

Canberra High School

Network: Belconnen

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 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: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 3

- Building teacher capacity in coaching and feedback
- An intentional approach to student wellbeing

Foundation: Every child has a story, Strong communities for learning

In 2022 our school supported this foundation through – Priority 2

- Build all teacher's capacity to be teachers of writing

In 2022 our school supported this foundation through – Priority 1

- Increase opportunities for enrichment in numeracy

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 2022 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	Year 1	Year 2	Year 3	Year 4	Year 5
68% or more of our year 9 students will be achieving at or above expected growth in numeracy.	64%	N/A	54%	N/A		

Please note student growth reports for 2022 cohort are unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
67% or above of students agree or strongly agree that 'Teachers give useful feedback'.	62%	54%	54%	52%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% or more of our students will be achieving at or above expected growth in Mathematics.	86%	90%	87%	86%		

What this evidence tells us

- No growth NAPLAN data for Year 9. This should be the final year of no growth data.
- Sustained small drop in perception of students having useful feedback. Previously it was thought that remote learning may have been a factor, however 2022 was an uninterrupted year. Making feedback an explicit part of learning should be a focus.
- Students in Year 8 and 10 are achieving 90% at or above expected growth in PAT testing. In year 7, students were showing number and algebra as areas for development. Year 9 were struggling in algebra. There were several students who only completed a few questions before clicking through the remaining questions without answering. This will have had a strong negative skew for the data.

Our achievements for this priority

Increasing opportunities for enrichment in maths

- Scope and sequence documents are evaluated and modified based on student results from PAT.
- Common assessment items have been streamlined and enrichment is now a key part of assessment.
- 2022 had the largest number of students competing the various Australia Maths Trust competitions and challenges.

Challenges we will address in our next Action Plan

- Student learning data
 - > Updates to the Australian Curriculum have been placed on hold in the ACT for a year. However, teachers have further opportunity to develop curriculum documents, scope and sequence documents, and assessments.
- Perception data
 - > Whole school data around feedback highlights a continued need for a whole school approach to sharing feedback to students.
- School program and process data
 - > Evaluating the timing of testing to encourage students to attempt all questions.

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 2022 we implemented this priority through the following strategies.

- To reduce the percentage of year 9 students in the bottom two bands of writing to 25% or less. 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

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To reduce the percentage of year 9 students in the bottom two bands of writing to 25% or less.	35%	N/A	34.7%	28.3%		

To increase the scaled score growth of year 7-9 students in writing to 39 scaled score points or more.	33 scaled score	N/A	36.5	N/A		
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Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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%	55%	62%	52%		

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
90% of our students will be achieving at or above expected growth in Reading.	85%	86%	87%	79.6%		

What this evidence tells us

- There is no growth NAPLAN data for Year 7 or Year 9 due to the absence of NAPLAN tests in 2020. (This should be the final year of no growth data).
- There has been a drop in students' perception of teachers motivating them to learn, a suggestion is to unpack the satisfaction survey more in ACE classes as students complete to discuss how this idea might look in different classes / settings.
- In relation to 2022 PAT reading data:
 - *Students in Year 7 are achieving 88% at or above expected growth
 - *Students in Year 8 are achieving 85% at or above expected growth
 - *Students in Year 9 are achieving 76% at or above expected growth
 - *Students in Year 10 are achieving 69% at or above expected growth

Anecdotally teachers reported a number of students not taking these tests seriously, clicking through randomly without looking at options / only answering a couple of questions. This will have had a strong negative skew for the data. We will address this by looking at the timing of the testing (specifically the proximity to the end of the school year for year 10).

Our achievements for this priority

Common units in English classes

- Developing and implementing common units for year levels in English has allowed more consistent assessment of student writing ability.
- More opportunities for formal moderation of writing by English teachers.

Common literacy practices across the school

- Whole school PL provided a range of practical strategies for all teachers to use when teaching writing in their specific areas, surveys of staff showed the most popular were vocabulary building strategies.
- Literacy Action team guided and modelled strategies throughout the year.
- Lesson observations included a focus on literacy strategies, to promote sharing between colleagues.

Challenges we will address in our next Action Plan

- Student learning data
 - English faculty to update writing tasks in common units for all year levels
 - Literacy Action Team to create and roll out school wide 'style guide' document to support the teaching of writing across KLAs.
- Perception data
 - Whole school observations highlight a need for students to be more supported in completing the satisfaction survey, to unpack what 'motivation to learn' might look like in areas of our school.
- School program and process data
 - Evaluating the timing of testing to encourage students to attempt all questions.

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 2022 we implemented this priority through the following strategies.

- Build Teacher capacity in coaching and feedback.
- Intentional approach to student wellbeing.

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	Year 1	Year 2	Year 3	Year 4	Year 5
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>	59.5%	48%	65%	53%		

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%	58.2%	66.4%	57.5%		
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Please note student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results. *[Delete text if not relevant to your school].*

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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 feel like I belong at this school."	50.25%	47.57%	48.25%	47.4.%		

What this evidence tells us

- Analysis of the data reported from the School Satisfaction Survey suggests that although there appears to be a drop in the students agreeing to the statements the baseline average is relatively similar to the starting point. Data from Year 2 was collated from different questions in the survey after the original questions were removed in 2021. The questions were re-instated in 2022 providing a similar student response in Base, Year 1 and Year 3 data. The evidence suggests that further program development is required to improve student connectedness and belonging. COVID was still an influencing factor with a range of school activities and events affected, especially in the first half of the year. The delay in the swimming carnival from early term 1 to the end of term 4, along with the cancellation of the year 7 camp and postponement of the Athletics carnival, may have been negative influencing factors in the data. The school based Wellbeing survey was held earlier in the year than the Satisfaction Survey which may have influenced results, reflecting some conditions from the early part of the year and the previous year.
- The trend also suggests that these are difficult metrics to move from a data perspective. Student participation in available programs and activities was very high over the period, leading to high levels of engagement in student action teams, Battle of the Houses events, ECE, carnivals, etc. Many of these activities and events are designed to support student engagement and wellbeing.
- The data suggests a need for further student involvement to gain data from a variety of sources, such as an increase in the use of focus groups, student Action Teams and LEAD students to gain different perspectives.

- What implications does this evidence have for your next AP?
 - Further development of the student wellbeing tracker to improve ease of use and an increase in the number of staff adding entries.
 - Further consultation with the BeYou Co-ordinator in the development of effective programs for both staff and students.

Our achievements for this priority

- Resources for staff and student wellbeing
 - > Development of the student wellbeing tracker, with wellbeing discussions and follow up at every Year Team meeting.
 - > Student focus groups across all years investigating belonging and barriers to student/teacher conversations around wellbeing and mental health.
 - > Development of the SEL program, informed by our data, complete for years 7 and 8 and ready for implementation from the start of 2023. Years 9 – 10 to be completed in early semester 1, 2023.
 - > Continued high staff engagement with the Be You Action Plan and resources. High completion rate of Be You PL modules amongst staff. All teachers regarded as teachers of wellbeing. In-school professional learning was targeted at building teacher confidence and skills in discussing wellbeing with students.
 - > All Be You Action Team members had opportunities to lead our priorities through the focus group project or the in-school staff professional learning.
 - > TQI accredited Professional Learning prepared late 2022 for staff development program in January 2023
- Resources for staff and student wellbeing
 - > Lesson Observations Action Team has developed and implemented lesson observation processes
 - > All staff completed professional learning in relation to feedback and lesson observations
 - > 100% of staff completed lesson observations in Semester 1
 - > Lesson Observation Action team collected data from staff about lesson observation process, applying feedback for Semester 2's observations
 - > 81% of staff reported receiving meaningful feedback as part of the lesson observation process

Challenges we will address in our next Action Plan

Staff will continue to build their ability to notice, identify and guide student wellbeing conversations and understand where and how to support students experiencing mental health concerns.

- Focus group results to drive professional learning topics, school organisation and planning
- Focus groups to be regular, utilising the LEAD students as facilitators along with students from a range of year groups and backgrounds.
- TQI accredited Be You PL for whole staff

- Use of the GEM program to build resilience in both staff and students, with an emphasis on staff wellbeing recognising that we require a high level of staff wellbeing to successfully address student wellbeing.
- Focus on Wellbeing and how this can be delivered in every class every day - All teachers recognising/understanding that they are teachers of wellbeing.

Development of the 2023 Be You Action Plan

- Coordination with the ACT Be You Coordinator to develop the 2023 plan based on results from 2022.
- Be You staff survey to be completed in Term 1 to support the development of the plan

Action Team changes in 2023

- Be You Action Team member changes will allow the knowledge bank created in 2021/2 to support other action teams. An increase in the size of the Be You team from Term 1, 2023 and the influx of new team members will have the capacity to improve team outcomes through the addition of new skills and experiences.
- The new Community Engagement and Student Voice action team will work together with the Be You team to improve outcomes in line with the school plan and targets. An increase in student agency is expected to improve student connectedness and belonging over time.

Share and show our teaching staff the data that we have collected for our school to date

- Lesson Observations:
 - > Satisfaction survey data showed an increase from 84% to 88% in “Teachers receive meaningful feedback about their performance”
 - > Re-introduce lesson observation process for 2023 and expand the model
- Continue to develop examples of practice resource for teachers
- Leadership team engaging in Coaching for Learning Impact to support teachers in regular coaching conversations.