

# 2018 School Operating Plan Report

## **Context:**

As a result of the 2014 External Validation process, Canberra High School has continued a focus on the following strategic priorities in 2018: differentiated teaching and learning; effective pedagogical practice; a positive culture of learning and building community partnerships.

To support strategic priorities professional learning was undertaken by all teachers that brought the priorities together, with a particular focus on differentiation and effective pedagogical practices through technology. As a result, all staff were supported in creating a professional pathways goal that explored the use of technology in the classroom in order to promote a positive culture of learning.

The 2017 Annual Operating Plan revised key indicators of success to better reflect when targets are met. Once again in the 2018 Annual Operating Plan key indicators of success and specific actions were discussed with the leadership team ensuring Executive had key roles in ensuring the improvement strategies are met. This has also led to Executive sharing, revising and discussing the plan with their faculties so that there is a clear understanding of faculty responsibility. To ensure wider community involvement in the 2018 Annual Operating Plan the 2017 School Operating Report was shared with both the School Board and Parents and Citizens' meeting to discuss the goals and improvements for 2018.

The successful rollout of Chromebooks in 2018 and the implementation of Google Classrooms has laid the foundations for strengthening community partnerships with our parent and the wider community.

## **Methodology:**

In 2014 the school embarked on a self-evaluation process that involved External Validation, including the school community in the process, and the ACER Review. The National School Improvement Tool (NSIT) was undertaken by the whole staff and staff came up with a consensus of where Canberra High School was in relation to the NSIT.

Some of the areas for development that came out of the NSIT include:

- School goals need to be more widely known and focused, with shared responsibility for achieving school goals.
- Data use is increasing but is still not a consistent practice; time is not set aside for data discussion; staff need more professional learning to improve data literacy skills.
- Professional Learning Community principles need to be implemented further.
- A mentoring program needs to be embedded and professional discussions need to be a consistent part of Professional Pathways.

The 2018 Annual Operating Plan was based on the areas of development as mentioned above. In reviewing the Annual Operating Plan for 2017 it was noted that a number of key indicators of success did not necessarily accurately reflect the targets set for 2017 and beyond. As a result the 2018 Annual Operating Plan revised key indicators of success to better reflect when targets are met. This process was undertaken in a collaborative manner with Executive members having key roles in the process of reflection and refining. The 2018 Annual Operation Plan has ensured that all Executive and staff have key roles in ensuring the key improvement strategies are met. This has also led to Executive members sharing the plan with their faculties so that there is a clear understanding of faculty responsibility. To ensure wider community involvement in the 2018 Annual Operating Plan the 2017 School Operating Report was shared with both the School Board and Parents and Citizens' meeting to discuss the goals and improvements for 2018.

## **Evaluation of Performance:**

### **Priority 1: Differentiated Teaching and Learning**

#### **Targets:**

- Increase in student performance in standardised tests and/or common assessment items, that is at or above the cohort average for targeted groups.

#### **Progress**

In 2018 differentiation has continued to be an important priority for professional learning. Through lesson observations staff have been able to demonstrate their use of differentiation in the classroom. This has led staff to having increased conversations in regard to differentiation and the methods that they use. This has also been highlighted through the use of Teachable Moments and sharing of effective strategies. At the beginning of 2018 professional learning particularly focused on differentiation through the use of technology. EduTech was engaged to provide a differentiated program for staff, catering to their ability and needs. The SAMR model (Substitute Augment Modify and Redefine) was also introduced to staff and as part of staff's professional pathways they are working on using the SAMR model to improve practice. The school has continued exploring the four key questions of Professional Learning Community (PLC). All faculties have now engaged in discussions that address each of the four questions. We have continued the journey of creating and refining SMART goals according to the needs of students and the curriculum they are engaged in and have created a data plan that formalises this process. Interventions for both support and extension have continued to be an area of focus particularly with the use of differentiation.

At the beginning of the year the Curriculum Executive engaged in discussions with the executive teachers from each faculty regarding their implementation of the Australian Curriculum. It was identified that faculties are at various stages of progress with regards to the implementation of the National Curriculum. Faculties that were involved with Stage One of the rollout have progressed well at aligning the course content with the content descriptors from the National Curriculum and incorporating the Achievement Standards into their assessment practices. Other faculties have only begun the transition to National Curriculum much more recently, and the Curriculum Executive has identified a number of faculties to focus on supporting with the rollout of National Curriculum this year. We supported staff with this process through further professional learning at the beginning of the year refreshing their knowledge and understanding of the Australian Curriculum and in particular the use of achievement standards to differentiate for students. We have prioritised working with faculty executive and faculty teams who will fully transition to Australian Curriculum to identify how the Achievement Standards will be assessed, as well as how they can be used in conjunction with content descriptors to scope and sequence units of work.

This year we introduced the use of PAT Maths and PAT reading to our year 7 students. The purpose of this was to gain a more holistic picture of where our students were at and how we could best support them. The tests also provided useful information for identifying those students that required extra support with their reading in the form of the Macqlit program. This is an area we are keen to further explore and share the data of our students at regular intervals to inform teaching practice. To accommodate this initiative we have created a data plan that outlines, who, when and for what purpose the data is being collected and when it is to be shared to inform practice. This data plan is still in its development phase and we will seek to further consolidate in 2019.

## Priority 2 : Effective Pedagogical Practices

### Targets:

- A skill increase in the pedagogical practice of teachers within the Teacher Standards.
- There is an increased positive score by students in the questions around engagement in the School Satisfaction survey.

### Progress

Teachable Moments has continued to be an important part of pedagogical practices at Canberra High School. This year staff have shared best practice of formative assessment but there has also been a greater emphasis on effective and engaging pedagogy through the lense of GAFE. The teachable moments have continued to be recorded on the school's teachable moments Google Classroom, enabling staff to access the activities and tools at any time. Through professional learning staff have actively engaged in GAFE and in particular Google Classroom. 100% of staff have a Google Classroom for each of their subject areas. Staff have readily engaged with not only the use of Google Classrooms but also different applications and software that Google offers to assist with delivery of pedagogy. This was further supported through professional learning delivered by Edutech that provided a number of different sessions to support formative assessment, differentiation and student engagement. Staff were able to attend a number of sessions according to their interest area, however, all staff attend sessions on formative assessment.

Each faculty has focussed on using ICT in their classrooms effectively. Mathematics have embedded ICT use in the curriculum including utilising graphing and statistical software to represent and explain different topics as well as using mathspace software in the year 7 classes to communicate mathematical ideas and give immediate and individual feedback.

The Science faculty has used the SAMR model to adjust and redesign content delivery, formative assessment and numerous summative assessment items this year. Content delivery was predominantly achieved using the *Google Classroom* platform, which lends itself well to linking text based information to more dynamic aspects of web based resources, which in itself meets the *Augmentation* level of the model. Some specific examples of formative assessment are the use of *flipgrid*, *Google forms* and *Kahoot/quizizz* to guide planning and identify areas for intervention. *Flipgrid* allows students to complete peer feedback and assessment in a manner that was not possible using traditional processes. *Google forms*, *Kahoot* and *Quizizz* provide immediate feedback to students and teachers about topics that need additional intervention strategies to support student understanding. Both of these strategies are in the Transformation portion of the SAMR model, allowing for *Modification* of tasks and feedback mechanisms. A highlight of the modified assessment was the way in which Inspire students completed their Inquiry Project, where they created an individual *Google site*. This site was linked to the main teacher led page, allowing students to view the work of others completing the optional extension project. This live web-based format encouraged peer sharing and modelling that was not possible using traditional methods and resulted in the redesigned task forming links between students across all year groups in the school. This task also fell into the Transformation portion of the model and showed some true *Redefinition* of the way in which students completed assessment at Canberra High School.

In English each of the English staff members have developed an assessment or classroom task using ICT. Assessment tasks were examined through the SAMR model with the focus on producing tasks that fit into the modifying and redesigning range. Soundtrap was a program that was used by some of the staff to assist in moving assessment tasks into the modified level of the model. Numerous other apps were used to collect formative and summative data, such as Kahoot, Quizzlet and Language Perfect.

In SOSE all staff included SAMR and digital learning in their Pathways. A wide range of online apps and websites have been used to provide formative and summative assessment. these include Kahoots, Flipgrid and Sutori. formative assessment from Year 7 Kahoots was used to establish learning groups across classes before summative assessment. Year 7 classes also used the collaborative features of Google Sheets to complete a whole school litter survey that

compiled data collected by each individual class into a year level wide shared spreadsheet. This task reflected the Modification and Redefinition of previous survey tasks.

In Languages all staff have developed at least one assessment task or major classroom activity using ICT each semester. They have focused on either Modifying or Redesigning the task using the SAMR model. Examples have included creating own website, use of Soundtrap as well as other online programs including Ilini, Language Perfect and Padlet. VR use was encouraged but has not been used consistently.

In Physical Education the SHAPE team have made use of the health lessons to enhance the learning of students through ICT. Formative assessment of topics is covered at times through programs such as Kahoot and google forms. Staff use more interactive brainstorming techniques such as Padlets and Answer garden to gauge the prior learning of students and to prepare units with an emphasis on the area of student identified needs. In general, students now get more regular feedback on their progress through the instantaneous nature of rubrics and assignment feedback returning to students in their google drive.

In the Arts all staff are trialling the use of student-curated Google Sites in at least one class, with a view to creating digital portfolios of student work across the Arts strands and across the year groups. The sites have been used to inform formative and summative assessment and reporting, to track interventions and assist with moderation. Learning and assessment tasks have been modified and redesigned as staff work within the digital platform.

All staff in the Technology faculty have incorporated the use of ICT using the SAMR model to have an impact on teaching and learning. The use of google classrooms was used as a digital platform in every class and students were exposed to digital products such as google docs, google forms, google slides and google sites for content delivery, creating blogs, research, collaborative work, presentations, assessments and surveys. Several programs were trialled in some classes like Kahoot, Nearpod and Padlet for classroom activities, and the doctopus, flubaroo and goobric add-ons for paperless assessment and instant student feedback. Specialised Technology subjects have used software platforms such as Autodesk Fusion 360, Adobe Illustrator, Photoshop, Sketchup, OnShape, AutoCAD, Scratch, TinkerCAD, Edison Robots and Lego Mindstorm to support and engage students with their learning around programming and the use of 3D printing. A more focused approach will be around the use of Virtual Reality programs in the near future. These have all varied from the Augmentation, Modification and Redefinition categories. There have been several impacts on students learning, such as instant feedback, greater student engagement levels, creating a portfolio of their work, documenting their learning, collection of data for both teacher and student benefit, paperless assessment, faster marking of assignments and student feedback.

Survey data from PLC sessions showed that faculties were discussing the Effective Pedagogical Practices as part of their regular meetings. All faculties showed a focus on formative assessment and a majority of faculties looked at differentiation, feedback to students and ICT teaching strategies. As part of teacher's Professional Pathways the SAMR model was discussed and what strategies they could use to improve their use of technology in the classroom in regard to assessment and classwork. Staff completed a survey that identified areas for support and provided suggestions on how they could upskill in areas to move up the SAMR model. Faculties also participated in various content specific learning such as Parliamentary workshops, CSIRO Discovery Centre, Canberra Maths Association conference, Portrait Gallery Visual Thinking strategies, ACTATE conference, VET courses and various other professional learning.

Lesson Observations were conducted each semester by all teaching staff. Staff were encouraged to find their own observation partner or the Executive Teacher: Professional Practice allocated a partner based on the availability of their line off to observe each other. Staff were encouraged to use one of three proformas available to them, with most using the 5 Minute Lesson Plan to complete written feedback. All models were adapted to include a focus on the SAMR model during observations. Most observations show ICT use at Augmentation, Modification or Redesign level of the SAMR model. All have Substitution level with student use of Chromebooks evident across classrooms. Staff Meeting time was allocated in each semester, for a verbal feedback session to allow teacher classroom development and pedagogical goal development. 95% of staff were present in each session. At least half an hour of feedback time was given for each

session. Feedback focused on 4 main areas: Congruence, Events and Behaviours, Analysis as well as Planning for the future. Staff are encouraged to use this feedback to develop professional learning goals.

### **Priority 3: A positive culture of learning**

#### **Targets:**

- Increase in proportion of student satisfaction related to student voice in student satisfaction survey.

#### **Progress**

The school staff diary clearly outlines for staff the school priorities, it is communicated on each page of the diary but also in the expectations of staff at Canberra High School. To complement this the professional learning plan created for 2018 had a strong focus on the key priorities, Differentiated Teaching and Learning. There has been a systematic approach to addressing each of the priorities. In 2015 the focus of professional learning was formative assessment and the use of formative assessment to support SMART goals determined by each faculty. In 2016 although we continued to share formative assessment best practice examples, the focus shifted to then using that formative assessment data to provide interventions in the form of differentiation. In 2017 the focus was on effective pedagogical practices and in particular an emphasis on the use of Great Teaching by Design modules that were released by the department. In 2018 we invested in how we could best use technology to support differentiation, formative assessment and effective pedagogy. The Australian Curriculum workshop also provided staff with the opportunity to revisit and clarify how to use the achievement standards to assess and differentiate for students.

This year NAPLAN was conducted on line and we have had the opportunity to use the new online system, SCOUT to analyse results. The challenge has been using the new system to analyse results in an effective manner. This is an area that we will continue to work with staff on. According to this year's satisfaction survey 78.95% of teachers at this school uses results from system testing and system processes to inform planning, this is a 12% difference above school average.

An indicator of success for this key improvement strategy was an increase in the percentage of student satisfaction related to "My teachers motivate me to learn and My school takes students opinions seriously." Although we again did not meet the whole of the targets set we, did increase by 3% for My teachers motivate me to learn". This is as a result of a significant push to support staff in pursuing effective and research based effective pedagogical practices. In regards to the statement "My school gives me opportunities to do interesting things" this has increased by 5% and is a reflection of the continuing efforts to improve student voice at Canberra High School. The restructure of SRC to provide greater voice and leadership particularly for year 7 and 8 students has ensured students have more leadership opportunities in the younger year levels. The leadership groups both in year 9 and year 10, continue to allow students to liaise with their peers to ensure that they are working on activities that students want and need. This has also expanded to include other leadership opportunities such as the Sound and Lighting Team and Television crew who are now responsible for the running of assemblies and many other major events in the school. The change to the process of how School Captains were nominated has proved to be a success with this year over 32 students nominating to be apart of the school captain process. This year we have also seen an increase in the number of students nominating to be apart of the Year 9 FORCE leadership program, with over 50 students seeking out the opportunity. As a result we have restructured the way FORCE will operate in 2019 to ensure significant student voice. The LEAD program will also be reviewing their program in particular links to student voice so that we can continue to ensure students have an active role in creating a positive learning environment.

All teachers each year are provided with an Australian Curriculum grade summary by year level, this enables executive to facilitate a discussion with teachers about students who require support and those that require further extension.

This information is also used by the GATLO teacher to assess students for the inspire program and support existing students.

In 2019 the professional Learning focus is revisiting differentiation, explicit feedback, success criteria and learning intentions. This is particularly important as the school will undergo School Review in 2019.

#### **Priority 4: School Community Partnerships**

##### **Targets:**

- An increase in the percentage of parents agreeing to the degree to which they feel connected to the school.
- Increase the number of relevant community partnerships that support student learning.

##### **Progress**

With the introduction of SAS daily notices are now able to be read in real time and update regularly. The *In the Can* Google Site which informs staff of weekly happenings around the school, has been linked to SAS so that staff can still readily access it. It also is a space that highlights important documents that could be tailored to the needs of the school. An important element of the site is the school's priorities are highlighted on the opening page. This means that every time a staff member opens the site they are greeted with the school priorities and important celebrations and announcements for staff. It also highlights the Professional Learning agenda, Staff Meeting agenda and all staff have easy access to the school plan and annual operational plan. As a result 100% of staff are presented with school priorities daily as it is also the site to see daily notices and staffing. Staff have access to the professional learning plan and the staff meeting agenda, which clearly links the school priorities to items that are presented to staff along with expectations for staff to follow up.

The school is aware that not every household has ready access to a computer or devices so the school has endeavoured to use a variety of communication methods to maintain effective communication between students, teaching staff and parents/guardians. The traditional methods of communication such as newsletters, parent teacher interviews, school diaries, daily announcements for students and updated website information are all still being used. As new technologies become available the school has been exploring and developing new methods of communication which are both efficient, convenient and user friendly for parents. This has seen the introduction of using Google Classrooms and the use of parent notifications, using email as a primary source of contact has become the norm as parents are able to use the generic education email address for each of their child's teachers, the use of SMS to notify parents of student absences is also a daily occurrence and the use of Google calendar has become a staple go to for all teaching and support staff. With every High school student receiving a Chromebook this year it has meant that we have been able to continue the journey of effective use of technology in the classroom and at home in more equitable manner. In the 2018 satisfaction survey parents response to "computer technology is an integral part of learning and teaching at my child's school" was 95% satisfaction this is an increase of 3% from the previous year's satisfaction survey. This indicates that parents are supportive and happy with how the school is integrating technology and communicating via technology with our parent community.

Traditionally Canberra High School has enjoyed a very positive relationship with a variety of different community based organisations. We pride ourselves on the positive partnerships that we have forged and our aim is to continue to foster the excellent community relations we have built over the years. In the student support section of the school alone, there is a wealth of community partnerships that exist. In the wider school there are a variety of partnerships that have been developed through necessity, interest, changing needs of the students and professional learning. In order to ensure that we meet the needs of the students we developed a list of all of the existing community partnerships that

were current and then did a stocktake on the number of students who were accessing the activities/programmes to evaluate the effectiveness of what was being offered and whether we were meeting the needs of the students. When we compiled the list of current community partnerships, we were surprised by the number of contacts we have developed over the years. Every semester we survey the whole school staff to ascertain what the needs are in the school and then try and offer community based activities and programmes that are relevant and appropriate for the students to ensure that we meet their ever changing needs. Currently depending on the particular activity or programme we use a referral process so that every student in the school has access to programmes that are being offered. Referrals can be made by students, parents, teaching staff or student support staff. Our aim is to ensure that students are referred to the right programme that will benefit them on a personal level or complement their learning. Whilst we recognise that some community partnerships will be long lived, there are others that have a shelf life and these are usually the ones that have been implemented especially to meet individual specific needs. The student support team continually assesses the validity and efficacy of the community partnerships that we have in order to remain current and meet the needs of our student population. As the needs of the students change, so too will our community partnerships.

2018 has seen a strengthening in partnerships with CIT for vocational courses in Construction, Hospitality and the STEM electives. A new initiative for the delivery of competency based training and structured workplace learning within our school environment was established by operating a 5-day Brick & Block training course for CHS students and staff delivered by CIT staff. This allowed National Training Package elements to be delivered and assessed to industry standard at our school. Currently there are new initiatives being explored for 2019 with CIT to enhance our delivery of the Certificate I in Hospitality course at CHS. Virtual Reality (VR) programs for Construction and STEM electives are also being explored with CIT for 2019. CHS have pioneered learning programs and inter-school competitions in conjunction with CIT based around VET Construction and STEM Education to improve student outcomes. Other learning programs developed and strengthened over the last year includes White Card & Asbestos Awareness training, Online WHS course, Surveying courses, Brick & Block training, CIT excursions and Concreting incursions.

Vocational Education programs are offered as electives for students in Years 9 and 10 in the areas of Construction Pathways, Hospitality and Information Technology at Canberra High School. Students have the opportunity to work towards achieving a Statement of Attainment in these areas providing a pathway to a Certificate 1 qualification. Our school continues to work in partnership through Third Party Agreements with University of Canberra Lake Ginninderra College, Melba Copland College and Hawker College for successful course development and delivery of VET courses. The total number of students accessing and engaging in VET programs offered at CHS has shown an increase within the 2017 and 2018 period as evidenced from the ACT Certification System (ACS) data. In 2018, there has been an increase in the number of students attaining Statements of Attainment or higher and also an increase in the Units of Competencies delivered within each of the VET courses offered. In 2018, students undertaking VET will be completing the VET Student Engagement Learner Survey at the conclusion of their training unit of study. This will form part of the ASQA quality indicators report and will contribute to the network RTO continuous improvement plan.

During the 2017 and 2018 period, VET staff have undergone qualification upgrade, completion of mapping matrix aligning qualifications to the units of competency delivered, and reviewed course delivery and assessment tasks in their relevant fields. In 2018, VET staff attended Validation days in the areas of Hospitality, Construction and IT. This allowed staff within the network schools an opportunity to compare, collaborate constructively on instruments and other documentation in use. Successful commencement and completion of VET training occurred in the following areas: Certificate IV in Training & Assessment, Certificate III in Hospitality, Certificate II in Construction, and Certificate II in Automotive Engineering. Some of these trainings have been ongoing and will be continued in 2019.

Our annual Arts & Technology Showcase promotes and strengthens links between the school and a variety of organisations and institutions in the Canberra community. Since its inception in 2010, the Gala Concert has been

launched by a guest speaker, sharing expertise, experience and pedagogical research pertinent to the arts & technology learning domain. Organisations and institutions in previous years have included the National Gallery of Australia, Questacon, the CIT and the ACT Instrumental Music Program. In 2017, arts staff established a link with the National Portrait Gallery and a program called Visual Thinking Strategies, which promotes higher order and critical thinking skills. Arts staff participated in professional learning and arranged a successful excursion for senior students prior to inviting the coordinators of the program to launch the 2017 Showcase. In 2018, our links with the Portrait Gallery were strengthened with 2 excursions undertaken, and confirmation of our school's participation in an action research project in 2019: *VTS in Australian Schools - a pilot project to determine the impact of VTS upon critical thinking and literacy skills of Australian school students*. The research project will be conducted with a Visual Art class and teacher over a whole term, with a one hour session delivered to the class every week. It is anticipated that the benefits of VTS for student learning will become apparent, encouraging the school and teachers to embed the strategy more widely across the curriculum. Community partnerships established in 2018 involved Australian National University (ANU) volunteers with the Robogal program delivery and the exploration and initiation of Gravity Racing through the Soap Box Derby organisation for STEM delivery in 2019.

Links with Bunnings have further strengthened through their continuous support with the Arts & Technology showcase and offering the Trade up for Trade program in VET Construction and other special learning programs at our school allowing students to build on their skills and knowledge and providing Work Experience (WEX) opportunities. With our schools WEX and Australian School Based Apprenticeships (ASBA) program – for local business in particular, partnering with our school contributed to better vocational outcomes for students, including more realistic perceptions of post-school study and career options, better access to training and paid work, industry-based expertise, a recognised qualification, better knowledge of occupational health and safety issues, and improved employability skills. Partnerships created with these organisations have allowed for improved student engagement, improved academic outcomes, enhanced wellbeing and broadened vocational options and skills.

There is continued partnership and networking with the local (University of Canberra, ACU) and interstate universities in relation to the Professional Experience Teaching Placements program offered at our school.