

# Canberra High School

Network: Belconnen

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## 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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

### 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 1 and 2 (see reporting for detail):

- Increasing the opportunities for enrichment in maths.
- Building all teachers' capacity to be teachers of writing.

#### 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 3 (see reporting for detail):

- Building school leader capacity in coaching and feedback.

#### 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 3 (see reporting for detail):

- An intentional approach to student wellbeing through the Implementation of BeYou Action Plan.

## Reporting against our priorities

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

#### Targets or measures

By the end of 2020 we will achieve:

- Online resource hubs
- Scope and sequence
- Assessment items and classroom tasks

In 2020 we implemented this priority through the following strategies.

- Increase opportunities for enrichment in maths

*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				

#### 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%	54.4%				

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Pat Maths data: 90% of students will be at or above expected growth.	86%	90%				

#### What this evidence tells us

- No NAPLAN data due to cancellation
- Drop in perception of students receiving useful feedback, possibly due to remote learning feedback being less explicit, possibly due to many faculties having explicit feedback as their goal in 2019 but not in 2020, possibly because teachers gave less feedback.
- The PAT data has only been collected for the past 3 years so we have a limited sample to check growth, we also do not know if there will be more or less growth in the later years of high school which we will discover over the next few testing cycles. This 90% tells us that most students are growing at or above expected outcomes which allows us to look at individual students who are dropping significantly. This data is also only growth over 12

months. once we have more data it will allow us to see if students have grown or stagnated over 2,3 and 4 years of school.

### Our achievements for this priority

#### Increasing opportunities for enrichment in maths

- Resource hubs provide links and activities for all students of all ability levels to access enrichment.
- <https://sites.google.com/ed.act.edu.au/chsmathsyr7/>
- <https://sites.google.com/ed.act.edu.au/chsmathsyr8/>
- <https://sites.google.com/ed.act.edu.au/chsmathsyr9/>
- <https://sites.google.com/ed.act.edu.au/chsmathsyr10/>
- Scope and sequence documents and unit planners (secure on Google drive) produced to allow dedicated time for enrichment.
- Common assessment items for students across the year group allows all students opportunities to take on enrichment and extension in assessment not limiting this to inspire students.

### Challenges we will address in our next Action Plan

- Perception data
  - > Whole school data about feedback indicates a need for a consistent approach that highlights students learning. PL in Week 0 of Assessment is for Learning with focus on feedback.
  - > Add a perception question on visible numeracy across the school and making links across the curriculum.

- > Highlight these numeracy links in spaces outside of a maths classroom -These could include numeracy posters with learning, hints, and subject specific questions. Work through the numeracy action team.
- School program and process data
  - > Create a data schedule which includes, and values time for, students to catch up on completing PAT Maths.

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

### Targets or measures

By the end of 2020 we will achieve:

- Teacher resources
- Staff meeting agendas and minutes

In 2020 we implemented this priority through the following strategies.

- 1. 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				
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				

### 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'.	62%	55.1%				

### 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. The	85%	86%				

target was set by examining limited base line PAT-Reading data.						
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#### What this evidence tells us

- There is some concern about drop in perception data, however it is difficult to be sure as there was a downward trend in all satisfaction survey data.
- Looking to the future we believe there is room for some non-Naplan year data. eg. some form of entry and exit writing in year 8 to track student growth in writing.
- We need to survey students about how they see themselves as writers

#### Our achievements for this priority

- Staff have had exposure to literacy strategies through teachable moments and have had the opportunity to attempt these in their classroom.
- All staff participated in action learning focussing on literacy/writing (e.g science faculty focussed on building metalanguage through glossaries or explicit teaching of lab report writing using exemplars)
- The Literacy Action team has been created to support further implementation of literacy strategies consistently in classrooms across the school

#### Challenges we will address in our next Action Plan

- Consistent approach to testing (using PAT reading)
- Method of collecting data for non NAPLAN years beyond PAT reading

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

#### Targets or measures

By the end of 2020 we will achieve:

- Action Learning documentation
- PDP documents
- review and documentation of classroom observations
- List of guiding questions for coaching purposes.
- Resources for staff and student wellbeing
- ACE program in 7-10 to be informed by survey data.

In 2020 we implemented this priority through the following strategies.

- Build school leader 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'.	59.5%	48.3%				
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'	66%	58.2%				

#### 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 %				

## What this evidence tells us

- What does this evidence indicate about your school's progress towards your five-year targets?  
The evidence suggests that there continues to be some work that needs to be done about creating an environment where students feel connected. The student wellbeing tracker is a mechanism to track this.
- What implications does this evidence have for your next AP?
  - We are reframing the way that student wellbeing tracker is being used and make sure that actions that are undertaken are clearly communicated to staff.
  - Use learnt technology to assist with coordinating meetings.
  - shared dialogue to drive a discussion around student wellbeing

## Our achievements for this priority

- Resources for staff and student wellbeing
  - > Creation of the student wellbeing tracker
  - > Revised roles and responsibilities of ACE teachers, Year coordinator and classroom teachers/executive teachers
  - > Student Wellbeing meetings that triangulate attendance data, wellbeing data and the data from the students of concern tracker and use this to put measures in place that support students and staff professional learning to build confidence and skills
  - > Year meetings are using data to inform their discussions about students and to inform what SEL lessons would be best targeted for those year groups in ACE time.
  - > All staff participated in Action learning that responded to one of the three priorities in our plan and shared their successes and wonderings in staff meetings
  - > All staff have now successfully used Disciplined dialogue to unpack data
  - > Lesson Observations Action Team has been formed to improve our lesson observation processes for implementation in 2021
  - > Student Mental Health Ambassador training

## Challenges we will address in our next Action Plan

**Continue building teaching staff capacity to feel empowered and confident to notice, identify and guide student wellbeing conversations and understand where and how to support students experiencing mental health concerns.**

- 2021 Be You PL for whole staff
- Refresh the teachings from 2020, Notice, Identify and Guide
- Focus on Wellbeing and how this can be delivered in every class every day - All teachers recognising/understanding that they are teachers of wellbeing.

**[Brief heading describing action – may be one of the dot-points from the section ‘Our school’s contribution to whole-of-system Strategic Indicators’]**

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

- [Insert detail using brief dot-points] What does the data tell us about how well we are doing things at our school?
- *Most indicators from the CHS School Satisfaction Survey are above the ACT average which demonstrates that past programs have been successful. Some data points, although higher than the ACT average were trending down for CHS compared to previous years. These data sets don’t reflect the work done on the Be You program since the Satisfaction Survey.*
- *Through data collected at Be You professional learning and presentations, staff highlighted a lack of skills around having wellbeing conversations with students and a lack of knowledge and understanding around dealing with critical incidents.*
- What do we need to do to meet students’ wellbeing needs?
- *We need to build staff capacity to recognise student wellbeing needs, provide early support through noticing individual student mental health issues and then inquiring with students to provide support and direction.*
- How do we effectively utilise the resources that we have?
- *Create a Be You Action Team from staff keen to develop, implement and support wellbeing initiatives across all aspects of the school - reflecting that all staff are teachers of wellbeing at all times.*
- *Using the support provided by the Be You consultants to plan for effective and timely professional learning for the whole staff*
- *Utilising the survey tools from Be You, School Satisfaction Data and the CHS Wellbeing Survey and analyse the data to inform planning through the staff Be You Action Team.*
- Maybe we need to present ways in which we can deliver SEL in each of our classes and embed SEL in everything that we do?