UC Senior Secondary College Lake Ginninderra

Network: Belconnen

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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A 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 throughout the COVID-19 Global Pandemic and remote learning, the school supported this Strategic Indicator through:

- all students had access to digital devices to complete learning and assessment tasks.
- Google classroom was embedded as the platform for teaching and learning
- communication maintained with all students with a support team monitoring progress
- targeted wellbeing interventions based on student need
- wellbeing initiatives and support mechanisms to encourage inclusion and engagement of students (Priority 2 eg. Lake G Chill, SHLiRP, SG support)
- school resources such as Study Support in the library – tutorials and homework clubs

Education Directorate Strategic Indicator 2018-2021

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

 The school supported this Strategic Indicator to facilitate high quality teaching in ACT public schools and strengthen educational outcomes by:

- Staff professional learning aligned with the School Improvement Plan 2020-2024 with successful implementation of a Professional Learning Community (PLC) focused on critical and creative thinking and making connections - ongoing.
- Initiatives to engage and extend students include:

 Maintaining breadth and depth of curriculum offerings (T/A/V/M/C/E/H)

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

GiSTEMM (Girls in Science, Technology, Engineering, Mathematics, Medicine) – numbers increased

Health and Medical Sciences - New R unit developed for 2021 to develop a coherent pathway to future careers

Introduction of new courses - Philosophy T/A course, Design and Graphics T/A - to develop creativity, analytical and thinking skills.

Makerspace- a library space where students come to explore, build, create, and tinker.

- The Affiliated Schools partnership with the University of Canberra initiative included collaboration and experiences for our teachers and the universities preservice teacher placements, observational placements, primary science workshop, Affiliated Schools Conferences, Research Project: Teachers' Digital Pedagogies Before, During, and After the COVID-19 Pandemic. Master Classes and four of our staff are participating in the Masters program.
- Facilitation of tertiary pathways H courses

ANU Extension continues to provide an enhanced learning experience for Year 11 and 12 students in sciences, engineering, computing, mathematics, commerce and Asian languages

UC Extension in 2021 will add to the learning experience for Year 11 and 12 students in subjects such as Psychology, IT, Business Decision Making and Systemic Anatomy and Physiology

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator to centre teaching and learning around students as individuals through:

- Targeted professional learning. The school-based Professional Learning Day involved presenter Tim Dansie, (Tim Dansie Psychology) presenting on methods of supporting student success in the classroom and understanding and meeting students at need - 'Counselling skills for teachers, mentoring students, targeting need and, differentiation and inclusivity for students'.
- "Teach Meets" where teaching strategies were presented by teachers to colleagues in staff meetings to illustrate and share successful practice.
- Modification of teaching, learning and assessment (in part for vocational courses to facilitate completion of competencies), to meet the needs of students in a broad variety of contexts.
- Pathways to Work and Learning, a subject implemented in our Learning Support Unit, which improves employability skills.

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

Reporting against our priorities

Priority 1:　　　Increase students problem solving skills by

- ➢　enhancing students' critical and creative thinking skills to solve problems
- ➢　extending students' ability to transfer problem solving skills to non-routine and unfamiliar problems

Targets or measures

By the end of 2024 we will achieve:

- Increase proportion of students achieving A, B or C level in problem solving capacity from Semester 1 Year 11 to Semester 2 Year 12
- Increase the proportion of students achieving C grades or better by 5%.
- Increase in the proportion of students who indicate they are "developing transferable problem-solving skills" to 85%.
- Increase the proportion of programs that provide opportunities to use problem solving skills by at least 10%.

In 2020 we implemented this priority through the following strategies.

- To build Professional Learning Communities characterised by opportunities for teachers to work together and learn from each other's practice.
- To tailor their teaching to student needs and readiness; this will be informed by a range of purposeful learner 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	Year 1	Year 2	Year 3	Year 4	Year 5
Increase proportion of students achieving A, B or C level in problem solving capacity from Semester 1 Year 11 to Semester 2 Year 12	NA	NA				
Increase proportion of students achieving C grades or better by 5%	67.9% 2019	69.7% 2020				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase in the proportion of students who indicate they are "developing transferable problem-solving skills" to 85%.	94%	84%				
Unit survey items (20-23) re learning strategies average of 4 items	59.0%	57.5%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5

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

Increase the proportion of programs that provide opportunities to use problem solving skills by at least 10%.	NA	NA				

NB: Measurement tools eg problem solving capacity measure will be refined in 2021

What this evidence tells us

The evidence indicates:
- The comparison of 'C or better' grades in 2019 with 2020 indicates that the proportions are larger by 1.8%. This tells us that students were not disadvantaged in assessment outcomes by the impact of COVID-19 and the remote learning period of 2020.
- The measure chosen for transferable problem-solving skills (Satisfaction survey item "students at this school are being equipped with the capabilities to learn and live successfully") declined in 2020 relative to 2019 and relative to other colleges. This indicates some action is required for 2021. A set of 4 items from the unit evaluation survey may be a stronger proxy measure of problem-solving perception. The average of these items was similar in 2019 semester 2 and 2020 semester 1.
- Some items could not be calculated eg problem solving capacity assessment as a grade.

The implications the evidence has for next year's Action Plan:

The college will develop a measure for student achievement in problem solving and also a measure for auditing the opportunities for students to demonstrate problem solving achievement so that a baseline for these items can be reported in 2021.

Explicit use of language in teaching practice around problem solving and learning strategies.

Continuing professional learning on problem solving and teaching strategies. The newly established position of Learning and Pedagogy Coordinator will assist with improved implementation.

Awareness raising parents/carers and students on link between teaching and learning and the language used across the college (survey questions).

The focus for the 2021 Action Plan will be on continuing to improve the bases for calculating statistics reliably, continuing professional learning relevant to the improvement plan, continuing to develop measures of problem-solving achievement.

Our achievements for this priority

Analysis Priorities Strategies Actions Impact (for student)

2020 has been an establishment period as the School Improvement Plan is from 2020-2024

The College Professional Learning Communities are now formed with a focus on problem solving as per the School Improvement Plan 2020-2024. PLC sessions include: whole school PL sessions, research based partners involved in presentations/workshops/planning, offline meetings, Google meetups, lesson observations, PLC sprints, sessions with presenters/provocations.

Successful year with professional learning communities focussing on inquiry model to improve student learning outcomes. End of year showcase -highlighted effective practices and ongoing initiatives. 100% of staff participated in a PLC and showcase event.

Targeted professional learning, use of topic experts and introduction of Teach Meets.

Introduction of a Learning and Pedagogy Co-ordinator role to assist with leadership in teaching and learning.

Challenges we will address in our next Action Plan

The College looks to consolidate by:

- Developing a reportable measure of problem solving ability in all subject areas

- Embedding problem solving in both unit planning and assessment.

- Enhanced 'walk throughs', lesson observations/open classrooms and feedback in the Professional Learning Communities to improve student learning outcomes.

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

Priority 2:   Increase student confidence to engage with a life and career beyond college.

> ➢   Enhancing students' experience, connection and wellbeing

Targets or measures

By the end of 2024 we will achieve:

- ▪ Reduce V grades by at least 2%
- ▪ Increase in students who achieve Individual Learning Plan (ILP) wellbeing related/pathways goals

Increase the student positive responses to survey questions regarding importance of involvement in the following by 5%:

- extracurricular activities (2019 baseline 71%)
- emotional connection to others at the school (2019 baseline 69%)
- level of happiness and life satisfaction (2019 baseline Happiness 70%; Life Satisfaction 59%)

Increase in proportion of students engaging in the following by at least 10%:

- Co-curricular wellbeing and social activities (2019 baseline 30%)
- Completing 'competencies' in Support Group tutorials (2020 Baseline)
- Accessing Australian School Based Apprenticeships/Work Experience/Vocational Education and Training (ASBA/WEX/VET) opportunities (2019 baseline 15%)

In 2020 we implemented this priority through the following strategies.

- ▪ Implement a range of health and wellbeing initiatives to enhance connectedness
- ▪ Engage students in a range of cross curricular and pathway programs

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
Reduce V grades by at least 2%	2019 7.5%	2020 9%				
Increase in students who achieve Individual Learning Plan (ILP) wellbeing-related/pathways goals	NA	2020 data - 72.4%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the student positive responses to survey questions regarding importance of involvement in the following by 5%:						
Extracurricular activities (2019 baseline 71%)	71%	62%				

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Emotional connection to others at the school (2019 baseline 69%) should 2019 be 64%?	69%	56%				
Level of happiness (2019 baseline Happiness 70%;)	70%	66%				
Level of life satisfaction (2019 baseline Life Satisfaction 59%)	59%	82%				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase in proportion of students engaging in the following by at least 10%:						
Co-curricular wellbeing and social activities (2019 baseline 30%)	30% 26.7%?	16.8% S1				
Completing 'competencies' in Support Group tutorials (2020 Baseline)	NA	NA				
Accessing Australian School Based Apprenticeships/Work Experience/Vocational Education and Training (ASBA/WEX/VET) opportunities (2019 baseline 15%)	15%	NA				

NB: Measurement tools eg ILP achievement will be refined in 2021

What this evidence tells us

The evidence indicates:

- The co-curricular wellbeing and social activities measure declined during the COVID_19 pandemic when comparing 2019 with the first semester of 2020. This is likely due to the inability of the college to offer attendance-based activities in the first semester and hence for students to participate. The V grade measure is higher in 2020 than in 2019. The measure is for all school issued grades for year 11 and year 12 including students under 17 who were not removed from enrolment.

- The V grade measure does not have a certain calculation. The method of calculation will be modified in 2021. The protocol used for calculation of V grades in 2020 has been found to not truly reflect the proportion of non -graded candidates. This is a school class change process which will be modified in 2021.

- The ILP welfare goal measurement method, which in 2020 was an assessment of the differences between ILPs from when written and to being reviewed, will be refined in 2021 with specific data collection to more accurately assess the degree of completion of welfare goals.

- Access to work experience (WEX) was limited by the circumstances of 2021. Student opportunities will be greater in 2021.

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

> - The V grade measure(school processes) will be modified to more accurately reflect V graded students. WEX opportunities will be increased by alterations in work practice in 2021. The success of the wellbeing/connection initiatives will be built upon in 2021.

Our achievements for this priority

- Ongoing targeted strategies for students to feel engaged and supported at school. 'Wellbeing' weeks in term 3 and term 4 were successful in connecting students to the school.

- Youth Worker position created to strengthen 'wrap around' services for students

- Strengthened teams in Disability Education and Inclusion Support for students in need

- Students in ASBA programs successfully completed them despite disruptions during the COVID-19 pandemic

- ILP monitoring has ensured suitable academic plans for all participating students.

Challenges we will address in our next Action Plan

- The College looks to consolidate in the areas of reducing V grades through strengthening Student Group contact teachers support, pathways planning and targeted student services follow up.

- The College looks to encourage a greater percentage of students doing WEX, ASBAs, R units, competitions and other extracurricular activities.

- As a result of a limited opportunity during the COVID-19 pandemic, the Student Group program will design a skills based/pathways and activity based approach in 2021. Including the inclusion of a Cultural Integrity component.

- A Student Voice Coordinator position has been created in the College to assist with this.

Analysis Priorities Strategies Actions Impact (for student)