

UC Senior Secondary College Lake Ginninderra

Network: Belconnen

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

Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – 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

Foundation: Every child has a story, Strong communities for learning

In 2022 our school supported this foundation through – Priority 2

Priority 2:

- Increase student confidence to engage with a life and career beyond college.
- Enhancing students' experience, connection and wellbeing

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 2022 we implemented this priority through the following strategies.

1. Programs of learning incorporated initiatives to increase students critical and creative thinking skills, to solve problems and ability to transfer problem solving skills to non-routine and unfamiliar problems
2. Pedagogical initiatives to increase students critical and creative thinking skills to solve problems and ability to transfer problem solving skills to non-routine and unfamiliar problems
3. Use of lesson observations/flash walks, peer collaboration, student engagement to test interventions
4. Analysis of student work and data to assess effectiveness
5. Provide professional learning - ongoing

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 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
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	NA	30%		
Increase proportion of students achieving C grades or better by 5%	67.9%	69.7%	68%	72%		

Perception Data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
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Increase in the proportion of students who indicate they are "developing transferable problem-solving skills" to 85%.	76.9%	59.1%	NA	60.70%		
College unit survey items (20 - 23) about learning strategies - average of 4 items	59.0%	57.5%	57.3%	57.90%		

School program and process data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Increase the number of programs of learning that provide opportunities to use problem solving skills by at least 10%.	NA	NA	NA	40%		

What this evidence tells us

- > A school developed tool – problem solving rubric for teachers to report on student learning data, was established and reported on in 2021. The first full data set was collected at year end 2022. The data shows an increase on average in student problem solving ability of 30% from semester one 2021 to semester two 2022. This improvement exceeds what would be expected by student maturation alone. The data team will be tasked to verify the validity and reliability of the results in 2023.
- > The second learning data measure, ‘proportion of students at C grade or better’ shows an upward trend.
- > Transferable problem-solving skills is measured using an ACT Satisfaction Survey item. This item was not included in 2021. The 2022 data shows an increase compared with 2020 and lies close to the average for all ACT government colleges.
- > A school developed unit evaluation survey was designed to measure students’ ability to learn and use various learning strategies, e.g., “Overall, how well did the learning strategies you have used in this class help you learn effectively?”. This perception data reflects a slight decrease in 2022 relative to base year.
- > The BSSS requires all courses delivered to have a program of learning (scope and sequence). A baseline survey was conducted in 2022 to assess the number of programs of learning (POLs) developed in 2021/22 that provide problem solving opportunities for students. The audit revealed that 40% of the College’s programs of learning (POL) were developed and include problem solving opportunities for students.

Our achievements for this priority

Increase students' problem-solving skills by enhancing students' critical and creative thinking skills to solve problems

Program of Learning (POL) incorporating critical and creative thinking

POLs are written for all new courses (e.g., 7 Arts courses) and are being renewed for current courses to better embed critical and creative thinking in teaching, learning and assessment. Our 2022 baseline for POLs that embed problem solving is at 40%. Current projections are that the Improvement Plan target – “Increase the number of programs of learning that provide opportunities to use problem solving skills by at least 10%” will be exceeded.

PLCs - increase students' problem solving capacity

Problem solving continued to be the priority for the College's Professional Learning Community. Teams used problem solving in their inquiry focus, including:

- How can students with additional needs transfer problem solving skills from the classroom to real life situations?
- How can we use reflection of the creative process (critical creative problem solving) integrated into assessment tasks to improve student problem solving?

A pilot project focused on explicitly teaching students about problem solving metrics and allowing students to self-assess their problem-solving ability provided further insights into student ability to think critically and creatively. Further work will be undertaken in 2023 to integrate student self-assessment into measurements of student problem solving ability.

Lesson observations commenced in the Professional Learning Community (PLC), to provide teachers with feedback on their classroom strategies to improve students critical and creative thinking.

AST/Learning and Pedagogy Coordinator

The AST/Learning and Pedagogy Coordinator (LPC) position initiated in 2021 to support teaching staff in adopting and improving on 21st C pedagogies was better utilised in 2022. The LPC conducted an audit of high impact teaching strategies (HITS) to assist in determining future PLC and pedagogical directions for 2022/23. Number of students sitting the AST has also strengthened.

Extending students' ability to transfer problem solving skills to non-routine and unfamiliar problems

Two PLTs taught strategies in classes and used AST style questions in assessment tasks to give students tools for answering a non-routine question.

One faculty PLT analysed student work using a multi piece lens of draft submission, quality and amount of teacher feedback utilised by students to create an evidence bank to advise students on improving work quality.

Challenges we will address in our next Action Plan

- Strategies
 - > Increase consistency of use of pedagogical initiatives – High Impact Teaching Strategies (HITS) or other evidence-based pedagogy.
 - > Widen teacher experience of engaging in classroom observations and use observation feedback to improve teaching practice around HITS via PLC direction
 - > Communication strategy to inform students of learning strategies and unit survey specific questions.
- Data
 - > Expand opportunities for students to self-assess their problem-solving ability via problem solving rubric
 - > Data team to further their analysis of 2021/22 problem solving data and will be tasked with verifying the validity and reliability of the results in 2023. Further refinement to the tool may be required.
 - > Increase clarity for teachers and students around the importance of collecting, analysing, and using of data. Upskill teachers in using and analysing data to differentiate teaching practice to put faces on the data, meet students at need, and support growth.

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:

- Reduction in 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 2022 we implemented this priority through the following strategies.

1. Implement a range of health and wellbeing initiatives to enhance connectedness
2. Engage students in a range of cross curricular and pathway programs and initiatives
3. Monitor attendance – communication with parents/carers, case manage approach
4. Provide information, guidance, and advice to help students explore their education and career options

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 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Reduce V grades by at least 2%	6.4%	7.4%	8%	9.85%		
Increase in students who achieve Individual Learning Plan (ILP) wellbeing related/pathways goals	NA	72.4%	NA	84%		

Perception Data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Increase the student positive responses to survey questions regarding importance of involvement in the following by 5%:	67%	59%	63.5%	53.9%		

• Extracurricular activities (2019 baseline 71%)	71%	62%	NA	47%		
• Emotional connection to others at the school	69%	56%	60%	60.2%		
• Level of happiness (2019 baseline Happiness 70%)	70%	66%	67%	54.5%		
• Level of life satisfaction (2019 baseline Life Satisfaction 59%)	59%	52%	54%	54.1%		

School program and process data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Increase in proportion of students engaging in the following by at least 10%:						
• Co-curricular wellbeing and social activities	48%	39%	34%	38%		
• Completing 'competencies' in Support Group tutorials	NA	NA	NA			
• Accessing Australian School Based Apprenticeships/Work Experience/Vocational Education and Training (ASBA/WEX/VET) opportunities	23%	22%	28%	29%		

What this evidence tells us

- > Student learning data re V-grades have increased. This is an artifact of a change in measurement method in 2022. The method adopted has increased measurement reliability and is in line with recommended practice by the Board of Senior Secondary Studies (BSSS)
- > Students in the inclusion support program have shown increased achievement of wellbeing and pathways goals. The target which is 100% is closer in 2023.
- > The extra-curricular activities measure was omitted from the 2021 and 2022 Student Climate Survey perception data. The result for 2022 is from a school-specific question in the Survey. The 2022 result will be the new baseline for future measures due to the change in measurement.
- > Other wellbeing perception data has shown variability across the plan duration to date. For example, the level of 'happiness' dropped in 2022. This change is mirrored in data from other colleges in 2022 across the Act and nationally and is arguably an effect and challenges of the COVID-19 pandemic.
- > There has been a significant increase in the take up of ASBA/WEX opportunities by students since this improvement plan commenced. The school is on track to meet its 2024 target.

- > Support Groups (SG) are weekly 40 min support sessions for students. SG tutorials are to be developed that provide students with competencies. Leadership of this project has changed several times.

Our achievements for this priority

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

- A highlight of the year was the Careers Expo. Over 400 students attended. Feedback by both staff and students indicated that it was highly valuable as the college returns to supporting this event. Students from inclusion support, international and centre of excellence all attended.
- Anecdotal student data indicated a high value was placed on the connection of this activity to life beyond college.
- Work experience and ASBA opportunities have increased in availability since the pandemic years and take up shadows this increase.

Enhancing students' experience, connection and wellbeing

- Student access to wellbeing support from the Disability Education Contact Officer (DECO) and Year Coordinators has been doubled allowing increased focus on attendance difficulties.
- Year 11 coordinators were identified earlier than in previous years to allow for close involvement in transition activities and wellbeing information gathering for 2023.
- The biennial ACT Department of Health, Sexual Health Lifestyles and Relationships Program (SHLiRP) wellbeing initiative had a high take up and interest from the students.
- Participation in sporting, cultural and academic programs increased post-COVID

Challenges we will address in our next Action Plan

- Strategies
 - > How to ensure students know what their options are while they are in college and after college to improve their readiness for life after graduation.
 - > Bring teachers into the sphere of proactively monitoring unexplained absences in their classes
 - > Planning for parents as learning partners across the academic year
 - > Raise trained number and profile of SASSCOs to broaden support for students beyond the Student Services office.
 - > Increasing the range and accessibility of cross and extracurricular activities available to students
 - > Continue to use GROWTH Coaching as a model to enable students to set goals and support peer observations of classroom practice
- Data
 - > Develop a method to ensure that important Support Group learning capabilities (study skills, reading of academic records as examples) are delivered to all students
 - > Increase reliability of following up absent and not-on-track students
 - > Continuation and refinement of the school tool to track cross and extra-curricular activities