# Dickson College

Network: North Canberra/ Gungahlin

# Impact Report 2021

## The purpose of this document

This document flows directly from our Action Plan for 20XX 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 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Develop a Data Plan to support improvement
- Continued implementation of PAT and formative assessment

### Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Establish a vision for Teaching and Learning at Dickson College
- Teacher collaborative inquiry (PLC)

  > Continued schoolwide focus
    - Differentiated model for teachers
    - Link to UC Affiliated Schools

  > Continued implementation of PAT and formative assessment

### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2021 our school supported this Strategic Indicator through – Priority 1 & 2 (see reporting for detail):

- Contemporary learning environment

  > Continue with implementation and development of College reporting at Dickson
    - Link to UC Affiliated Schools Teachers as Researcher Project

  > Development of graduate profile – 21st Century skills, capabilities and dispositions

# 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 English across all courses
- Growth in GPA Maths across all courses
- Growth in GPA across all courses

In 2021 we implemented this priority through the following strategies.

- Establish a vision for Teaching and Learning at Dickson College
- Develop a Data Plan to support improvement
- Collaborative inquiry into feedback to students (PLC)

*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 | | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|---|
| Growth in student performance on in AST writing task | 142.4 | | 146.2 | | | | | |
| Growth in Year 12 Scaled results in English T | 154.4 | | 153.2 | | | | | |
| Growth in Year 12 Scaled results in Mathematics T | 157.6 | | 155.5 | | | | | |
| Growth in GPA across all courses | S1 | S2 | S1 | S2 | | | | |
| Whole College | 3.19 | 3.25 | 3.16 | 3.25 | | | | |
| Year 11 | 3.12 | 3.15 | 3.12 | 3.22 | | | | |
| Year 12 | 3.29 | 3.40 | 3.20 | 3.28 | | | | |

*Perception Data*

| Targets or Measures | Base - 2020 | | Year 1 - 2021 | | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|---|
| | DC | System | DC | System | | | | |
| Academic Emphasis<br>*Students*<br>*Parents* | 3.8<br>3.6 | 3.9<br>3.8 | 3.8<br>3.8 | 3.9<br>3.8 | | | | |
| School Identification | 3.6 | 3.7 | 3.5 | 3.5 | | | | |
| Emotional Engagement | 3.9 | 3.9 | 3.8 | 3.8 | | | | |

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

**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.

*School program and process data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Number of students engaged in Graduate Profile/Mastery Transcript at Dickson | 15 | | | | | |

## What this evidence tells us

We are in the early stages of the improvement plan and our measures, and associated targets may need further examination. The 2020 -2021 period has been impacted by the COVID-19 Pandemic and for measures that were not taken pre-pandemic, baseline trends may need more time to emerge. It also highlights the need to look at datapoints semester by semester, cohort by cohort so that the College can gain visibility of progress over the two-year period that students are at college. The School Board has agreed to look at the measures and targets early in 2022 an modify Improvement Plan as required.

The above dataset tells us that there is a growth trend in Grade Point Average (GPA) as students move through years 11 and 12 at Dickson College. And School Climate survey items on Annual Satisfaction Survey remain relatively steady or weaken slightly on previous year comparison in line with the slight decrease seen in all of ACT Government Colleges. However, we need to be cognisant that response rates on School Satisfaction/School Climate Survey were abnormally low due to the impact of COVID-19 lockdown in term 3 and the graduated return of students to onsite face-to-face learning in term 4.

- **Response to COVID-19: Exceptional outcomes in exceptional times**
  - Students in Year 12 2021 had experienced two periods of remote learning
  - Staff and DC community worked together to support student continuity of learning for students
  - Innovative approaches to college timetabling assisted:
    - wellbeing of students and staff
    - and the safe return of students onsite and face-to-face
  - Dickson College strengthened its outcomes for students during a period where there was a system decline in completion of Senior Secondary Certificates (see table below, Year 12 Certification data from ACT Board of Senior Secondary Studies):
    - Increased Senior Secondary Certificate completion 2020 and 2021
    - Increased numbers of students over ATAR of 90
    - Maintained or strengthened outcomes for Indigenous students

| Results | 2020 | | | 2021 | | |
|---|---|---|---|---|---|---|
| | Dickson | ACT Public | ACT System | Dickson | ACT Public | ACT System |
| Senior Secondary Certificates | 95.80% | 89.10% | 92.00% | 96.12% | 86.10% | 89.90% |
| TES or ATAR (as % of SSC receivers) | 61.70% | 48.00% | 58.20% | 63.10% | 46.20% | 55.20% |
| **ATAR Results** | | | | | | |
| Median ATAR | 82.45 | | 77.65 | 82.15 | | 78.45 |
| ATAR and cumulative% of T Students | | | | | | |
| 99 | 2.90% | | 2.20% | 4.00% | | 2.40% |
| 90 | 31.95% | | 22.00% | 35.00% | | 22.50% |
| 80 | 59.70% | | 44.00% | 54.00% | | 45.10% |
| 70 | 80.47% | | 65.00% | 76.70% | | 66.80% |
| 60 | 95.26% | | 85.00% | 90.86% | | 87.10% |
| **Results for Indigenous Students** | | | | | | |
| Senior Secondary Certificates | 90% | | 89% | 86% | | 74% |
| Awarded a TES or ATAR | 40% | | 27% | 57% | | 28% |

- **Finalised Improvement Plan for 2021-2025**
  - The Executive team, staff and school board worked on finalising the Improvement plan over the course of term 1 2021.
- **Vision for Teaching and Learning**
  - A vision for Teaching and Learning at Dickson was developed collaboratively with all staff over several staff meetings at the beginning of the school year and during terms 1 and two.
  - Vison includes existing College values and ethos
  - Vision links to current School Improvement Plan priorities
  - Vison links to ACT Governments Future of Education core principles
    - Agency
    - Inclusion
- **Develop a Data Plan to support Improvement**
  - A complete data audit was completed detailing what, who, when and why of data collected by the college
  - A data team consisting of teachers and a school leader was assembled to inquiry into measures that could be used to measure improvements in the two priorities:
    - This included close examination of the ACER research and assessment framework in the areas of Collaboration, Creativity and Critical Thinking
    - Due to the disruption of lockdown in term 3, 2021 the team was unable to complete their inquiry and make recommendations to the college.
- **Ongoing teacher Inquiry into feedback**
  - Despite the disruption in the second half of the year PPT groups were able to continue to meet.
  - Maintained focus on learner evidence and ongoing inquiry.

## Challenges we will address in our next Action Plan

- 2022 School Action should include actions that allow the College to further refine definitions for Communication, Collaboration, Creativity, Critical thinking, and Self-management so that students and staff have a shared understanding of what these skills mean in all course areas.
- Implementing the Mastery Transcript and it's 'warranting' evidence model, to a point that it can be scaled up for a greater number of students to access.

## Priority 2: **Improve students' self-management capability**

### 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 2021 we implemented this priority through the following strategies.

- Continue with implementation and development of College reporting

  > Include self-management elements in mid-semester reporting
  > Develop self-management continuum to support reporting on self-management

- Development of graduate profile – 21st Century skills, capabilities, and dispositions
- Link with UC Affiliated Schools – Teachers as researchers project on school reporting

*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 | | Year 1 2021 | | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|---|
| Attendance (In person/online averaged over 4 terms) | | | | | | | | |
| Year 11 | 76.39% | | 77.74% | | | | | |
| Year 12 | 76.69% | | 73.08% | | | | | |
| | **Base 2020** | | **2021** | | | | | |
| | **S1** | **S2** | **S1** | **S2** | | | | |
| Percentage of assessment items submitted | 85.3 | 86.6 | 86.4 | 84.7 | | | | |
| Year 11 | 84.1 | 85.1 | 87.0 | 84.6 | | | | |
| Year 12 | 87.2 | 89.1 | 85.8 | 84.9 | | | | |
| | | | | | | | | |

*Perception Data*

| Targets or Measures | Base | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| End of unit evaluation survey 'I was always engaged in this unit' – S2 | 36%* | 70% | | | | |
| End of unit evaluation survey 'My teacher presented learning activities that were challenging but achievable' – S2 | 58% | 77% | | | | |

**Analysis → Priorities → Strategies → Actions → Impact** (for student)

| | | | | | | |
|---|---|---|---|---|---|---|
| Increase School Climate item 'Resilience' | 3.1 | 3.2 | | | | |
| Increase School Climate item 'Positive affect' | 3.3 | 3.4 | | | | |

**Resilience**

Resilience is generally thought of as a positive adaptation after a stressful or adverse situation. A score above 3.5 is considered high.

**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. A score of 4.5 is considered high.

## What this evidence tells us

Despite the impact of COVID-19 engagement indicators have remained relatively high in the college. The causes for non-submission of assessment, however, may not yet be clear and tracking of other measure may be necessary to indicate progress towards the priority. Data points like the End of Unit evaluation survey, which are taken at the end of each semester seem like logical reference points if the college is going to track progress overtime. School Climate Survey wellbeing indicators strengthened for those students who completed the School satisfaction/School Climate survey.

## Our achievements for this priority

- **UC Affiliated Schools Program**
  - Hosted first UC teaching clinic for English
  - Three college teachers were involved in the *Teachers as Researchers* program and completed a research project on college reporting that was presented at the UC Affiliated Schools annual conference
- **Development of Graduate Profile**
  - A small group of teachers worked on re-fining the Graduate Profile over the course of the year, with particular emphasis on inclusion. This group also consulted on the Behaviours for Learning continuum that is now used to support teachers to assess students' self-management capability in the mid semester reporting process.
  - Small group of students came together with the Principal to work on the Graduate Profile and the Mastery Transcript. The work of this group was disrupted somewhat but students did complete initial testing of the Mastery Transcript platform and submitted evidence against credit criteria.

- **Self-management elements in mid-semester reporting**
  - Executive teacher responsible for college reporting consulted faculties and the *DC Behaviours for Learning* that were included in Mid semester reports were modified to reflect the elements of Self-Management in the Australian Curriculum – General Capabilities. This was implemented in semester 1 and completed with the final two elements being added to the reports in semester 2.

- **Self-management continuum developed to support reporting on self-management**
  - Through staff, faculty, and executive meetings a continuum for self-management was developed to assist teachers assessing self-management on college reports. This

continuum was refined again in semester two when all elements of self-management were added to the college mid semester reports.

- **Staff Professional Learning on Self-Management/Self-regulation**
    - Teachers were introduced to the research literature on Self-management/self-regulation along with strategies that teachers can use in the classroom to assist students to develop this capability. This was the first of several Professional Learning sessions delivered by Associate Professor, Education, University of Canberra, Shyam Barr.

## Challenges we will address in our next Action Plan

- Implementing strategies for Self-Management

    - Through all curriculum areas

    - Building student awareness of the value of self-management to support learning

- Developing structures and processes that support

    - Improved engagement in class and in the Dickson College community

    - Improved ability to set goals and work towards them i.e., to submit assessment

**Analysis → Priorities → Strategies → Actions → Impact (for student)**