

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred a N/A or 0 (zero) 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 2 (see reporting for detail):

- Implementation of an explicit whole school SEL program
- Expansion of our small group programs
- Development of a Cultural Integrity plan and re-launch of Mindyigari Centre for Excellence
- Engagement of an Indigenous Education Officer and improved community links
- Story Ground partnership with the University of Canberra

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Consistent whole school pedagogy focusing on Visible Learning
- Development of a whole school data plan
- Establishment and resourcing of The Learning Hub
- Creation of a whole school data plan taking into account the full range of college data

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Creation of a whole school professional learning plan aligned with the school's improvement agenda
- Engaging students as key stakeholders in their learning so that student voice is captured and evident across the college

Reporting against our priorities

Priority 1: Enable all students to achieve a minimum of one year's growth for one year's learning

Targets or measures

By the end of 2020 we will achieve:

- Growth in the proportion of grades awarded at C grade and higher across semesters
- Effect size ≥ 0.4 on Reading, Maths and Science online PAT tests
- Increase proportion of all students attaining at Secondary School Certificate above 88%

In 2020 we implemented this priority through the following strategies.

- Establishment of baseline literacy and numeracy data for incoming Year 10 and 11 students
- Creation of a data plan incorporating the full range of college data

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	2020	2021	2022	2023	2024
Growth in proportion of C Grades and above Year 11	65%	54%				
Growth in proportion of C Grades and above Year 12	65%	63%				

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
<i>Attain and consistently maintain scores above system average in the following three perception items:</i>						
• <i>My teachers expect me to do my best</i>	1.5%	-3.2%				
• <i>I'm satisfied I'm getting a good education at this school</i>	-1.8%	-				
• <i>I am satisfied that this school has high expectations in all that it does</i>	-6.6%	-5.4%				

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
Increase proportion of students attaining SSC	83%	79%				

What this evidence tells us

2020 was an atypical year in education, and the impacts of COVID-19 social distancing requirements, along with a remote learning period had a significant impact on student and staff wellbeing and learning. The personal circumstances of some students resulted in them leaving school to pursue employment.

In relation to the measurement of award of C grades and above, although the overall rate of the C grades and above was statistically lower overall, there was growth in the award of these grades for students studying a tertiary package, and an overall decline for those students studying an accredited package. This will be more closely monitored in 2021.

Our achievements for this priority

- Consistent whole school pedagogy focusing on Visible Learning
- Development of a whole school data plan
- Establishment and resourcing of The Learning Hub
- Creation of a whole school data plan taking into account the full range of college data

Challenges we will address in our next Action Plan

- Implement Visible Learning approach to enable teachers to become evaluators of their own practice and impact
 - Create a college data plan that incorporates the full range of college data
 - Develop a whole school professional learning plan that aligns with the school's improvement agenda and focuses on individual performance enhancement including feedback, mentoring and coaching
- Evaluate of initiatives and programs to systematically review their effectiveness towards producing the desired improvements in student learning

Priority 2: Students graduate with a strong sense of personal wellbeing and learning dispositions that prepare them for successful transition beyond college

Targets or measures

By the end of 2020 we will achieve:

- Reduction in V grades from previous semester to current semester each year
- Increase mean AST scores across all five AST components
- Students report a high level of wellbeing and connectedness to college
- Reduce proportion of special considerations for estimates and status

In 2020 we implemented this priority through the following strategies.

- Implementation of a whole school SEL program
- Targeted wellbeing interventions to meet student need
- Increase student leadership opportunities and student voice

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	2020 S1	2020 S2	2021	2021	
Reduction in V grades from previous semester to current semester each year	22%	23%	16%			
	Base	2020	2021	2022	2023	2024
Increase mean AST scores across all five AST components	139.25	136.56				

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Students report a high level of wellbeing and connectedness to college	-	N/A				

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
Reduce proportion of special considerations for estimates and status	16%	N/A				

What this evidence tells us

This year, the school placed a high priority on meeting the learning and wellbeing needs of students in a holistic way. There was a focus on supporting those students who had experienced negative impacts to their learning and putting supports in place to ensure that

where possible, students would graduate with their cohort. We also started to explore the concept of 'participation and engagement' rather than base decisions to 'V' grade on a requirement of 90% face to face attendance which has impacted the rate of void grades. This work will continue to be progressed over the 2021 school year.

Where the school had intended to include school specific questions in the School Satisfaction Survey, this was not available for schools to include and therefore some of the data could not be collected.

Our achievements for this priority

- Implementation of an explicit whole school SEL program
- Expansion of our small group programs
- Development of a Cultural Integrity plan and re-launch of Mindyigari Centre for Excellence
- Engagement of an Indigenous Education Officer and improved community links
- Story Ground partnership with the University of Canberra

Challenges we will address in our next Action Plan

- Implementation of explicit whole school SEL program
 - Implement structured LINK program
 - Target wellbeing interventions to meet student need
- Engage students as key stakeholders in their learning so that student voice is captured and evident across the college
 - Increase student leadership opportunities and student voice

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