to society.

### Literacy

Understand and respond to all types of texts. Explore ideas through discussion, and present ideas creatively and persuasively.

### Numeracy

Solve complex mathematical problems in order to measure, predict, and graph numerical relationships.

Stage 4	Stage 5	Stage 6
<p><b>Work and Enterprise</b></p> <p><b>I can demonstrate my understanding of work and enterprise by:</b></p> <ul style="list-style-type: none"> <li>demonstrating my work-related knowledge, skills and understanding through a variety of experiences</li> <li>investigating and examining living and working conditions</li> <li>understanding rights and responsibilities of employers and employees</li> </ul>	<p><b>Work and Enterprise</b></p> <p><b>I can demonstrate my understanding of work and enterprise by:</b></p> <ul style="list-style-type: none"> <li>writing personal and career related learning plans and goals</li> <li>explaining how work contributes to our own lives, our community and society in general</li> <li>describing how economic and social trends affect work and learning opportunities</li> <li>articulating the value/importance of work for ourselves and how education impacts on one's ability to access work</li> <li>seeking possibilities for entrepreneurship such as the internet</li> <li>showing others creative ways of performing work activities</li> <li>putting into practice the work health and safety laws which are relevant to specific work and workplaces</li> <li>explaining one's skills to others</li> <li>locating, interpreting and using labour market information</li> <li>undertaking volunteer or community work to develop work related skills</li> <li>exemplifying my work readiness skills in communication, teamwork, following directions, initiative, punctuality, appearance, persistence, discipline and creativity</li> </ul>	<p><b>My personal statement</b></p> <ul style="list-style-type: none"> <li>My personal statement is a document that outlines my strengths and experiences. It is designed to be used when applying for scholarships, awards and special programs. It should contain evidence that address the typical criteria used by universities and award committees.</li> </ul> <p><b>Sample criteria:</b></p> <ul style="list-style-type: none"> <li>Jim Anderson Scholarship - demonstrate strong communications skills, inventiveness, involvement with and contributions to the community, providing evidence of leadership, motivation and attitude and potential to contribute to a profession or field of endeavour</li> <li>Sydney Uni e12- Using a scale you will assess the student in the following areas: study skills, academic skills, resilience, preparedness for university and community/school participation.</li> </ul>

Home Validation Station Capabilities PLP **Eportfolio** Leaderboards Statistics [Add Evidence](#)

Conny Mattimore's

# Eportfolio

Select a capability below to view evidence

ICT

Difference and Diversity

Critical and Creative Thinking

Work and Enterprise

Personal, Social, and Ethical Understanding

Civics, Citizenship, and Sustainability

Literacy

Numeracy

[https://www.rhsllearninghub.com/eportfolio\\_home.php](https://www.rhsllearninghub.com/eportfolio_home.php)

*New credentials*



# Teacher agency

The second is "teacher agency" where each teacher sets goals using the higher levels of the Australian Professional Standards for Teachers and then provides evidence from their work of working at the higher levels of the standards in a culture of professional practice.

**Goal 1: School Planning, School Operations and Evaluation:** I want to lead collaboratively with the senior executive team to ensure Rooty Hill HS continues to develop expectations, capacity and achievement for students, staff and the community through:  
the delivery, operationalising and evaluation of the 12 (2018-2020) school plan projects (APST 5.4.4);  
the successful integration and alignment of higher quality governance and management practices through the school operations plan (APST 7.1.4) and PDPs (APST 6.1.4); and  
the design of the new school plan to address DoE requirements and ensure the school community's ongoing commitment to innovative practices that drive opportunities for students to do their best (APST 1.3.4);  
the publication of "The Highly Accomplished School" (APST 6.3.4).  
*(Principal Role statement key accountabilities and APSP Practices 1-5 with a focus on Leading the Management of the School)*

Products (evidence):

- APST 5.4.4** Coordinate student performance and program evaluation using internal and external assessment data to improve teaching and learning.
  - Evidence:** School Plan 2018-2020 – PLLT projects and milestones achieved in 2020; project evidence and practices operationalised into School Operations Plan.

All milestones (including COVID modified milestones) met – see SPaRO evidence sets

At the end of October, all 2018 – 2020 projects (except for "tenacity") had been operationalised and, where appropriate embedded into new school practices and policies. Major school policies that will be re-issued with new embedded practices for 2021 include Assessment, Reporting and Recognition; Professional Practice; Wellbeing.

In November 2020 the school had met all the 2018-2020 school planning and reporting guidelines and had also met all deadlines for the new SEIA process (see below).



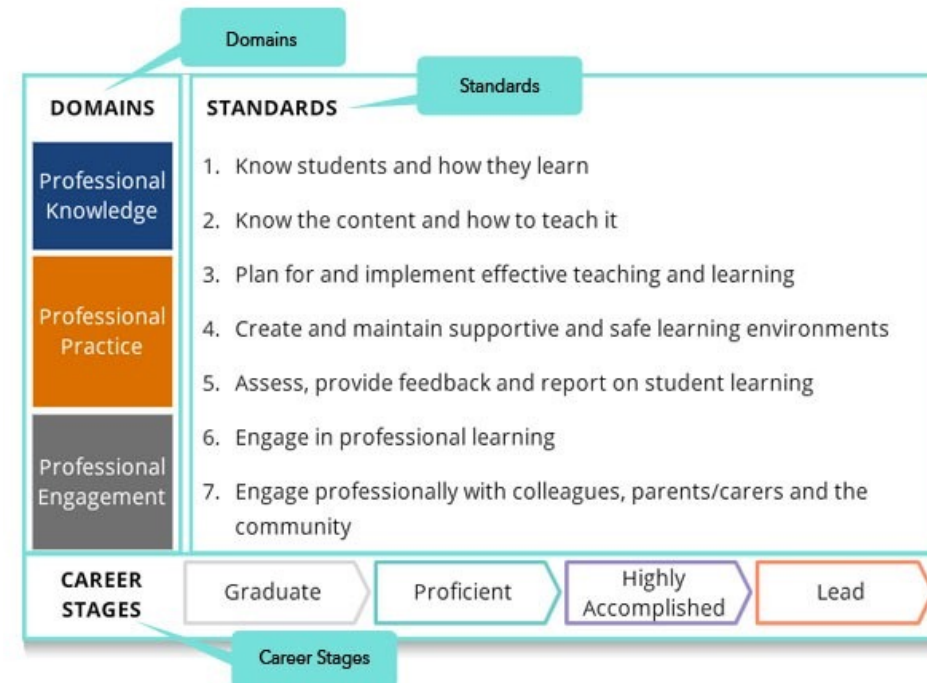
## Australian Professional Standards for Teachers

Dual purpose:

- improvement
- career progression

Map progression:

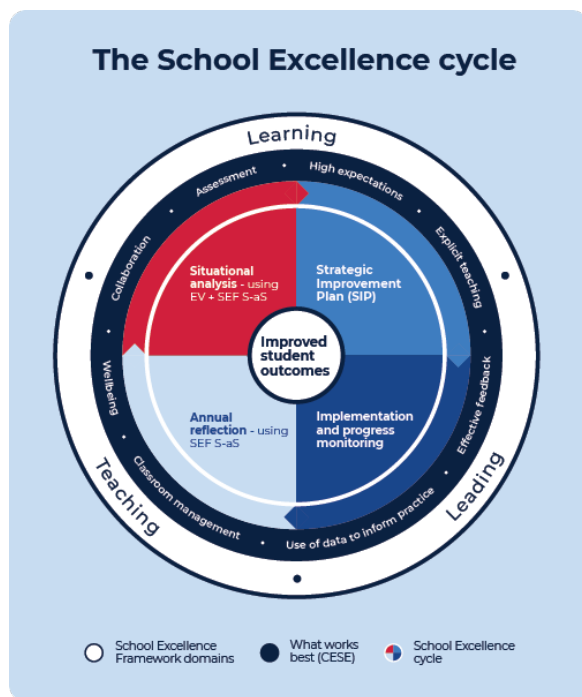
- Graduate
- Proficient
- Highly Accomplished
- Lead





# School Agency

The third is the use of "Outcomes Based Accountability" in class and school self-assessment to map student learning progress over time; to have teachers and students use data to "tell the story behind the curve"; and to determine the effectiveness of programs and initiatives on changes, improvements and attainments in learning, behaviour, attitude, knowledge and skills. Measured against the 14 elements of the School Excellence Framework Version 2.



	Elements	Statement of School Excellence
Learning	Learning culture	School culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.
	Wellbeing	There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.
	Curriculum and learning	An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.
	Assessment and reporting	Consistent, school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning across the curriculum.
	Student performance measures	Students consistently perform at high levels on external and internal school performance measures.
Teaching	Effective classroom practice	All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.
	Data skills and use	Student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.
	Collaborative practice	There are explicit systems for collaboration and feedback to sustain quality teaching practice.
	Learning and development	Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.
	Professional standards	All staff demonstrate personal responsibility for maintaining and developing their professional standards.
Leading	Leadership	The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.
	School planning, implementation and reporting	The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.
	School resources	Resources are strategically used to achieve improved student outcomes.
	Management practices and processes	Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.





## Where To Next?

## *New settlements*

Creating opportunities for increased student, staff and school self-efficacy and collective focus on evidence and data has resulted in a significant shift in the use of observation, self-assessment, behavioural analytics, data analysis and the use of evidence to plan more systemically for improvement and innovation.

**Our new frontier is behavioural analytics**.....what do we understand and improve by observing patterns of behaviour, practices and habits?

**Moving from perception** – what people say they have done or will do; moving from proxy and decontextualised measures

**Moving to behaviour**- what people actually do; measures of behaviour and patterns of behaviour in real time

**Recognising progress** –student report comments based on evaluating their own progress against their own goals; learner profiles; a greater focus on the diversity of the learner journey.

**Understanding Learning progressions** - in capabilities and in subjects