

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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.

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 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Targeting of resources in 2019 at students with additional needs
- Pilot of a Year 10 Transition program for students disengaged from High School
- Targeted resourcing of teacher time to coordinate and lead Cultural Integrity with staff
- College involvement in the Network's Contemporary Literacies project

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2019 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Whole school collaborative inquiry into assessment
- Implementing the Timperley spiral of inquiry with College PPTs/PLC

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Targeted resourcing of an Indigenous Transitions Officer during term 4
- Conducted whole school review of Pastoral Care in the College

Reporting against our priorities

Priority 1: Enhanced outcomes for all students

Targets or measures

By the end of 2020 we will achieve:

- an ACT Senior Secondary Certificate or Vocational Qualification completion rate of 95%
- an ACT Senior Secondary Certificate or Vocational Qualification completion rate of 75% for Aboriginal and Torres Strait Islander students
- a school-wide system of collecting and analysing evidence that provides greater understanding and visibility of student performance by teachers and students
- a school-wide system for supporting ongoing innovation at the college

In 2019 we implemented this priority through the following strategies.

- Schoolwide collaborative inquiry into assessment
- Implementing Cultural Integrity in the College
- College involvement in the Network's Contemporary Literacies Project
- Upgrades to the College Learning Environment

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	2016	2017	2018	2019
ACT Senior Secondary Certificate or Vocational Qualification completion rate	91.5%	93.4%	91.4%	93.4%	94.3%
ACT Senior Secondary Certificate or Vocational Qualification completion rate for Aboriginal and Torres Strait Islander students	62.5%	70.0%	52.9%	60.0%	75%
Increase Unit completion rate (i.e. Reduction of V grades)	N/A	87%	87%	87%	89%

Perception Data

Targets or Measures	Base	2016	2017	2018	2019
Staff "The use of learning technology is an integral part of teaching and learning at this school" – Target 80%	68.5%	68.5%	69%	89.8	86.8
Parents "Computer technology is an integral part of learning and teaching at my child's school" – Target 80%	50%	66.3%	76.3%	89.6%	88.6%
Parent "This school works with me to support my child's learning." – Target 66%	56%	69%	53.2%	59.3%	56.2%
Parent "My child is making good progress at this school." – Target 75%	72%	67.4%	64.5%	69.4%	67.6%

Student “At this school digital technologies help me to learn.” – New survey question				74%	83.5%
Student “My teachers provide me with useful feedback about my school work” – Target 80%	74%	74%	64%	58.3%	59.5%
Student “My school gives me opportunities to do interesting things.”- Target 85%	75%	75%	72.6%	72.2%	71.3%

School program and process data

Targets or Measures		2018	2019
Professional Learning Community for Teachers Professional Practice Team Goals informed by evidence that support improved student outcomes – Target 100%		75%	

What this evidence tells us

- Strategies to improve student engagement, cultural integrity and assessment practices are directly or indirectly having a positive impact on unit & Year 12 completion rates, albeit small.
- There has not been a single schoolwide focus for teacher inquiry previously in this school improvement cycle, so the single focus on assessment may have also contributed to student completion but too soon to tell. So, the College will stick with single school wide focus for collaborative inquiry in 2020.
- Student survey data relating to feedback on learning is concerning and affirms data collected by Year 12 students on the same issue in 2018.

Our achievements for this priority

- Improvements in Year 12 completion rates
- Improvements in the Year 12 completion rates of Indigenous students
- Improvement in unit completion rates across the College in 2019
- Ongoing work on Cultural Integrity with staff and students where:
 - Teacher time was resourced during semester 2 to assist teachers to implement in classrooms
 - Teacher time was resourced to prepare and plan for the implementation of the new Indigenous Cultures and Languages course.

Challenges we will address in our next Action Plan

- Schoolwide focus on Feedback during 2020. The evidence relating to student data on feedback and reporting informs a single schoolwide focus on feedback for 2020 where the College will:
- Provide PL for teachers at the start of the year on Analysing Data & Embedding Formative Assessment.
- Whole School Collaborative Inquiry into Feedback as part of PPT (PLC) program
- Introduce PAT Reading and Numeracy for Year 10 Achievement at the beginning of Year 11.
 - > Introduce new mid semester and end of semester reporting for students where there is a greater emphasis of formative feedback at the mid semester point.

Priority 2: Thriving Community

Targets or measures

By the end of 2020 we will achieve:

- An increase in student retention by 3% between Year 11 and 12 (Currently 90%)
- A reduction in V grades by 3% (currently 13%)
- a systematic approach to collecting and analysing data relating student wellbeing and the most vulnerable young people enrolled at our school

In 2019 we implemented this priority through the following strategies.

- Strengthen and improve existing school-wide practices for supporting student wellbeing.
 - > Specifically, whole College review into Pastoral Care

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	2015	2016	2017	2018	2019
Retention between Year 11 and Year 12	90%	90%	90%	92%	92%	93%

Perception Data

Targets or Measures	Base	2015	2016	2017	2018	2019
Parent "Community partnerships are valued and maintained" – Target 80%	54%	60%	70%	74%	71%	53%
Student "I feel a strong connection with this school." – School Climate Survey				56%	42%	
Student "I feel I can talk to teachers about problems at school"				61.4%	63.4%	63.1%

School program and process data

Targets or Measures	2018	2019
Pastoral Care Program Completion Rate	77%	81%
Study Skills Completion Rate	89%	76%

What this evidence tells us

- Small but continued improvement in retention over 2017-2019 period.
- The College was focused on Pastoral Care Review last year as 2018 data on completion was concerning.
- The 2019 Pastoral Care Review is now complete and in 2020 the College will be working to implement a new approach to Pastoral Care which includes a focus on transition, mentoring and optional workshops for students.

Our achievements for this priority

- Targeted resourcing of an Indigenous Transitions Officer during term 4
- Conducted whole school review of Pastoral Care in the College which includes implementation of new approach to Pastoral Care in 2020.

Challenges we will address in our next Action Plan

- Implementation of New approach to Pastoral Care in 2020
 - > Focus on transition to College for Semester 1 2020
 - > Creation of Mentor groups with mentor teachers for Year 12 2020
 - > Removal of the old 'Clubs' approach to Pastoral care to this new approach.