

# Dickson College

Network: North Canberra/ Gungahlin

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## Impact Report 2023

### The purpose of this document

This document flows directly from our Action Plan for 2023 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

#### **Foundation:** Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1- Increase students' ability to demonstrate 21<sup>st</sup> Century skills.

- Develop course specific strategies to deliver the 5 Cs (includes Confident Self Manager)
- Develop strategies to measure improvement in delivering the 5Cs (communication, collaboration, creativity, critical thinking, confident self-management)

#### **Foundation:** Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 2 - Build a culture of coaching and evidence based professional reflection.

- Focus on effective pedagogies and improved teacher practice through whole school coaching model

### Reporting against our priorities

Priority 1: **Increase students' ability to demonstrate 21st Century skills**  
(4 Cs - Communication, Creativity, Critical Thinking, & Collaboration)

## Targets or measures

By the end of 2025 we will achieve:

- Growth in student performance on in AST writing task
- Growth in Year 12 Scaled results in English T
- Growth in Year 12 Scaled results in Mathematics T
- Growth in GPA across all courses

In 2023 we implemented this priority through the following strategies.

- Embed a common language and understanding of the 4Cs
- Work in faculties to design strategies specific to course areas to deliver the 4Cs
- Expand Mastery Learning Record project

*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		Y1 - 2021		Y2 - 2022		Y3 – 2023	
Growth in student performance on in AST writing task	142.4		146.2		146.80		151.2	
Growth in Year 12 Scaled results in English T	154.4		153.2		151.75		152.5	
Growth in Year 12 Scaled results in Mathematics T	157.6		155.5		152.87		156.5	
Growth in GPA across all courses	S1	S2	S1	S2	S1	S2	S1	S2
Whole College	3.19	3.25	3.16	3.25	3.16	3.20	3.1	3.16
Year 11	3.12	3.15	3.12	3.22	3.10	3.17	2.99	3.04
Year 12	3.29	3.40	3.20	3.28	3.23	3.23	3.21	3.28

### Perception data

Targets or Measures	Base - 2020		Y1 - 2021		Y2 -2022		Y3-2023		Y4-2024	
	DC	System	DC	System	DC	System	DC	System	DC	System
Academic Emphasis <i>Students</i>	76	78	76	77	73	73	62	71		
<i>Parents</i>	3.6	3.8	3.8	3.8	3.6	3.9				
School Identification	62	44	55	57	55	52	50	59		
Emotional Engagement	64	63	51	56	65	57	56	56		
Works Collaboratively (Personal and Social Capability Continuum)										
	S1	S2	S1	S2	S1	S2	S1	S2		
Year 11			3.86	3.76	3.58	3.85	3.66	3.74		
Year 12			4	4.17	3.87	3.87	3.87	4.05		

## Academic Emphasis

The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success.

## School Identification

Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured by school identification are whether a student is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; as well as whether they care about the school.

## Emotional Engagement

Emotional Engagement includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.

## Works Collaboratively

The Works Collaboratively measure is taken from report data where students have been assessed against the ACARA Personal and Social Capability Continuum. Works collaboratively is one of the elements in the Social Management domain and includes concepts such as ability to devise and enact strategies for working in teams and drawing on the skills and contributions of team members to complete complex tasks.

### *School program and process data*

Targets or Measures	Base	2022	2023	2024
Number of students engaged in Graduate Profile/Mastery Transcript at Dickson	15	20*	58	

\*Students were transferred to the Mastery platform differently than in 2021. Initiative was significantly disrupted due to other school priorities in 2022.

### What this evidence tells us

The data has highlighted several positives as well as opportunities for improvement. As for last year, data sets such as GPA growth in English and Mathematics need to be further examined for their usefulness in measuring growth towards Priority 1. Growth in AST writing task has considerably increased and is at its highest in at least the last five years. This is interesting data as in 2023 we did not have the staff required to run the AST prep program in its normal form and was instead online via instructional videos and online quizzes. In 2024 we will investigate what the impact is of a dual mode delivery model for AST preparation. Growth in the Works Collaboratively element indicates focus on self-management strategies in the transition's classes is impacting. Growth across whole school GPA is steady. The Mastery Learning Record started to gain traction this year with two R units running and student publishing and using their MLR to gain access to tertiary institutions.

Academic Emphasis results from the student survey has taken a significant drop. This is at odds to our very high ATAR and SSC completion rates. Potentially this data is skewed due to the timing of the Satisfaction Survey and a particular school incident regarding the AST prep program that happened in the same week. Regardless of they why, this indicates an opportunity to better communicate to

our students our drive and expectations for learning and achievement, along with celebrating student outcomes.

It is important to be cognisant of the disruptions experienced at Dickson College in 2022 with unexpected closures to large parts of the school that no doubt impacted some of the data sets.

### Our achievements for this priority

- Dickson College strengthened its Year 12 completion outcomes during 2023 and increased our ATAR median over 83.

Results	2020		2021		2022		2023	
	Dickson	ACT Public	Dickson	ACT Public	Dickson	ACT Public	Dickson	ACT Public
Senior Secondary Certificates*	95.80%	89.10%	96.12%	86.10%	97.56%		96.3%	
TES or ATAR (as % of SSC receivers)	61.70%	48.00%	63.10%	46.20%	61.3%		65.90%	
<b>ATAR Results</b>								
Median ATAR	82.45		82.15		82.07		83.5%	
ATAR and cumulative% of T Students								
99	2.90%		4.00%		1.5%		2.02%	
90	31.95%		35.00%		31%		29.14%	
80	59.70%		54.00%		56%		57.89%	
70	80.47%		76.70%		75.5%		74.49%	
60	95.26%		90.86%		94.4%		93.11%	
<b>Results for Indigenous Students</b>								
Senior Secondary Certificates	90%		86%		78.5%*		60%	
Awarded a TES or ATAR	40%		57%		42%*			

\*ACT BSSS Certification Data at end of 2023.

\* 5 Indigenous students enrolled in Year 12, 3 completing SSC

- Dickson College has seen a significant increase in the median ATAR and this is despite serious staffing disruptions to multiple courses during 2023.
- Dickson College continues to trend positively in Growth in the AST Writing task.
- The transition program focuses on self-management along with a refined school wide approach to delivering the 4 C's is showing positive signs for impact in the Works Collaboratively element of the Personal and Social Capability.
- The teacher coaching program focused on delivery the 4 C's in all classes is also likely positively impacting our results.

## Priority 2: **Improve students' self-management capability through building a culture of coaching and evidence based professional reflection**

### Targets or measures

By the end of 2025 we will achieve:

- Increase in assessment submission rates across all courses
- Increase class attendance/participation
- Students improve ability to work independently and show initiative

In 2023 we implemented this priority through the following strategies.

- Focus on effective pedagogies and improved teacher practice through whole school coaching model with focus on 5Cs

*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 2019		Y1-2021		Y2-2022		Y3-2023		Y4-2024
Attendance (In person/online averaged over 4 terms)									
Year 11	76.39%		77.74%		71.35%		91.14%		
Year 12	76.69%		73.08%		65.43%		91.88%		
	Base 2020		2021		2022		2023		
	S1	S2	S1	S2	S1	S2	S1	S2	
Percentage of assessment items submitted	85.3	86.6	86.4	84.7	87.4	87.7	89.7	89.1	
Year 11	84.1	85.1	87.0	84.6	88.4	88.1	88.6	86.9	
Year 12	87.2	89.1	85.8	84.9	86.1	87.2	91.0	91.8	

### *Perception data*

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4		
End of unit evaluation survey 'I was always engaged in this unit' – S2	36%*	70%	N/A	N/A			
End of unit evaluation survey 'My teacher presented learning activities that were challenging but achievable' – S2	58%	77%	N/A	N/A			
Increase School Climate item 'Resilience'	17	42	36	33			
Increase School Climate item 'Positive affect'	16	16	19	18			

	Base	Year 1		Year 2		Year 3	
<b>Expresses self appropriately</b>		S1	S2	S1	S2	S1	S2
Year 11		-	4.07	3.85	4.11	3.94	3.96
Year 12		-	4.37	4.16	4.2	4.14	4.38
<b>Develops self-discipline and sets goals</b>							
Year 11		3.65	3.87	3.78	3.94	3.75	3.8
Year 12		3.87	4.11	3.97	3.98	4.14	4.38
<b>Demonstrates resilience, adaptability, and confidence</b>							
Year 11		-	4.07	3.93	4.07	3.89	3.95
Year 12		-	4.32	4.16	4.15	4.13	4.23

## Resilience

Resilience is generally thought of as a positive adaptation after a stressful or adverse situation.

## Positive affect

Positive Affect can be described as the propensity to experience positive emotions and interact with others and with life's challenges in a positive way.

## What this evidence tells us

2023 saw a sizable increase in attendance and a strong performance in percentage of assessment items submitted. This is likely due to our increased resources and restructure of our Student Engagement team coupled with the focus on the 5<sup>th</sup> C – Confident Self Management.

We have seen steady increases in student achievement against Expresses self appropriately, develops self-discipline and sets goals, and demonstrates resilience, adaptability and confidence. This is a positive indicator that work on the 21<sup>st</sup> Century skills continues to build these capabilities in our students.

## Our achievements for this priority

Achievements for this priority are highlighted by our ATAR and completion rates, reported on above. The attendance and submission data no doubt has contributed to our ATAR and completion rates and has likely influenced student perception of their own capabilities which is reflected in the behaviours for learning data.

### **Challenges we will address in our next Action Plan**

- The 2024 Action Plan will focus priority 2 from the 2020-2025 School Improvement Plan
  - Improve Students’ self-management capability
- Use UDL strategies to engage students in decision making around their own learning.
- DC Connect: Deliver specific curriculum in targeting goal setting, reflection, self-regulation (behaviour monitoring), self-reinforcement, self-evaluation.
- Embed/refresh the Quality Teaching Model as the pedagogical framework of Dickson College with a focus on Classroom Practice: QTM- Dimension 2
- Build a data driven culture of planning – Know our students and what they need.