

Calwell High School

Network: Tuggeranong

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 2:

- Improve student wellbeing and respectful relationships at school.

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 and 3:

- Improve levels of student engagement and performance in reading and writing
- Increase student growth and performance in numeracy

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:

- Improve student wellbeing and respectful relationships at school

Reporting against our priorities

- Priority 1: Improve levels of student engagement and performance in reading and writing
- Priority 3: Increase student growth and performance in Numeracy

Targets or measures

By the end of 2023 we will achieve:

- 58% or more of **year 9** students will be making above average progress in **reading**.
- To reduce the percentage of **year 9** students in the bottom two bands of **writing** to 50% or less.
- To improve the **academic emphasis** category of the school climate survey that measures the extent to which students feel supported, encouraged and engaged in their learning and success to the target of 65%
- To improve PAT testing results 10% in reading
- 62% or more of our **year 9** students will be achieving at or above expected growth in **numeracy**.

In 2020 we implemented this priority through the following strategies.

- PDP process, including lesson observations and one on one conversations, to be incorporated into Faculty structures to improve the quality of learning and teaching

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	2019	2020	2021	2022	2023
58% or more of year 9 students will be making above average progress in reading .	53%	39%	NA			
To reduce the percentage of year 9 students in the bottom two bands of writing to 50% or less.	70%	60%	NA			
62% or more of our year 9 students will be achieving at or above expected growth in numeracy .	45%	33%	NA			

Perception Data

Targets or Measures	Base	2019	2020	2021	2022	2023
To improve the academic emphasis category of the school climate survey that measures the extent to which students feel supported, encouraged and engaged in their learning and success to the target of 65%	49%	61%	57%			

School program and process data

Targets or Measures	Base	2019	2020	2021	2022	2023

<ul style="list-style-type: none"> To improve PAT testing results 10% in reading Yr 7 Target = 123 	112	128	126			
<ul style="list-style-type: none"> Yr 8 Target = 131 	119	117	123			
<ul style="list-style-type: none"> Yr 9 Target = 136 	124	121	123			
<ul style="list-style-type: none"> Yr 10 Target = 139 	126	128	132			

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? In the perception data we are making good progress. In the actual Naplan data we have initially slipped away from our targets. With the PAT data we are tracking consistently
- Have any of your data sources changed over time? If so, why? 2020 with Covid meant we missed Naplan data for this year.
- What implications does this evidence have for your next AP? We will be focussed on the 2021 Naplan results but will also do PAT testing at the start of the year and end of the year in 2021 to map progress over the year.

Our achievements for this priority

In 2020 with COVID pandemic we managed to keep the academic emphasis section moving forward to achieving goals.

Our focus on clear communication and great google classroom platforms assisted in this.

A review and updating of classroom behaviour management processes and a focus on reducing truants in the school was positive in its impact on improving learning outcomes.

- A big focus on improving ILPs across the school and embedding these into classroom practice to support identified students

Challenges we will address in our next Action Plan

- > PAT testing start and end of year to track progress
- > A bigger focus on using data to support student learning
- > An audit and review of curriculum documentation and processes across the school with a view to consistency and clear messaging
- > A whole staff PL focus on High Impact Teaching Strategies in the classroom

Priority 2: Improve student wellbeing and respectful relationships at school.

Targets or measures

By the end of 2023 we will achieve:

- To improve the **student relations** category to 35% of the school climate survey that measures the extent to which students feel valued and respected in their dealings with others leading to better learning achievement and attendance.
- 53% or more of students agree or strongly agree that *'I feel safe at this school'*.

In 2020 we implemented this priority through the following strategies.

- Explicitly identify and implement the conditions for high Quality 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.

Perception Data

Targets or Measures	Base	2019	2020	2021	2022	2023
To improve the student relations category to 35% of the school climate survey that measures the extent to which students feel valued and respected in their dealings with others leading to better learning achievement and attendance.	16%	19%	17%			
53% or more of students agree or strongly agree that <i>'I feel safe at this school'</i>	31%	33%	37%			

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets? The minimal improvement in the first target student relations is very concerning with a target set at 35%. The second target is improving but still minimal improvement with a fair way to go to reach the goal of 53% feel safe at school
- Have any of your data sources changed over time? If so, why? no
- What implications does this evidence have for your next AP? We need to continue to focus in this area and look for new ways to influence this in the school

Our achievements for this priority

Case management process in place to support students with complex needs has been put in place with a resulting drop in incidents at school

Flexible Education space revamped and expanded to meet a more diverse cohort and individualised to meet student learning needs.

Student survey identified areas where students did not feel safe in the school this confirmed our incident data and new playground areas were introduced resulting in a reduction of playground incidents in the school

All staff trained in Team teach and universal processes determined across the school to support classroom learning

Challenges we will address in our next Action Plan

- Challenge is to further embed the case management process and use it to address the learning needs of students presenting challenging behaviours and using data to support and identify students in this
 - Continue to refine and embed universal practices across the school with all staff and students
 - A whole school PL plan to develop High Impact Teaching Strategies across the school
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