

Gungahlin College

Network: North Canberra/ Gungahlin

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Please note that from 2019 the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data has not been finalised.

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

DATA

SYSTEM LEVEL (to be provided by Directorate, see note above)

System-level analysis statement (to be provided by Directorate, see note above)

DATA

Your school's apparent contribution to this Strategic Indicator (to be provided by Directorate, see note above)

Education Directorate Strategic Indicator 2018-2021

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

DATA

SYSTEM LEVEL (to be provided by Directorate, see note above)

System-level analysis statement (to be provided by Directorate, see note above)

DATA

Your school's apparent contribution to this Strategic Indicator (to be provided by Directorate, see note above)

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

DATA

SYSTEM LEVEL (to be provided by Directorate, see note above)

System-level analysis statement (to be provided by Directorate, see note above)

DATA

Your school's apparent contribution to this Strategic Indicator (to be provided by Directorate, see note above)

Reporting against our priorities

Priority 1: Inspiring teaching and learning

Targets or measures

By the end of 2020 we will achieve:

90% or more students agree or strongly agree that they are getting a good education at the school

85% or more students agree or strongly agree that their teachers motivate them to learn

85% or more students agree or strongly agree that they like being at school

100% of Professional Learning Teams report against an evidence base

Increasing grade point average growth between S1, Year 11 and S2, Year 12

Improved success of graduates as measured by:

- 95% of students receiving an ACT Senior Secondary Certificate (93% in 2015)
- 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate

In 2018 we implemented this priority through the following strategies.

- Promote and share great teaching and learning with a focus on innovation, coaching and mentoring staff
- Develop and embed a culture of pedagogical reflection and improvement based on evidence (inclusive of system data, BSSS data, school developed tools and regular student feedback)

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 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|--|------------------|----------------------------|----------------------------|----------------------------|--------------------|--------------------|
| Increasing grade point average growth between S1, Year 11 and S2, Year 12 | | S1: 2.88 S2: 2.88 | S1: 2.93 S2: 2.95 | S1: 2.94 S2: 2.97 | | |
| Improved success of graduates as measured by: 95% of students receiving an ACT Senior Secondary Certificate | 93 | 95 | 92 | 96.4 | | |
| 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate | 27.5 | 23.4 | 30.3 | 20.5 | | |

Perception Data

| Targets or Measures | Base 2015 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|---|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 90% or more students agree or strongly agree that they are getting a good education at the school | 83.87 | 77.52 | 74.01 | 80.13 | | |
| 85% or more students agree or strongly agree that their teachers motivate them to learn | 77.23 | 67.12 | 64.46 | 69.06 | | |
| 85% or more students agree or strongly agree that they like being at school | 77.63 | 70.28 | 64.91 | 75.64 | | |

School program and process data

| Targets or Measures | Base 2015 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|----------------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | | | | | |

| | | | | | | |
|---|-----|--|------|--|--|--|
| 100% of Professional Learning Teams report against an evidence base | n/a | | 100% | | | |
|---|-----|--|------|--|--|--|

What this evidence tells us

- The data indicates a steady increase in grade point averages over the last three years. Going into next year's Action Plan we can't continue to increase these indefinitely but are aiming to sustain these results. Our focus on personalised learning and Response To Intervention will support this goal.
- The percentage of students receiving an ACT Senior Secondary Certificate has fluctuated over the four years but had declined in 2017. Our redeveloped House model and tracking students using data has supported an increase this year and the achievement of our target.
- Student satisfaction data indicated improvements from 2017 to 2018 in student perceptions that they are 'receiving a good education', 'that their teachers motivate them to learn' and 'they like being at school'.

Our achievements for this priority

Over the course of our Improvement Plan 2015–2019 student achievement results and data demonstrate a steady improvement with grade point averages improving. In 2018 96.4% of students received an ACT Senior Secondary Certificate and we continue to support Vocational Education and Training (VET) opportunities for students. Four Gungahlin College students received an ATAR over 99, 18% of Tertiary students received an ATAR over 90, 40% over 80, 51% over 75 and 76% received an ATAR over 65. Our median ATAR also inched up to 75.55. Student Satisfaction data reveals an increase in student perceptions 'that they are getting a good education'. There has been a 4.5% increase in student perception 'that their teachers motivate them to learn' and a 10% increase in student perception 'that they like being at their school'. We have worked hard to improve the school culture to promote a stronger sense of belonging and student achievement. We introduced the instructional model to develop greater transparency of teaching practice and encourage stronger sharing of pedagogy and innovative practice across the college. Staff received feedback on their practice through student surveys as well as lesson observations and conversations with their Director utilising the continuum.

Challenges we will address in our next Action Plan

Gungahlin College will sharpen the focus of the school improvement agenda through a clear vision. Gungahlin College supports the development of the whole person, every student is tracked and monitored to ensure **the academic and social and emotional needs of all students are met**. We will introduce a focus on maximising learning for all students. We are expanding the instructional model to build in a structured Response To Intervention (RTI) model for all classes. This involves a focus on building staff capacity in differentiation and assessment for learning. The structure is through Teacher Learning Communities (TLCs) where staff supported by teacher leaders will work through the Dylan William PL.

Priority 2: Successful transitions

Targets or measures

By the end of 2020 we will achieve:

- 15% or fewer students who have one or more V grades as a proportion of the total cohort in S1

Improved success of graduates as measured by:

- 95% of students receiving an ACT Senior Secondary Certificate
- 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate
- 5% increase of students reporting plans to go on to further study or employment in the Gungahlin College Year 12 exit survey (not measured in 2015)

In 2018 we implemented this priority through the following strategies.

- *Continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College with specific additional attention to Aboriginal and Torres Strait Islander (ATSI) students*
- *Expand knowledge and understanding of Gungahlin College culture through strengthened partnerships*

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 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|--|-----------|-------------|-------------|-------------|-------------|-------------|
| 15% or fewer students who have one or more V grades as a proportion of the total cohort in S1 | 23 | 29 | 22 | 17.8 | | |
| 95% of students receiving an ACT Senior Secondary Certificate (93% in 2015) | 93 | 95 | 92 | 96.4 | | |
| 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate | 27.5 | 23.4 | 30.4 | 20.5 | | |

Perception Data

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|------|--------|--------|--------|--------|--------|
| NA | | | | | | |

School program and process data

| Targets or Measures | Base 2015 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|--|--------------|--------------|-------------|-------------|-------------|-------------|
| 5% increase of students reporting plans to go on to further study or employment in | Not measured | Not measured | 93.4 | 98 | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| the Gungahlin College Year 12 exit survey (not measured in 2015) | | | | | | |
|--|--|--|--|--|--|--|

What this evidence tells us

- The student learning data indicates a strong and steady improvement over the four years of the plan. The reduced numbers of students receiving void grades and the increase in students receiving their ACT Senior Secondary Certificate to 96.4% is the result of our redeveloped House model where each student is tracked, and interventions applied to support students.
- Students reporting that they are going onto further studies or employment after completing Year 12 has risen by 4.6% and reflects the work of our Careers staff working closely with our House teams to support students in their future pathways.

Our achievements for this priority

Throughout 2018, the College built an innovative model of supporting students through RTI and tracking student progress – attendance and wellbeing. This has been successful in reducing the number of students receiving Void (V) grades as well as sustaining increases in the numbers of students receiving an ACT Senior Secondary Certificate and taking up VET opportunities to achieve VET qualifications. The Careers team have been highly effective at working closely with the House team to support students find alternative pathways when identified. We continue to build closer connections with parents and carers through targeted and timely Parent Forums that have been well attended. This has strengthened home-school partnerships and increased support to students.

Challenges we will address in our next Action Plan

We continue to support students and use data to support ensuring that students are in the ‘right’ package and courses for them to succeed. This will be an ongoing priority as we continue to work with parents around their perceptions and expectations. We will work on strengthening across sector understandings between the PEA P to 10 schools and the College.

We will begin the implementation of PBL next year. With the three identified expectations; Striving to Learn, Taking Responsibility and Respect to develop a clear and consistent approach to students as they transition into the college setting. We will work towards developing and implementing an acknowledgement system of student demonstration of the PBL expectations through the use of Sentral reporting of positive incidents and the House model.

Priority 3: Vibrant Community

Targets or measures

By the end of 2020 we will achieve:

- 85% or more students agree or strongly agree that they like being at school
- 80% of parents agree or strongly agree that community partnerships are valued and maintained.
- 95% of staff agree or strongly agree that staff are well supported at the school.
- 35% of parents participate in the annual School Satisfaction Survey
- 50% of students participate in the annual School Satisfaction Survey
- 100% of staff complete at least one 'Mind Matters' module annually Key Improvement

In 2018 we implemented this priority through the following strategies.

- *Explore and implement new ways to engage the community in the work of the college*
- *Continue to experiment with and establish modes of improving community wellbeing*
- Gungahlin College Positive Behaviour for Learning Program will be introduced and implemented across the College embedding a culture of high expectations and student efficacy. (this isn't one of the strategies in our Strategic Plan)

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 |
|---------------------|------|--------|--------|--------|--------|--------|
| NA | | | | | | |

Perception Data

| Targets or Measures | Base 2015 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|--|-----------|-------------|-------------|-------------|-------------|-------------|
| 85% or more students agree or strongly agree that they like being at school | 78 | 70.28 | 64.91 | 75.64 | | |
| 80% of parents agree or strongly agree that community partnerships are valued and maintained | 72 | 71.38 | 57.46 | 77.58 | | |
| 95% of staff agree or strongly agree that staff are well supported at the school | 82 | 66.2 | 81.7 | 72.4 | | |

School program and process data

| Targets or Measures | Base 2015 | Year 1 2016 | Year 2 2017 | Year 3 2018 | Year 4 2019 | Year 5 2020 |
|--|-----------|-------------|-------------|-------------|-------------|-------------|
| 35% of parents participate in the annual School Satisfaction Survey | 17 | 14 | 13 | 17.1 | | |
| 50% of students participate in the annual School Satisfaction Survey | 30 | 43 | 52 | 30 | | |

| | | | | | | |
|--|-----|-----|-----|-----|--|--|
| 100% of staff complete at least one 'Mind Matters' module annually Key Improvement | n/a | 95% | n/a | n/a | | |
|--|-----|-----|-----|-----|--|--|

What this evidence tells us

- The evidence reflects a strengthening of the school community particularly for our students and their parents.
- Student perception data reveals that students 'like being at school' has risen by more than 10%.
- Parent perception data indicates that parents feel 'that community partnerships are valued and maintained' has risen more than 20%.
- Staff agreeing that they 'are well supported at the school' has declined this year. Staff wellbeing and social capital will be a focus area in next year's Action Plan.
- The percentage of students who participated in the School Satisfaction Survey declined to 30% from 52%. This was a result of the change in Connect groups to the House model. We will focus on increasing student voice and participation next year.

Our achievements for this priority

Our new House system continues to build a sense of connection and belonging for our students where assistance is readily available for each student on their House line. This model also built in authentic opportunities for students to participate in community and extra-curricular activities outside of their academic studies to strengthen the sense of belonging and build a vibrant community. House groups are attached to an organisation and support this through raising awareness as well as fund-raising. House competition across student participation and fundraising has begun to create a healthy competitive spirit across the House groups. We have built a system of acknowledging student success which has supported increases in satisfaction amongst our students and parents. Students indicated 'this school celebrates the achievements of students', increasing from 57.8% in 2017 to 76.23%. This is supported by parent perceptions data indicating 'the achievements of students are celebrated at my child's school' has increased from 63% to 82%.

We have strengthened and developed partnerships with organisations to provide opportunities and supports for students (Fernwood Fitness Gungahlin, Gungahlin Guardian Early Learning Centre, Change the Frame, Museum of Australian Democracy, SHLIRP, and OzHarvest ACT). We continued our focus on developing cultural integrity and developed a partnership with [AIME](#) to support our Aboriginal and Torres Strait Islander students through mentoring and tutorial support. As a community we designed and developed our Reconciliation Garden working with members of the indigenous community and held an official opening.

Challenges we will address in our next Action Plan

Moving into next year we will focus on:

1. strengthening community connections and partnerships
2. exploring various modes of improving community wellbeing
3. continuing our commitment to reconciliation and work towards the development of a RAP as a community.

As we prepare for increasing student enrolment numbers we will focus on wellbeing of all community members - student and staff with aim to increase staff agreement they 'are strongly supported at the school'.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

n/a

**A copy of the QIP is available for viewing at the school.*