

# Campbell High School

## Annual Action Plan Report 2017

### Context

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#### VISION:

Campbell High School students will:

- **Aspire** Set high expectations for themselves and others
- **Achieve** Set goals and strive to accomplish them, be reflective and seek support to improve
- **Connect** Build connections with others, seeking to have a positive impact on our community and our world
- **Respect** Build respectful relationships, value and promote diversity and care for our environment

**SCHOOL CONTEXT** Campbell High School is a comprehensive Years 7-10 school which is committed to providing an inclusive, accessible and rigorous curriculum for our community. We work in partnership with parents to build the knowledge and skills of our students so that they may be creative and confident members of the community. The most recent Strategic Plan was developed in 2014 and concludes in 2018.

There was an increase in student enrolments from 717 in August 2016 to 738 in February 2017. This increase was mainly due to an increase in demand for enrolment into the Year 7 cohort. A high proportion of enrolments are from outside of the PEA (37% NSW residents; 32% PEA residents; 30% ACT other residents) although the proportion of enrolments from within the PEA has increased in 2017. Future projections anticipate a small but steady increase in growth.

The school has recently undergone significant change at the senior executive team level. A new deputy principal was appointed at the start of 2016, and a new principal was appointed in the fourth term of 2016 following a four year tenure for the previous principal. The incoming principal undertook a consultation process with all staff and students and conducted an analysis of the enrolment, suspension, satisfaction and school and system level student data related to student growth. She also considered the recommendations from the External Validation Report 2014, specifically the recommendation to keep *'strategies to a minimum (to) result in a focused plan and build commitment of staff, students and community to work together to create the future school'*.

This formed the basis for the 2016 Annual Action Plan Report as well as the development of an internal planning document for 2017. This also led to the revision of aspects of the

Strategic Plan, particularly the need to consider targets and specific actions which were measurable and achievable within the 2017-2018 period, and reflected the key issues which emerged in the analysis. While the intent and integrity of the Strategic Plan is fully maintained, the two priorities have been interwoven into one interconnected priority.

*Innovative and inspirational teaching and learning so that students and staff are thriving, connected and contributing members of our community*

## Methodology

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Evidence of progress was collected over the course of the 2017 year with progress updates presented to whole staff, student leadership group, School Board and P&C in August and October.

School Climate Survey Data and School Satisfaction Data was interrogated by the School Executive and the teaching staff, with some segments considered by the School Board using the Disciplined Dialogue approach in October, so that the learning can be used for 2018 planning.

The commitment to an ongoing cycle of reflection and improvement was also applied in the ongoing communication and consultation model used with staff through the Campbell High School Staff Google Classroom Community, the regular Student Leadership Team Meetings held with the senior executive team and a focus on seeking feedback from parents and carers for significant initiatives. This model allowed for the collection of regular, targeted survey data; the sharing of models for reflection and ongoing improvement to the selected strategies of the AAP, and the contribution of many voices to the discussion.

The intended outcomes of the plan formed the basis of improvement discussions and decision making. This gave a discipline to decision making as any new direction or initiative was approved only if explicitly linked to improving student learning outcomes through improving processes, environment, culture or teaching practices.

## Evaluation of Performance

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### Priority

**Innovative and inspirational teaching and learning so that students and staff are thriving, connected and contributing members of our community.**

### Targets

1. Meet or exceed the NAPLAN targets set by the directorate for the school

In 2017 these are

- |                               |                         |
|-------------------------------|-------------------------|
| a. Yr 7 Reading – 573 +/- 10; | b. Numeracy – 552 +/- 8 |
| c. Yr 9 Reading – 607 +/-10;  | d. Numeracy – 595 +/-10 |

2a. Reduce the school wide proportion of D and E grades attained by 2% (from 15% in 2016)

2b. Increase the school wide proportion of A and B grades attained by 2% (from 45% in 2016)

3a. Improved student attendance (whole school) from 87.7% to at or above 90%

3b. Improved attendance for Aboriginal and Torres Strait Islander students from 71% to at or above 90%

### Progress

Campbell High School's Philosophy aligns with that described in the ACT School Climate and School Identification Survey:

*... that when a school has a positive and supportive climate, and students, staff, and parents/carers feel connected and identify with the school, it is possible to see a range of benefits. Students are more likely to have better learning achievement and attendance, less disruptive behaviours, and to be happier. Staff are likely to communicate more effectively, be more productive and to feel more satisfaction in their work. Parents/carers are more likely to support student learning at home and actively participate in school life.*

In addition to this, we seek to use our shared values to establish shared understandings and behaviours which underpin the culture we consciously work to create.

The 'story' of our progress is tightly bound in this belief system and approach.

The school has celebrated a number of significant achievements over the course of 2017 based on initiatives driven by the Annual Action Plan. The following is a small sample of highlights and achievements:

- Opening of the Campbell High School Science, Technology, Engineering and Mathematics Centre for Innovation
- Collaborative Development and delivery of the Student Support Guide for Parents and Carers
- Development of Phase 1 of the Response to Intervention (tiered approach to supporting student learning and social-emotional development) Approach
- Revision and redevelopment of the Campbell High School House System by Student Leaders
- Development of new Campbell High School Values and Compass Program (a new approach to Pastoral Care)
- Opening of the Warrumbul Centre of Excellence in Aboriginal and Torres Strait Islander Education
- Development of a focused and evidence based Professional Learning Team approach to improving teaching practice at Campbell High School

The following table provides the 2017 progress against the targets including linking to a sample of the improvement strategies and related actions which have impacted on this progress.

No.	Target Progress	Notes on Progress
1a.	Yr 7 Reading – target met	<p>The inclusion of NAPLAN targets in the Annual Action Plan provided a baseline to ensure our strategies, which were focussed on improving teacher practice in formative assessment (knowing where each student is ‘at’ in terms of their level of understanding in each topic, skill or subject) and then differentiating the teaching approaches to allow every student to grow and improve in their learning, would enable students to continue to improve in literacy and numeracy outcomes.</p> <p>The development and implementation of a tiered approach to academic support has also been key to meeting these targets. In 2017 a number of ‘tier 2’ interventions were developed specifically to support students who were not achieving at standard for literacy and numeracy outcomes. In 2018 the process will be further developed with the aim of improving early identification and tailoring programs to meet the needs of different cohorts of students.</p>
1b.	Year 7 Numeracy – target met	
1c.	Year 9 Reading- Target met	
1d.	Year 9 Numeracy Target met	
2a.	Reduction to D	There has been significant progress developing systems, programs

2b.	<p>and E Grades to 13% achieved in 2017</p> <p>Increase in A and B Grades not yet achieved</p>	<p>and approaches which allow staff to identify and support students who are not achieving against the progress indicators. The development of a tiered approach to supporting student learning along with a commitment to a focussed approach to developing teacher practice in differentiation, has been key to engaging staff, students and families in the process of ensuring that no student falls 'between the gaps' in their learning.</p> <p>In addition, the development of physical environments, such as the Warrumbul Centre for Excellence in Aboriginal and Torres Strait Islander Education, and the Science Technology Engineering and Mathematics Centre for Innovation has allowed staff and students to explore innovative ways in which to teach and learn, increasing opportunities for student to learn and to connect more effectively to their learning.</p> <p>Other evidence which aligns and supports this data includes Climate Survey Data, for example, in the domain of Academic Emphasis with Students, Parents and Staff all indicating that the school has improved focus on supporting and encouraging students to achieve academically.</p> <p>While the reduction in students achieving 'below standard' is small and the target of increasing the proportion of 'above standard' achievement was not yet met, the demonstrated progress provides evidence to support the school continuing with its current key improvement strategies and approaches, specifically those related to:</p> <ul style="list-style-type: none"> <li>-school-wide consistency in curriculum and assessment practices</li> <li>-strengthening classroom practices</li> <li>-creating environments that support innovative and inspirational teaching and learning</li> </ul> <p>This data will be used in disciplined dialogue approach to determining what next actions should be taken and will be utilised in preparing the 2018 plan.</p>
3a.	<p>Attendance (all students) increased to 91% in 2017 (3.3% increase)</p>	<p>The school has met and exceeded the target of achieving 90% attendance across the school. There has been a strong focus on developing a school climate in which students feel connected and supported and where they have positive relationships which mean they 'want to be at school' and where parents and carers understand how to access the support needed for young people who are struggling to attend.</p> <p>A number of key initiatives have been undertaken over the course</p>

		<p>of 2017 in support of this. Notably, these have included (but are not limited to):</p> <ul style="list-style-type: none"> <li>-A student led revised approach to the School House System so that it reflects Ngunnawal Language and Culture and is more inclusive of the diversity of student talent across the school</li> <li>-the collaborative development of new school values (The Campbell Compass) including engagement with community, families, students and staff</li> <li>-the development and publishing of a new guide to student support for families and carers, including a significant consultation with families, staff and students</li> </ul> <p>Climate Survey Data affirms the success of these strategies with, for example, parents, staff and students all indicating a positive improvement in Shared Values and Approach, indicating a larger proportion of those surveyed believing that we are achieving excellence in having a shared mission, school spirit and pride and clear rules and processes, and a welcoming atmosphere.</p>
3b.	<p>Attendance (Aboriginal and Torres Strait Islander Students) increased to 83.7% in 2017 (12.7% increase)</p>	<p>The increase in attendance rates of Aboriginal and Torres Strait Islander students has been significant and we will continue with our commitment into 2018 when we aspire to achieve above 90% in attendance.</p> <p>Campbell High School has had a commitment to developing a model of cultural integrity and of meeting the needs of every learner at our school. This commitment has allowed us to celebrate the diversity of our Aboriginal and Torres Strait Islander community and develop approaches to engaging students in their learning and families and the broader community in the education of our children.</p> <p>2017 has seen the development of the Warrumbul Centre of Excellence for Aboriginal and Torres Strait Islander Education. We have utilised this centre to provide individualised approaches to teaching and learning, to provide a supportive hub for families and community members, to celebrate the local community, language and culture and to introduce indigenous pedagogies throughout the school. The relationships and approaches utilised within the centre have meant that Aboriginal students are not only attending, they are achieving and individual learning data is demonstrating significant growth in learning outcomes for every child.</p> <p>Our staff have presented nationally on the work undertaken in</p>

		<p>developing and growing the centre and the way in which the learning will be used to improve engagement and learning across the school into the future. Staff have also engaged in varying levels cultural integrity learning and conversations, including being part of Ngunnawal cultural activities and language learning projects.</p> <p>The significance of these data provides evidence in support of the continued development of this work into 2018.</p>
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Endorsed by School Principal

Name: KERRIE HEATH

Signature: Kerrie Heath

Date: 20 Nov 17

Endorsed by Board Chair

Name: Sue Holmes

Signature: S Holmes

Date: 20 Nov 17

Endorsed by Director, School Improvement

Name: Judith Hamilton

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