

Impact Report 2020

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.

Note: Due to the significant disruptive events of 2020 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 2020 our school supported this Strategic Indicator through – Priority 1, 2 and 3 (see reporting for detail):

- Continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College for all students
- Explore various modes of improving community wellbeing with a focus on staff wellbeing
- Continued commitment to reconciliation

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 and 2 (see reporting for detail):

- Embedded and adapted the Instructional Leadership model
- Personalised learning through Professional Learning Communities (Teacher Learning Communities, TLCs at GC)
- Enhanced educational initiatives through innovation
- Enhanced leadership capacity of staff

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 1 and 2 (see reporting for detail):

- Personalised learning through Professional Learning Communities (Teacher Learning Communities, TLCs at GC)
- Continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College for all students.

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 2020 we implemented this priority through the following strategies.

- Embedded and adapted the Instructional Leadership model
- Personalised learning through Professional Learning Communities (Teacher Learning Communities, TLCs at GC)
- Enhancing educational initiatives through innovation
- Enhanced leadership capacity of staff

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	S1: 2.90 S2: 2.99	S1: 2.97 S2: 3.02
Improved success of graduates as measured by: 95% of students receiving an ACT Senior Secondary Certificate	93	95	92	96.4	97.2	97.5
30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate	27.5	23.4	30.3	20.5	18	16

Perception Data

Targets or Measures	Base 2015	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020
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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	77.94	65.00
85% or more students agree or strongly agree that their teachers motivate them to learn	77.23	67.12	64.46	69.06	68.28	56.50
85% or more students agree or strongly agree that they like being at school	77.63	70.28	64.91	75.64	70.09	55.10

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of Professional Learning Teams report against an evidence base	n/a		100%	n/a	100%	100%

What this evidence tells us

- The data indicates a slight increase in the grade point average compared with the previous two years across each semester. The grade point average for semester two is the highest it has been for the duration of our Improvement Plan.
- The percentage of students receiving an ACT Senior Secondary Certificate has fluctuated over the four years but had declined in 2017 and was the highest it has been for the duration of this Improvement Plan at 97.5% this year.
- The proportion of students obtaining a vocational qualification declined. More students overall are accessing vocational opportunities with many achieving competencies (173 statements of attainment) but not completing the full certificate.
- Student satisfaction data indicated a decline in student perceptions that they are 'receiving a good education', 'that their teachers motivate them to learn', and that '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 some fluctuations in grade point averages. In 2020 97.5% (511 students) students received an ACT Senior Secondary Certificate and we continue to support Vocational Education and Training (VET) opportunities for students. Over 75% of these students received an ATAR result which will provide direct entry into university; AND 15% received an ATAR over 90. Our Dux, Phillip Caisip received an ATAR of 99.25.

With the disruptions of online learning and the challenges that were presented during the year the percentage of students achieving their Senior Secondary Certificate remaining strong at 97.5% and is a credit to the college staff and to our students.

During 2020 staff adapted quickly to learning remotely with specific challenges in the practical areas of Wood and Metal Technology, Outdoor Education, Visual and Performing Arts and Hospitality. Students found it challenging to adapt so quickly and to work independently during this time. The student satisfaction results reflect students' feelings during this time. Second semester was much more settled for our students as they reconnected and engaged in learning and in our community events as extra-curricular activities expanded.

During the year we collected feedback and reflected upon the lessons learned from this disrupted period in education and were determined to innovate and improve the quality of our teaching and learning across all programs. We embarked upon an inquiry project focussing on the development of 21st century skills in our students and refined the vision of our school. We adapted the timetable structure to build in flexibility of learning opportunities for our students.

We implemented this priority through the following strategies.

- Teachers re-engaging in Teacher Learning Communities to develop professionally, focussing on the pedagogies that will support development of 21st century learning skills in our students. Staff received feedback on their teaching practice to support improvement. This was reflected in the staff satisfaction data with above system average responses to 'staff get quality feedback'.
- A commitment to student voice - the College was involved in an ACT College student voice survey. This involves student evaluations for each course. This survey gives important feedback on the teacher and each faculty.

Challenges we will address in our next Action Plan

With the clear school improvement agenda in place, the vision is clear to the staff. Next year will begin with PL conducted by Stephen Garnett on Cognitive Load Theory as we support our teachers develop their pedagogy to support our students be more actively involved and engaged in the learning process.

Going into next year we will support and build the capacity of the school leadership team as Instructional Leaders with Professional Learning allowing them to differentiate their approach to meet individual teacher needs. Through PLCs, we will address teacher capacity in enhancing pedagogy and strengthen reflective practices.

We will continue to focus on maximising learning for all students. System data displays a normal distribution of grades, with a relatively higher proportion of C grades but an increase in A grades on previous years. We are committed to and have invested in renewal of innovations and building staff capacity to try new things in classroom learning environments and will further opportunities for staff to share great practice.

This work will be supported by the development of a Pedagogical Framework document and a Professional Learning Plan for 2021 and 2022.

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 2020 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 for all students through:
 1. Strengthen PBL to ensure high expectations for all students across the College community
 2. Embed systematic tracking of V Grades at each faculty level
 3. Strengthen cluster collaborations

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	S1: 18.9 S2: 16.4	S1: 21.4 S2: 18.9
95% of students receiving an ACT Senior Secondary Certificate (93% in 2015)	93	95	92	96.4	97.2	97.5
30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate	27.5	23.4	30.4	20.5	18	16

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
n/a						

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	Not measured	Not measured	93.4	98	99.1	98.2

in the Gungahlin College Year 12 exit survey (not measured in 2015)						
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What this evidence tells us

The percentage of students receiving void grades was higher in semester 1 in comparison with that of previous years, however, following a systematic process to consistently monitor and manage these the percentage of void grade these declined in semester 2. This is not unexpected given the disruption to education that we experienced this year.

The proportion of students obtaining a Year 12 Certificate or ATAR remained strong. This is a credit to the work of our teacher given the challenges that this year presented.

The proportion of students obtaining a vocational qualification declined with the numbers of students engaged in gaining vocational competencies remained high but not fully completing the qualifications.

Students reporting that they are going onto further studies or employment after completing Year 12 remains extremely strong 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

This year the implementation of strategies to support this priority was significantly impacted upon by restrictions and health priorities.

We held a successful Connect Day for our Year 11 students at the beginning of the year to support the development of College life and skills needed in the senior secondary years.

We maintain our commitment to continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College for all students however, we were unable to hold Open Night, Course Information Night, cluster school meetings or Parent Forums this year. We adapted to this through virtual tours and recordings and visits to the cluster school Year 10 classes.

Parent information was provided via video, our website and social media. We held an extraordinarily successful Orientation Day on Monday 7 December for our incoming Year 10 and 11 students with outstanding attendance and excellent feedback from students feeling confident about the transition to college.

Challenges we will address in our next Action Plan

We refocus on high expectations for all college members next year with a specific focus on the universal strategies that support all students and positive relationships through meaningful connections. This will be achieved through all staff being involved and actively engaged in the House system and connected to a House group.

We will reconnect to our cluster schools aiming to strengthen our cluster connections particularly in our three P to 10 schools to support transitions involving curriculum, assessment and grades awarded through collaboration at the faculty level to develop authentic and ongoing connections.

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 2020 we implemented this priority through the following strategies.

- Strengthen community connections and partnerships
- Explore various modes of improving community wellbeing with a focus on staff wellbeing
- Continued commitment to reconciliation

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
N/a						

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	70.09	55.10
80% of parents agree or strongly agree that community partnerships are valued and maintained	72	71.38	57.46	77.58	66.67	Too few responses to be valid
95% of staff agree or strongly agree that staff are well supported at the school	82	66.2	81.7	72.4	76.9	70.6

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	21.4	16.3
50% of students participate in the annual School Satisfaction Survey	30	43	52	30	50	36

100% of staff complete at least one 'Mind Matters' module annually Key Improvement	n/a	95%	n/a	n/a	n/a	n/a
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What this evidence tells us

- The evidence reflects mixed results around the school community connections.
- Student perception data on students 'like being at school' has declined.
- Staff agreeing that they 'are well supported at the school' has declined slightly.
- The percentage of parents and students who participated in the School Satisfaction Survey is lower this year.

Our achievements for this priority

This priority was impacted by the disruptions to education and restriction in place this year. We maintained partnerships and reconnected with our valued partners within the community. Students participated once again in the Light Rail Safety Campaign in conjunction with CMET acting out a scenario to create an advertisement. This was a major marketing campaign with our community partner Light Rail with considerable media attention.

Our investment in Youth Worker and Indigenous Liaison Officer this year provided the much-needed support for our young people to ensure they could focus on their studies as well as maintaining health and wellbeing. Our commitment to cultural integrity and reconciliation continues and progress was made this year strengthening our connections to Aboriginal and Torres Strait Islander community members.

Students performed the musical, *Popstars* to a live audience following the lifting of restrictions. It was fun and heart-warming production.

The college hosted onsite end of year celebrations to mark the achievements and milestones of our students including; Year 10 SMART Celebration, Year 12 Formal, our annual Awards Reception with sponsors support and our Year 12 Graduation of 511 graduating class of 2020.

Challenges we will address in our next Action Plan

Moving into next year we will focus on:

- Strengthening communication and connections with the whole staff across the College through targeted and planned morning teas, Staff Briefings and Staff PL through PLCs.
- Explore various modes of improving community wellbeing with a focus on building strong relationships across the college through the House system.
- Continued commitment to reconciliation and development of RAP - continue to build staff capacity in cultural integrity utilising the cultural integrity continuum to identify focus areas and plan. We will build staff confidence to include indigenous perspectives in the curriculum and in classrooms consistently and authentically. We aim to strengthen the pathways supports for Indigenous students and improve outcomes for this group through our continued investment in an Indigenous Liaison Officer.

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.*