

Canberra High School

Network: Belconnen

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 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 2

- Improve student performance in writing across all year levels

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

In 2023 our school supported this foundation through – Priority 3

- Improve student engagement and connectedness across the school

Reporting against our priorities

Priority 1: Increase growth in student performance in numeracy across all year levels.

Targets or measures

By the end of 2024 we will achieve:

- 68% or more of our year 9 students will be achieving at or above expected growth in numeracy.
- 67% or above of students agree or strongly agree that 'Teachers give useful feedback'.
- 90% or more of our students will be achieving at or above expected growth in Mathematics.

In 2023 we implemented this priority through the following strategies.

- Increase opportunities for enrichment in numeracy

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	Year 1 2020*	Year 2 2021	Year 3 2022*	Year 4 2023*
68% or more of our year 9 students will be achieving at or above expected growth in numeracy.	55.8%	N/A	54.0%	N/A	N/A

*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

Perception data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
67% or above of students agree or strongly agree that 'Teachers give useful feedback'.	55.9%	54.4%	54.4%	52.0%	53.7%

School program and process data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
90% or more of our students will be achieving at or above expected growth in Mathematics.	86%	90%	87%	86%	89%

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? Numeracy is strong across the board and consistent in growth as evidenced from the PAT data.
- Have any of your data sources changed over time? If so, why?
Utilising the PAT testing instead of NAPLAN due to the changes. We have also moved our PAT testing to get a higher completion rate in mathematics. This means they will not have covered at least one unit they are being tested on so the growth percentage may be lower in 2023 than the reality.
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
The PAT testing covers what they should know by the end of the year. As engagement tails off, we have decided to test during week 3-5 of term 4 to address this however there are still students who intentionally do not attempt the task properly.
- What implications does this evidence have for your next AP?
Opportunities to dive deeper into the PAT data to look at if there are ongoing issues with certain areas of mathematics.

Our achievements for this priority

- Ongoing curriculum renewal in mathematics

- Including more in class tasks and reviewing assessments which has led to more opportunities for students to engage with content and demonstrate core and then advanced understandings.

Challenges we will address in our next Action Plan

- V9 Curriculum
 - > Scope and sequencing – some new topics to learn
 - > Opportunities to modify and improve assessment

Priority 2: Improve student performance in writing across all year levels.

Targets or measures

By the end of 2024 we will achieve:

- Reduce the percentage of year 9 students in the bottom two bands of writing to 25% or less.
- To increase the scaled score growth of year 7-9 students in writing to 39 scaled score points or more.
- 67% or above of students agree or strongly agree that 'My teachers motivate me to learn'.

In 2023 we implemented this priority through the following strategies.

- Build all teachers' capacity to be teachers of writing

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

Student learning data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023*															
To reduce the percentage of year 9 students in the bottom two bands of writing to 25% or less.	32.6%	N/A	34.7%	28.3%																
					<div>NAPLAN 9 – Writing</div> <table><tr><th>Proficiency Level</th><th>%</th><th>Count</th></tr><tr><td>Needs additional support</td><td>6%</td><td>12</td></tr><tr><td>Developing</td><td>22%</td><td>43</td></tr><tr><td>Strong</td><td>48%</td><td>94</td></tr><tr><td>Exceeding</td><td>24%</td><td>48</td></tr></table>	Proficiency Level	%	Count	Needs additional support	6%	12	Developing	22%	43	Strong	48%	94	Exceeding	24%	48
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*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID).

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
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To increase the scaled score growth of year 7-9 students in writing to 39 scaled score points or more.	23.9	N/A	36.5	N/A	N/A
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*Please note student growth reports for 2022 and 2023 cohorts are unavailable. NAPLAN scores in 2023 and onwards are not comparable to previous results. The NAPLAN growth reports for 2022 are not available due to NAPLAN not being held in 2020 (COVID)

Perception data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
67% or above of students agree or strongly agree that 'My teachers motivate me to learn'. <i>This question was removed in 2021 and replaced with Teachers encourage students to try out new ideas. In 2022 it was re-instated.</i>	62.8%	55.1%	62%	54.4%	55.9%

School program and process data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
90% of our students will be achieving at or above expected growth in Reading.	85%	86%	87%	79.6%	76.4%

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets?
Reading growth has not been achieved as expected.
- Have any of your data sources changed over time? If so, why?
Utilising the PAT testing instead of NAPLAN due to the changes.
We have continued to use the ACER PAT tests, but updated the tests we used to bring us into alignment with how other schools are using these same tests (ie year 7 does test 7, year 8 does test 8 etc)
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
Anecdotally PAT testing has been viewed as not important by some cohorts of students, as they do not see it contributing to their subject grades. This is something we will need to address in classrooms and will look at the timing of the testing (this year, year year 10 completed their testing at the end of term 4, this will move to term 3.)
- What implications does this evidence have for your next AP?
Opportunities to dive deeper into the PAT data to look at if there are ongoing issues with certain areas of reading.
Continuing focus on effective feedback for students.

Our achievements for this priority

- **Ongoing curriculum renewal in English**
 - > Including more in class tasks to prepare students for expectations in college as well as test conditions.
 - > Moderation and review of common units and assessments which has led to deeper engagement and more consistent feedback given to students to move their learning forward
- **Literacy support for teachers through the Interdisciplinary Literacy Action Team**
 - > Creation of CHS writing resource website – available for teachers, students and parents

Priority 3: Improve student engagement and connectedness across the school.

Targets or measures

By the end of 2024 we will achieve:

- 64% or above of students agree or strongly agree that 'I like being at my school'.
- 70% or above of students agree or strongly agree that 'Students at this school are being equipped with the capabilities to learn and live successfully'.
- 60% or above of students report across year levels "I feel like I belong at this school."

In 2023 we implemented this priority through the following strategies.

- The development and implementation of the Be You Action plan
- Embedding a school wide lesson observation culture that supports feedback to teachers to support priorities 1 and 2.

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	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
64% or above of students agree or strongly agree that 'I like being at my school'. <i>In 2021 This question was replaced with "I am happy to be a part of this school" In 2022 it was reinstated.</i>	58.3%	48.3%	65%	53.4%	55.0%
70% or above of students agree or strongly agree that 'Students at this school are being equipped with the capabilities to learn and live successfully'. <i>In 2021 this question was removed. The closest example to it is School climate- The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success. In 2022 the original question was reinstated.</i>	66.2%	58.2%	66.4%	57.5%	62.4%

School program and process data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
Annual goals met from the annual Be You Action plan to improve student wellbeing through staff learning on supporting students with wellbeing and engagement with school. 60% or above of students report across year levels <i>"I feel like I belong at this school."</i>	50.25%	47.57%	48.25%	47.4.%	55%

What this evidence tells us

- What does this evidence indicate about your school's progress towards its five-year targets? Best evidence of improvement is with *"I feel like I belong at this school."* Scoring 55%. This is still 5% off the goal of 60%, however, when broken down it shows a natural progress of belonging at High School with the best belonging occurring within the year 10 cohort (65%). This is also the highest score that we have achieved in this question over the past 4 years. Staff perception of the data feedback along with post survey focus group feedback from students indicated that the removal of the neutral response in such questions will give a more accurate overall understanding of student connectedness at the school.
- Have any of your data sources changed over time? If so, why?
 - In 2021 two of the questions changed and skewed data showing highs in each.
 - Data between 2019 and 2023 shows a U shape. This indicates an expected return to pre covid connectedness for students at the school.
- Are you using the most effective and suitable measures and targets for each of your priorities? Consider the consistency and integrity of data collection.
 - Analysis of the original measures has been made and consistency will be important for 2024
- What implications does this evidence have for your next AP?
- The next AP should focus on building the momentum that has begun with GEM initiatives and to refresh staff navigation and understanding of the BeYou Modules.

Our achievements for this priority

Continue to build staff capacity and resources in building staff/student connections through improved social and emotional learning programs, 0-week professional learning and whole school events.

GEM Professional learning initiative was introduced to enhance student engagement. Initiatives such as the Gratitude Tree project

Continue the collaboration with the BEYou initiative in offering guidance towards our future school development.

Providing guidance for survey questions and suggested follow up actions.

Offering online training modules to support staff to work with student engagement and wellbeing.

Challenges we will address in our next Action Plan

Improve the wellbeing survey structure and levels of student interpretation.

- The BeYou team will work to ensure that the student body comprehends the meaning of the questions in the survey.
- The BeYou team will further develop the survey to eliminate neutral answers and gain more definitive information.

▪ Build on BeYou Wellbeing initiatives within the school

- Re-introduce the BeYou professional learning modules to new and existing staff
- Continue with GEM initiatives including GEM in the school diary.