

Campbell High School

Network: North Gungahlin Network

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Reporting against our priorities

Priority: Innovative and inspirational teaching and learning so that students and staff are thriving, connected and contributing members of our community

Targets or measures

By the end of 2018 we will achieve:

- Proportion of students who achieve expected or better growth in NAPLAN across all domains
- Proportion of students and parents who agree or strongly agree with the School Satisfaction Survey questions relating to innovation, motivation and the quality of education at the school
- Proportion of teachers who agree or strongly agree with the School Satisfaction Survey questions on feedback, innovation, technology and quality teaching & learning practices

In 2018 we implemented this priority through the following strategies.

- Meet or exceed the NAPLAN targets for Reading and Numeracy
 - Year 7: Reading - 573+/-10, Numeracy - 552+/-8
 - Year 9: Reading - 607+/-10, Numeracy - 595+/-10
- Reduce the school wide proportion of D and E grades by 2% (from 15% in 2016)
- Improved student attendance (whole school) from 87.7% to at or above 90%
- Improved attendance for Aboriginal and Torres Strait Islander students from 71% to at or above 90%

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 NAPLAN

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Year		2014	2015	2016	2017	2018

Reading Yr 9		597.6	608.5	618.3	598.7	603.6
Reading Year 7		582.6	565.5	564.7	564.5	564.4
Numeracy Year 9		589.4	594.3	601.2	585.5	596.2
Numeracy Year 7		560	541.7	557.6	563.5	558.3

Grade Distribution Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
			Sem 1 2017	Sem 2 2017	Sem 1 2018	Sem 2 2018
D and E Grades			13.6%	13.2%	15%	15.2%

Measure

Year 7-9

Student Expected Growth*

Source: Scout

[compared to ACT and NSW Statistically Similar School Group(SSSG) and all ACT and NSW schools]



What this evidence tells us

Example shown for Year 7-9 Reading, Writing and Numeracy 2016-2018

Reading

§ 2014-2016, 62.7% students achieved at or above expected growth

§ 2015-2017, 68.1% students achieved at or above expected growth

§ 2016-2018, 69.5% students achieved at or above expected growth

Writing

§ 2014-2016, data not available

§ 2015-2017, 61.2% students achieved at or above expected growth

§ 2016-2018, 75.9% students achieved at or above expected growth

Numeracy

§ 2014-2016, 62.7% students achieved at or above expected growth

§ 2015-2017, 68.1% students achieved at or above expected growth

2016-2018, 53.2% students achieved at or above expected growth

This year's NAPLAN data indicates that Campbell High School has met the targets of:

Year 7: Reading - 573+/-10, Numeracy - 552+/-8

Year 9: Reading - 607+/-10, Numeracy - 595+/-10

However, when reviewing the expected growth of students across the NAPLAN learning domains, it is evident that Campbell High School is performing below Statistically Similar Schools Group (SSSG), and other schools within the state.

Our achievements for this priority

Implement the 2018 Professional Learning Plan to Improve Teaching Practice

1) Professional Learning Team (PLT) meetings were held twice per term focussing on Formative Assessment. In teams, teachers undertook professional readings and participated in collaborative capacity building in using formative assessment strategies. Teachers worked together to complete peer observations using a guided feedback framework. PLT survey data from teachers showed high levels of satisfaction with the content of the professional learning modules and high levels of growth in confidence and knowledge. Interestingly, the majority of teachers self reported that this training led to increased knowledge, confidence and skill and directly translated to a change in practice in the classroom. 12% of teachers reported that the training did not change their practice; this could be due to their perception that they were using formative assessment practices prior to the training. Educational walk-throughs reflected that teachers have implemented formative assessment techniques across the school consistently in the specific areas of success criteria, learning intentions, all student response systems and pausing for thinking.

2) Flourish 4 and 5 Stages High Performing Teacher Program

The Executive team undertook formal leadership training in Semester 1 with specific focus on values, feedback and team building. These opportunities were highly collaborative and helped to build a stronger sense of united leadership which was reflected in anecdotal feedback.

Teachers undertook training that focussed on VIA character strengths, giving and receiving feedback and reflective practice. These sessions contributed to developing the philosophy of teachers as both leaders and learners. This approach and mindset of teachers is the bedrock of an effective coaching culture; Staff Satisfaction Survey data shows an increase in the perception by teachers that they receive useful feedback about their work at this school from 59.72% in 2015 to 74.24% in 2017. In 2018, this item showed 66.07%.

3) Further Develop and Embed the Tiered Approach to Student Learning and Wellbeing

Students were identified as Tier 2 and 3 and placed into appropriate intervention programs. These placements and suitability of programs were reviewed each term. The CES team worked with CHS staff to develop and review the Tier 3 supports in place in the Warrumbul Centre.

Enhance Cultural Integrity Across the School to Support Improved Student Learning Opportunities and Outcomes

The Engoori process was used to set the tone and direction for the executive team in 2018. Using this process encouraged reflection on the meaning of place and the past and the importance of identity. All staff went on a bush tucker walk as a compulsory PL opportunity in Week 0 of 2018 and this further emphasised the importance of the meaning of place and our cultural heritage.

For the first time in its history, CHS appointed two Indigenous leaders of the Warrumbul Centre who will play an important role in expressing student voice in 2019.

Continue to Improve Systems, Communication and processes across the School to Better Meet the Needs of Students, Staff and Families.

Staff satisfaction survey results show an increase from 79.17 to 83.58 in 2017. Several initiatives were introduced this year to streamline and unify sources of information flow. The staff weekly wrap is sent each Friday as a central information point regarding operations and celebrating success. The Weekly Wrap has also been implemented this year to embed regular communication with families and anecdotal data reflects a high level of satisfaction with this initiative. This communication mode also allows for regular celebration of student success which had shown a decrease in the student satisfaction survey from 83.48 to 76.97 in 2017.

Challenges we will address in our next Action Plan

Embedding Differentiation Strategies

- increasing time allocated to PLT meetings (fortnightly)
- additional resourcing to support PLT structure - appointment of SLC Professional Practice
- Whole staff PL - Carol Tomlinson TQI Accredited
 - consulting with Harrison, Gold Creek School throughout 2019
- Whole staff PL - NeuEd, the Neuroscience of learning.

Behaviour Management

- student forums to consult on perceptions of behaviour management
- explore PBL through consultation with external PBL coaches.