

Calwell High School

Network: Tuggeranong

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

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 1 and 2

- A strong learning culture
- All students will be socially successful

Reporting against our priorities

Priority 1: A strong learning culture

Targets or measures

By the end of 2019 we will achieve:

- Calwell students will maintain or improve over four years expected academic growth from Year 7 to Year 10.
- Each year students in years 7& 9 will meet or exceed expected growth in NAPLAN writing
- Each year students in years 7& 9 will meet or exceed expected growth in NAPLAN reading.
- Improve students' perception of the value of learning at or above the system mean by the end of five years.
- Improve students' perception of the value of learning by 5% each year, up to a goal of 80% by the end of five years.
- Professional Learning Communities will focus on pedagogical practice that delivers personalised, differentiated learning in all learning areas.
- By the end of 2020 all faculty curriculum documentation will include fully scoped and sequenced writing strategies appropriate to each learning area.
- All staff will engage in action research through Professional Learning Communities to target improvement in sentence and paragraph level writing

- By the end of 2020 all faculty curriculum documentation will include fully scoped and sequenced reading strategies appropriate to each learning area.
All teachers will routinely incorporate reading strategies in their pedagogy and lesson design

In 2019 we implemented this priority through the following strategies.

- Analyse NAPLAN and PAT reading data to identify areas for improvement.
- Track student academic growth each semester as an indicator of improved writing and reading comprehension.
- Build staff capacity to explicitly teach writing and reading comprehension.
- Upskill staff on how to provide meaningful feedback on student progress in writing and reading
- Use formative assessment strategies to monitor growth in writing and reading.
- Train staff to use the School Administration System academic module to record and track reading growth.

Student learning data

Targets or Measures	Base 2018	Year 1 - 2019	Year 2	Year 3	Year 4	Year 5
Calwell students will maintain or improve over four years expected academic growth from Year 7 to Year 10.	2018 grade data indicates 64% of students overall achieving C or above, 19% of students achieving B or above and 8% of student achieving A	unclear				
Each year students in years 7& 9 will meet or exceed expected growth in NAPLAN writing	Year 7: 47.7% Year 9: 54.3%	Year 7: 42.7 Year 9: 57.8%				
Each year students in years 7& 9 will meet or exceed expected growth in NAPLAN reading.	Year 7: 32.3% Year 9: 59.3	Year 7: 40.5% Year 9: 40%				

Perception Data

Targets or Measures	Base 2018	Year 1 2019	Year 2	Year 3	Year 4	Year 5
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<p>Improve students' perception of the value of learning at or above the system mean by the end of five years.</p> <p>Improve students' perception of the value of learning by 5% each year, up to a goal of 80% by the end of five years:</p> <ul style="list-style-type: none"> • My teachers expect me to do my best 	83.2%	87.6%				
<ul style="list-style-type: none"> • My teachers provide me with useful feedback 	51.3%	49.5%				
<ul style="list-style-type: none"> • My teachers motivate me to learn 	56.6%	62.9%				
<ul style="list-style-type: none"> • My school gives me opportunities to do interesting things 	65.6%	60.2%				
<ul style="list-style-type: none"> • Overall, I am satisfied I am getting a good education at this school 	53.3%	56.4%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Professional Learning Communities will focus on pedagogical practice that delivers personalised, differentiated learning in all learning areas.	Not yet started	Progressing				
<p>By the end of 2020 all faculty curriculum documentation will be include fully scoped and sequenced writing strategies appropriate to each learning area.</p> <p>All staff will engage in action research through Professional Learning Communities to target improvement in sentence and paragraph level writing</p>	Not yet started	Progressing				
<p>By the end of 2020 all faculty curriculum documentation will be include fully scoped and sequenced reading strategies appropriate to each learning area.</p> <p>All teachers will routinely incorporate reading strategies in their pedagogy and lesson design</p>	Not yet started	Progressing				

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
Not good progress over 2019
- Have any of your data sources changed over time? If so, why? no
- What implications does this evidence have for your next AP? Next Action plan needs refining

Our achievements for this priority

Strong learning Culture:

- Data analysis on NAPLAN complete, but PAT testing analysis not yet
- Focus shifted to writing project- aimed at improving depth in writing (term 2)
- Term 3 was incredibly difficult due to staff change over
- Term 4- complete and analyse PAT testing- giving data for teachers in 2020
- Robina in place to help with data moving forward
- PD's re literacy worked well- fell away and needed further follow up to determine What were the blocks?
- Change in staff and loss of experience had an impact
- Switch to GROWTH Coaching model in term 3 reflected needs of school at the time

Challenges we will address in our next Action Plan

- The Action Plan was quite broad and sought to cover a lot of activities. This will be addressed in sharpening the focus of the 2020 Action Plan.
- The SIP Priorities were general and need to be focused on specific improvement to student learning.
- The Targets in the SIP were quite broad and will benefit from consolidation, and more closely linked with the priority. While they appeared ambitious, they did not match the strategies of the Action Plan.

Priority 2: All students will be socially successful

Targets or measures

By the end of 2019 we will achieve:

- Students are engaged members of the school community as indicated by 90% of students attending 90% of required full school days by the end of 2023.
- Improve students' perception of school culture to be at or above the system mean.
- Achieve improvement at or above the system mean each year over a five-year period in Staff Satisfaction Survey results. Specifically, this will relate to staff feeling supported and the school having high expectations.
- Improve community perception of feeling safe at school by 10% per year over 5 years. Up to 90% (percentage of parent, staff and students)
- Positive Behaviour for Learning Framework successfully implemented and embedded by 2020.

In 2019 we implemented this priority through the following strategies.

- Continue to develop and embed the Positive Behaviour for Learning framework.

- Develop a whole school approach to cultural integrity to deliver an inclusive learning environment for all students.
- Analyse student wellbeing data to identify further areas of improvement in engagement and connection for students.
- Upskill teachers to build positive relationships with students as a foundation of successful student learning.

Student learning data

Targets or Measures	Base 2018	Year 1 2019	Year 2	Year 3	Year 4	Year 5
Students are engaged members of the school community as indicated by 90% of all students attending 90% of required full school days by the end of 2023.	84%	84%				

Perception Data

Targets or Measures	Base 2018	Year 1 2019	Year 2	Year 3	Year 4	Year 5
Improve students' perception of school culture to be at or above the system mean: <ul style="list-style-type: none"> • Teachers at my school treat students fairly. 	40.2% System: 54.1%	44.1% System: 53.9%				
<ul style="list-style-type: none"> • Student behaviour is well managed at my school 	11.3% System: 32%	17.1% System: 29.3%				
<ul style="list-style-type: none"> • I can talk to my teachers about my concerns. 	50.6% System: 48.6%	50.2% System: 47.3%				
Achieve improvement at or above the system mean each year over a five-year period in Staff Satisfaction Survey results. Specifically, this will relate to: <ul style="list-style-type: none"> • Staff feel supported at this school. 	71.7% System: 77.3%	75.9% System: 76.8%				
<ul style="list-style-type: none"> • This school has high expectations. 	58.7% System: 83.1%	69% System: 83.7%				

Improve community perception of feeling safe at school by 10% per year over 5 years. Up to 90% (percentage of parent, staff and students)	Students: 37.8%	Students: 33.3%				
	Staff: 57.8%	Staff: 65.5%				
	Parents: 72.1%	Parents: 73.5%				

School program and process data

Targets or Measures	Base 2018	Year 1 2019	Year 2	Year 3	Year 4	Year 5
Positive Behaviour for Learning Framework successfully implemented and embedded by 2020.	Refresh occurred	Progressed implementation				

What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets? Not much progress was made over the 2019 school year towards these targets
- Have any of your data sources changed over time? If so, why? No
- What implications does this evidence have for your next AP? Next Action plan needs more clarity and refinement

Our achievements for this priority

Socially Successful

- School PDs and top up PDs were in place.
- Cultural integrity group continued to grow - completed the mural and still working towards Yarning Garden and Dark Emu Project.
- Leadership has completed cultural integrity training.
- Looking at hopefully building this into all staff.
- Have strong data around behaviour.
- On going whole school professional learning - looking at shifting this focus to smaller PDs rather than big chunks.
- Should be pleased with our PBL focus.
- Classroom level systems are an area where you really need to focus.
- Markers of behaviour that we are similar with most schools. But it is in relation to the visibility of our high end students, this causes stress for students and staff.

Challenges we will address in our next Action Plan

- As per previous notes Action plan and School Improvement plan next refinement and review with clearer targets