

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, 2 and 3 (see reporting for detail):

- Personalised learning through an RTI model
- Continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College for all students.
- Continued commitment to reconciliation and development of RAP

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):

- Consolidate the Instructional Leadership model across the faculties
- Personalised learning through RTI model (through PLCs and PL)
- Embed PBL with explicit high expectations for all students across the College community

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 RTI model
- Revitalise Gifted & Talented education
- Embed PBL with explicit high expectations for all students across the College community

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 2019 we implemented this priority through the following strategies.

- Consolidate the Instructional Leadership model across the faculties
- Personalised learning through an RTI model
- Revitalise Gifted and Talented education

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	
Improved success of graduates as measured by: 95% of students receiving an ACT Senior Secondary Certificate	93	95	92	96.4	97.2	
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	

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	77.94	
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	
85% or more students agree or strongly agree that they like being at school	77.63	70.28	64.91	75.64	70.09	

School program and process data

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

- The data indicates a decrease in the semester 1 grade point average compared with the previous two years. However, 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 96.4%.
- The proportion of students obtaining a vocational qualification declined. More students overall are accessing vocational opportunities with many achieving competencies but not completing the full certificate.
- Student satisfaction data indicated no significant change in student perceptions that they are 'receiving a good education' and 'that their teachers motivate them to learn', however, there was a slight decline in student perception 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 2019 97.2% of students received an ACT Senior Secondary Certificate and we continue to support Vocational Education and Training (VET) opportunities for students. One Gungahlin College student received an ATAR over 99, 17.5% of Tertiary students received an ATAR over 90, 36% over 80, 47.5% over 75 and 74.4% received an ATAR over 65.

In 2019 we implemented this priority through the following strategies.

- Consolidate the Instructional Leadership model across the faculties

Across the College school leaders conducted lesson observations, walk throughs and had conversations about quality teaching, engagement of students and meeting student's needs.

- Personalised learning through an RTI model

This was achieved through the College's Teacher Learning Communities (TLCs) across faculty teams. Staff capacity was built through the PL in Dylan Wiliam, *Assessment for Learning*. Staff shared practice, observed and gave feedback to each other on these strategies of differentiation and giving effective student feedback. The College was also involved in an ACT College student voice survey. This involves student evaluations for each course, each semester. This survey gives important feedback on the teacher and each faculty generally. Parent satisfaction data indicates an increase in their perception that "my child's learning needs are met at this school", rising from 67.7% to 74.4%.

- Revitalise Gifted and Talented education

116 GCS students have sat CAT 4 tests. Advanced Learning Plans have been written based on students' strengths and areas for improvement and approved by parents/carers. These were accessible to all staff. G&T students engaged in a range of extracurricular activities according to identified interests and talents. This included attendance at the Australian Science Fair and Gungahlin College forming part of the Australian Schools Science Network. 14 students in year 12 graduated from a range of ANU Extension Courses.

Challenges we will address in our next Action Plan

Gungahlin College has the frameworks established now in Instructional Leadership and TLCs. Going into next year we will support and build the capacity of the school leadership team as Instructional Leaders following a time with many leaders acting in their roles. Through the PLCs, we will address teacher capacity and confidence in giving useful feedback as this has declined in the staff satisfaction data.

We will continue to focus on maximising learning for all students. Following the expansion of the instructional model we will formalise and systematise a structured Response To Intervention (RTI) model for all classes. System data displays a normal distribution of grades, with a relatively higher proportion of C grades compared to other grades and other ACT Colleges. A focus on assessment criterion and grade decisions at Teach Meets, within our TLCs and across faculties will analyse and investigate this trend further in 2020.

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 2020.

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 2019 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. Embed PBL with explicit high expectations for all students across the College community
 2. Strengthening relationships and improved communications with parents and carers
 3. Expand and 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	
95% of students receiving an ACT Senior Secondary Certificate (93% in 2015)	93	95	92	96.4	97.2	
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	

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	

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 slightly higher in semester 1 than the previous year, however, following a systematic process to consistently monitor and manage these the percentage of void grade for semester 2 was the lowest it has been for the duration of this Improvement Plan.
- The proportion of students obtaining a Year 12 Certificate or ATAR remained relatively constant.
- 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 we implemented this priority through the following strategies with a commitment to continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College for all students through:

- Embed PBL with explicit high expectations for all students across the College community We implemented acknowledgement systems through two ceremonies to acknowledgement students' achievements each semester. The PBL team developed a *shout out* acknowledgement system to acknowledge the positive contributions of community members, staff and students. The Student Wellbeing and Behaviour Management Procedures document was updated with the principles of PBL underpinning it and PL was provided for staff.
- Strengthening relationships and improved communications with parents and carers Two successful Parent Forums in Sem 1. Term 1 – Year 11 with [127 RSVPs](#) Term 2 – Year 12 with [113 RSVP](#) , Open Night on 23 May, Course Information Night, visits to high schools, Term 3 – Year 11 T Scaling and Meshing Workshop, Term 4 – Year 11 Transitioning to Year 12.
- Streamline communications through the College website and social media Student Academic Handbook is live on GNGC website. Staff Handbook is live on SAS dashboard. Gungahlin College Public Communications Guide is now on SAS, which supports staff in understanding public communications methods.
- Expand and strengthen cluster collaborations Two cluster staff meetings with the three P-10 schools (Harrison, Amaroo and Gold Creek) was held each semester. Two Teach Meets, one each semester involved all ACT College staff.

Challenges we will address in our next Action Plan

We have developed our PBL expectations around, Striving to Learn, Respect and Responsibility and embedded these into procedures and our school culture. We will continue to utilise student

voice to gather feedback around transitions and PBL. We will involve students in the rebranding of our PBL expectations to ensure students value this and feel a sense of connection to it.

We will continue to systematise tracking of V grades at each faculty level to ensure communication, supports and interventions are put in place for every student at risk of a void grade.

We will continue to strengthen our cluster connections particularly in our three P to 10 schools to support transitions involving curriculum, assessment and grades awarded through collaboration.

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 2019 we implemented this priority through the following strategies.

- Strengthen community connections and partnerships
- Explore various modes of improving community wellbeing
- Continued commitment to reconciliation and development of RAP

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	
80% of parents agree or strongly agree that community partnerships are valued and maintained	72	71.38	57.46	77.58	66.67	
95% of staff agree or strongly agree that staff are well supported at the school	82	66.2	81.7	72.4	76.9	

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	
50% of students participate in the annual School Satisfaction Survey	30	43	52	30	50	
100% of staff complete at least one 'Mind Matters' module annually Key Improvement	n/a	95%	n/a	n/a	n/a	

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 slightly.
- Parent perception data indicates that parents feel 'that community partnerships are valued and maintained' has declined.
- Staff agreeing that they 'are well supported at the school' has increased.
- The percentage of students who participated in the School Satisfaction Survey increased from 30% to 50%.
- The percentage of parents who participated in the School Satisfaction Survey is the highest it has been for the duration of this Improvement Plan at 21.4%.

Our achievements for this priority

We implemented this priority through the following strategies.

- Strengthen community connections and partnerships

Alumni students continue to tutor in blended learning sessions. Several have offered to return to speak at Careers Forums. Alumni students have facilitated connections eg at a local childcare centre for the Social and Community Services classes studying childcare.

A number of partnerships have been developed. Breakfast club supported by two bakeries, The Cheesecake Shop and Rotary. Breakfast Club now operates three days of the week including a lunch option for students. Staff are recognised with weekly awards from McGrath real Estate and Atlas Café. Light Rail representatives spoke to Business classes re market research and Marketing. Our graphic design classes were involved in a partnership between Light Rail, Canberra Metro and Gungahlin College in the development of the Canberra Light Rail Safety Campaign. Gungahlin College in partnership with Recognised Training, Skills Canberra and five of the top restaurants in the ACT offered a program, *Hot Start* that provides our students with pathways to enter the Hospitality industry.

- Explore various modes of improving community wellbeing

We are developing partnerships with Barnardos, Northside Community Centre, Y-engage to coordinate the Gungahlin Messengers Program in 2020.

We held three successful alternative learning days that allowed the school to cater for the diverse student learning needs. These included; Connect Day (a day supporting Year 11 orientation to senior secondary), Pathways Beyond College Day and Big Day In (a day support Year 11 and 12 students be prepared for the AST).

Diversity and Inclusivity Week of network events with local leaders (Ministerial, AEU, ACT ED leadership) and local feeder schools and partner college Dickson celebrated our 'Wear it Purple Week'.

- Continued commitment to reconciliation and development of RAP

We continued our commitment to reconciliation. Staff were engaged in PL provided by our Cultural Integrity team including Adam Schipp – Walk on Country, Language and Cultural

Awareness. Diversity celebrations and Assemblies were held where staff and students acknowledged and celebrated their country, their mob, their identity. We continued our partnership with AIME to support our Aboriginal and Torres Strait Islander students with mentoring and tutorial support. To support successful transitions, we held a targeted transition visit for Aboriginal and Torres Strait Islander students, community members and their support people from the cluster schools at the College.

Challenges we will address in our next Action Plan

Moving into next year we will focus on:

- Strengthening communication with staff across the College through targeted and planned Staff Briefings and Staff PL.
- Explore various modes of improving community wellbeing - we start the year with expert presenter on positive psychology, Daniella Felecki and will build staff understanding and capacity in this area to support wellbeing and social capital. We will work towards embedding the PERMA model in teaching and learning as well as in our pastoral care model. As we continue to prepare for increasing student enrolment numbers we will focus on wellbeing of all community members - student and staff.
- 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 will invest in an identified Indigenous Liaison Officer to support students, families and community connections and work towards the development of a RAP. We aim to strengthen the pathways supports for Indigenous students and improve outcomes for this group.

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.*