Canberra College

Network: South Canberra/ Weston

Impact Report 2022

The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and *Future of Education Strategies*

The <u>*Future of Education Strategy Foundations*</u> details our vision for how this priority will change the experience of school for our students. Students will be better connected to the college and its community. They will demonstrate greater engagement in their learning and their learning outcomes.

<u>Students at the Centre</u>

Each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates.

There is a focus on the practices that prioritise and support the engagement of every student in their learning. Young people are active participants in their learning, making informed decisions about what and how they learn as well as how their learning environment operates. Student wellbeing is an essential element of the learning environment.

<u>Strong Communities for Learning</u>

A strong education system requires a strong community, with schools acting as a hub for education and support services.

Recognising that teachers and school leaders work in partnership with families, support staff and other professionals, results in a reorientation of schools as multi-service environments. Practitioners, policy makers and system leaders must innovatively collaborate to ensure strong supports in and around schools.

In 2022 our school supported this foundation through – Priority 1

Analysis ◻ Priorities ◻ Strategies ◻ Actions ◻ Impact (for student)

Reporting against our priorities

Priority 1: To advance the engagement and connectedness of our students across the college.

Targets or measures

By the end of 2024 we will achieve:

- Increased engagement of students in college programs and successful course completion
- Increased connection to the college community through participation in focus groups, student feedback and student leadership opportunities
- Increase in student engagement in co-curricular opportunities
- Increase in positive affect domains in the school climate survey and commensurate decrease in negative affect domains.

In 2022 we implemented this priority through the following strategies.

- Develop our school wide data and analyse it in more depth including qualitative data gathering through interview and focus groups to develop greater student agency in the educational program
- Pilot of a Hybrid e-Learning Program to enable more equitable access to college courses
- Professional learning and involvement of the administrative team in support of student wellbeing

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. of note is the amended School Improvement Plan in 2022 due to target setting being incomplete in 2021. A new Senior Executive team has taken responsibility for this adjustment in 2022. Whatever data could be located is tabled below.

Student learning data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5
ACS V grades as % of all units (T students)	N/A	N/A	3.29%			
ACS V grades as % of all units (A students)	N/A	N/A	19.2%			

Perception data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5
School Climate Survey- Belonging	N/A	61.3%	58.1%			
School Climate Survey - Wellbeing	N/A	62.6%	59%			
School Climate Survey - COVID Anxiety (note: referenced to triangulate with other data)	N/A	22%	14%			

Analysis ▢ Priorities ▢ Strategies ▢ Actions ▢ Impact (for student)

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5
Canberra College Excellence Awards	N/A	N/A	23			
Student participation in careers programs within the community - ASBA	N/A	86	114			
Student participation in careers programs within the community - W/Ex	N/A	349	218			
Number of students engaged in external competitions and programs	N/A	38	103+			

What this evidence tells us

All data gathered thus far are new measures as there were no targets actually set in 2021. What this data shows though, is a contrast in student wellbeing and connectedness to concerns over the pandemic. Student anxiety regarding the COVID pandemic has declined quite dramatically. One element that may be an influencing factor which has not been measured at all, is the current teacher shortage. A large number of classes had to be flexed this year due to COVID and the lack of relief teachers available to cover. Normal school wide programs were a bit limited and students were discouraged from remaining on campus when not in classes.

Engagement in ASBAs particularly highlights cost of living pressures on families and wanting to support a direct graduation to the workforce from those ASBAs. Work experience numbers declined again due to lack of access during the height of restrictions across the ACT.

Successful student surveys and focus groups ran in semester 1 and semester 2 in 2022 involving students from across the college representing every roll call group. Feedback was given to senior executives and recorded leading to the following actions: improved recycling program across the college, improved parking facility, review of AST process, prioritising quality feedback from teachers on assessments and increasing the number of community events. One item not actioned at this stage was streamlining the student communication schedule.

High enrolment numbers enable the college to maintain a broad offering for students to choose from. Students were able to select from 126 subjects. Student agency and choice within the pathways, curriculum and time table options remains high with the indicative measure of class and line choices currently operating between 86 and 97 percent of student preferences. This is a further indication of inclusion pathways and the student agency to select individualised learning programs at Canberra College.

Our data sources have changed to be better able to track all facets of student engagement at the college. There are a number of pathways that engage students in formal academic progress. A Sense of Belonging at School though, is measured through engagement with co-curricular opportunities such as the Wellbeing Expo and Connection day.

The most effective measures are those listed above and the concentrated qualitative feedback we are obtaining from the Focus Groups run via the Student Leadership group.

The focus for 2023 at this stage is returning to pre pandemic implementation of school routines and co-curricular activities as much as possible. We will further develop HeLP as an inclusion

Analysis Priorities Strategies Actions Impact (for student)

option for students within the college. We have commenced closing the feedback loop with students who participated in the Focus Groups, ensuring that actions from those forums are implemented and communicated accurately to the students.   This process will be embedded in the school calendar, with focus groups expected to happen in semester 1 and 2 of 2023.

Our achievements for this priority: To advance the engagement and connectedness of our students across the college.

- **Develop our school wide data and analyse it in more depth including qualitative data gathering through interview and focus group (Students at the Centre)**

  - The Student Leadership Group ran a survey and two Focus Group sessions in conjunction with Senior Leadership at the college. The Year 12 Focus Groups had representatives from each Connect Group at the college to give recorded feedback and more qualitative data on a range of college issues. The Year 11 Focus Groups repeated this process in semester 2. This feedback has led to sustainability practice changes, better car parking facilities, revised AST preparation and review and a focus on communication to the student body.

- **Pilot of a Hybrid engagement model**
  - 8-10 students piloted the hybrid learning model in 2022. The model has been reviewed twice this year and we are currently refining a number of elements for 2023. There are mixed results with students with many successful outcomes (improvements on prior performance) and a much smaller number not engaged at all. We remain connected to those families and will plan on reaching out via the Social Workers in 2023.

- **Professional learning and involvement of the administrative team in support of student wellbeing**
  - Admin staff have undertaken a wide range of PL this year that is focused on the overall college program as one united team.

Challenges we will address in our next Action Plan

In 2023 we will:

- Continue the focus on, and development of, student agency, inclusion and equity by embedding these elements through unit survey feedback and by strengthening the Student Leadership Group and its processes through evaluation of staff actions

Analysis ◻ Priorities ◻ Strategies ◻ Actions ◻ Impact (for student)

- Expand and refine opportunities to promote equity and inclusion in educational delivery by expanding on HeLP and integrating strategies within the classroom that support DEP students

- Continue to develop the student support model at Canberra College to reflect increased diversity of the cohort by expanding the Social Worker program and re-modelling Student Services as Student Support

Priority 2:   To advance the effectiveness of classroom practice to enhance student outcomes

Targets/Measures to be achieved by 2024

- Increase engagement with PLCs to enhance student learning
- Increase student satisfaction with the effectiveness of instructional practice
- Increase quality feedback on classroom practice

In 2022 we implemented this priority through the following strategies.

- Focus on supporting instructional practices through coaching
- Focus on supporting instructional practices through online learning/PLCs

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	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5
Median ATAR (T students)	76	78.2	79.05			
Proportion % of C grade and above (A students)	N/A	N/A	64.21			

Perception data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5
Satisfaction Survey items -Teachers give useful feedback	61%	67%	65%			
School satisfaction -My teachers expect me to do my best	91%	N/A	78%			
School satisfaction- Teachers motivate me to learn	76%	N/A	68%			

Analysis 🡒 Priorities 🡒 Strategies 🡒 Actions 🡒 Impact (for student)

School satisfaction- Teachers take my concerns seriously	73%	69%	69%
School satisfaction- Staff get quality feedback on their performance	70.3%	51.4%	46%

School program and process data

Targets or Measures	Base 2020	Year 1 2021	Year 2 2022	Year 3 2023	Year 4 2024	Year 5
Proportion with strong PD score	83.6%	80%	74.6%			
Quality feedback for staff	70%	N/A	46%			
Completion of Masterclasses	N/A	N/A	new measure			

What this evidence tells us

All data gathered thus far are new measures as there were no targets actually set in 2021. What this data shows though, is an effect on staff wellbeing and connectedness to pedagogical improvement due to concerns over the pandemic. Saff anxiety regarding the COVID pandemic has declined but the subsequent spike in issues regarding workload and general stress levels are indicative of the various interruptions to PL supporting better student outcomes. One clear improvement that will flow from this year is around PLCs and a re-focus on practice that supports better student outcomes.

- The data shows a lack of sufficient feedback to teachers about their performance and this has declined dramatically. Without effective PLC support (face to face) staff have slightly disengaged from the PLC process. Late in the year, as we realised this outcome was insufficient, a new PLC model will be adopted and the staff have been briefed and included in this structural change.
- At this stage we are looking to more qualitative and effective unit evaluations to the complete data set informing PLC Leaders about classroom practices. Feedback is only useful if actioned and students will see that the effort is being made to act on their feedback. Indications are that this would motivate them to engage more strongly with the teacher which in turn will enhance their learning experience. The focus of this strategic priority is the interrelationship of visible learning/teaching and student outcome.
- We are going to focus in 2023 on more efficient and rigorous use of qualitative data from student forums and from unit evaluations. Coaching practice will be located within the PLC structures not external to it, to ensure that pedagogical development is based on student need as adjudged through PLCs.

Our achievements for this priority

- **Focus on supporting instructional practices through coaching**

  13 teachers completed the GROWTH Instructional Coaching training. Effective mechanisms for utilising those coaches in PLCs, however, was not effective so a new strategy was engineered. By the end of the year, a more transparent culture of

Analysis 🡒 Priorities 🡒 Strategies 🡒 Actions 🡒 Impact (for student)

developing strategic goals and actions was established through iterative executive group working forums.

- **Focus on supporting instructional practices through online learning/PLCs**

The executive team have engaged with Future Focussed Learning Portal and are looking at 2023 PL program. From within the executive group working forums, contact was made with Lee Crockett to engage with the Future Focused Learning Network and the executive group commenced a review of the online PLC environment. Towards the end of the year, a whole staff meeting was held to establish the working PL and the PLC requirements for 2023. The portal used by staff will have transparent outcomes and reportables directly focused on student outcomes.

Challenges we will address in our next Action Plan

In 2023 we will:

- Empower teachers and Administrative staff through future focused professional learning. Engage staff through PL based in the Future Focused Learning Network.
- Successfully transition to the Future Focused Learning Network and PLCs complete the Shifts of Practice and Masterclasses focused on learning Intentions and Success Criteria.
- Focus on supporting the learning needs of students by changing the physical environment to enhance student learning and pedagogical practices.

Analysis ▯ Priorities ▯ Strategies ▯ Actions ▯ Impact (for student)