Canberra High School

Network: Belconnen

Impact Report 2021

# The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 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 2021 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 2021 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 2021 our school supported this Strategic Indicator through – Priority 3 (see reporting for detail):

* An intentional approach to student wellbeing.

# Reporting against our priorities

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

### Targets or measures

By the end of 2021 we will achieve:

* Updated Scope and sequence documentation
* Assessment items and classroom tasks

In 2021 we implemented this priority through the following strategies.

* Increase opportunities for enrichment in maths
* Investigated cross curriculum opportunities 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% |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% | 87% |  |  |  |

### What this evidence tells us

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| * The NAPLAN growth of 54% is initially concerning as it is quite a drop from previous years. Digging into the data further on scout shows. * In the 3 years of growth data prior to this cycle our growth percentage was higher, however in all 3 years we were behind similar schools. Despite a growth rate of only 54% this year, we are instead ahead of similar schools. * Students as an entire cohort were behind their peers at similar schools in year 7. They have now caught up to their peers at similar schools in these results. * Students in years 7 and 10 achieved 90% at or above expected growth in PAT testing. For year 8 it tells us that students are struggling in number concepts and in year 9 some algebra concepts compared to other areas of mathematics. |

### Our achievements for this priority

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| **Increasing opportunities for enrichment in maths**   * 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. * Opportunities for cross curriculum Numeracy learning were identified. |

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

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| * Student learning data   Australian curriculum updates will pose a challenge in that some of our curriculum documents, scope and sequence documents and formative summative/assessments will need to be amended.   * Perception data   Perception data not yet available. TBA   * School program and process data   Create a data schedule which includes, and values time for, students to catch up on completing PAT Maths. Time to address this data in team planning |

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

### Targets or measures

By the end of 2021 we will achieve:

* Faculty resources for patterned writing, including work samples
* Staff meeting agendas and Action Team meeting agendas and minutes

In 2021 we implemented this priority through the following strategies.

* Lesson observations and mentor coaching and feedback
* Forming a Literacy Action Team that will include teachers from across all faculties of the school
* Assisting teachers to implement learned strategies such as patterned writing in their classrooms using lesson observation and coaching/mentoring strategies

*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% |  |  |  |
| 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 |  |  |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **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’.   * 2021 This question has been replaced with *Teachers encourage students to try out new ideas.* | 62% | 63% | 62% |  |  |  |

#### School program and process data

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| **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 target was set by examining limited base line PAT-Reading data. | 85% | 86% | 87% |  |  |  |

### What this evidence tells us

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| * 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. * Our students are improving by one percentage point each year, which if this trend remains, we should meet our target by the end of the review cycle * It would be good to see a more significant growth each year, and next year will be interesting to follow as we have a literacy goal as our whole school PDP goal for 2022 |

### Our achievements for this priority

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| * All staff have had opportunities to engage in small group and whole staff professional learning focussed on writing. * The Literacy Action Team have designed and will deliver a 5 hours TQI approved professional learning about improving teacher confidence and efficacy as teachers of writing. * we have a literacy goal as our whole school PDP goal for 2022 |

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

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| * Ensuring all teachers experiment with and embed what they have learned in the week zero PL that the literacy team will present. |

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

### Targets or measures

By the end of 2021 we will achieve:

* Action Learning Action plans written and actioned
* PDP documents
* review and documentation of classroom observations
* Resources for staff and student wellbeing located in one area
* ACE program in 7-10 to be informed by student data.

In 2021 we implemented this priority through the following strategies:

* Develop and implement a lesson observation and feedback process
* All staff complete professional learning during 0 week in relation to feedback
* Resources developed for new educators (TQI registration, targeted lesson observations, wellbeing, etc)

*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

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| --- | --- | --- | --- | --- | --- | --- |
| **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’.   * 2021 This question was replaced with *“I am happy to be a part of this school”* | 59.5% | 66% | 65% |  |  |  |
| 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’   * 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. | 66% | 58.2% | 66.4% |  |  |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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% |  |  |  |

### What this evidence tells us

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| * 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. On review of the tracker, we discovered that we needed to streamline the use and purpose of the tracker. We needed to ensure that data from this source had clear actions moving forward to improve student wellbeing and engagement. * The data also indicates that our teachers’ ability to enact on the actions was impeded during the lockdown. However, during the lockdown, online resources as well as teacher and parent resources were also developed to support our students. * Teachers had to rethink the way they delivered programs and connected with students. * 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  - we are also reviewing data from 2020 when we expected student connection to dip as a result of the first lockdown but in fact found that we were holding ground.  This suggests that the actions we were taking were in the right direction to support students’ sense of belonging and connection. |

### Our achievements for this priority

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| * Resources for staff and student wellbeing   + Further development of the student wellbeing tracker, with reduced action times and increased communication between staff members around students of concern and related actions.   + Google classroom for staff centred on wellbeing that provides links and valuable information when providing support to students.   + Further revision of roles and responsibilities of ACE teachers, Year coordinator and classroom teachers/executive teachers. Roles clearly articulated.   + High staff engagement with the Be You Action Plan and resources. High completion rate of Be You PL modules amongst staff. In-school professional learning was targeted at building teacher confidence and skills.   + The Be You Action Learning Team provided leadership opportunities to some staff to lead our priorities.   + Student Wellbeing meetings triangulate attendance and wellbeing data and use this to put response interventions in place.   + New action teams are being developed for term one 2022, to address ACE lesson content and the overall SEL program, for all year groups, informed by our data * 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

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| **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.**  **Incorporation of student focus groups, and their responses/analysis, into planning.**   * Focus group results to drive PL topics/organisation * Focus groups to be at least once per term   **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.**   * 2022 Be You PL for whole staff * Focus on Be You Notice and Inquire modules as per Be You Action Plan * 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 2022 Be You Action Plan**   * Coordination with the ACT Be You Coordinator to develop the 2022 plan based on results from 2021. * Be You staff survey to be completed in Term 1 to support the development of the plan   **Action Team changes in 2022**   * Additional Action Teams will require support and connection to the Be You team. Some team members may change team and knowledge transferred to other teams. * New team members will have the capacity to improve team outcomes through the addition of new skills and experiences.   **Share and show our teaching staff the data that we have collected for our school to date**   * Lesson Observations:   + Would like satisfaction survey data to see if there is any growth/improvement in “Teachers receive meaningful feedback about their performance” TBC   + Re-introduce lesson observation process for 2022   + Continue to develop examples of practice resource for teachers |