

ERINDALE COLLEGE

Annual Action Plan Report 2017

Our Vision

To graduate world-class learners who will succeed in a changing global environment.
To support every student to get to where they want to go!

Our Context

Erindale College is unique in the ACT in that it is part of the larger Erindale Education and Recreation Complex (EERC). This complex provides students with access to a modern 450-seat theatre in which high quality productions are presented both by the college and community. The Erindale Library, with its very extensive collection, is open during the day and evening all year round. The facilities in the Active Leisure Centre, available for student use, include a 25-metre swimming pool and fully equipped gym. The College Principal is also the General Manager of the EERC and the Business and Facilities Manager, Information Technology Officer, Finance Manager, and Building Service Officer, all service the complex, not just the college.

The college adopts an academy structure in which curriculum and special programs are grouped. By belonging to an Academy students have the benefit of receiving support and advice from teachers who have an expert professional understanding of the curriculum in this area. College Link is based in Academies and is a fixed course for all students. In College Link, teachers aim to mentor, and coach students towards success.

Erindale College has evolved over recent years to become a 'boutique college'; one which has a diversity of academic choices for students to pursue their own pathways to their preferred future. The college offers opportunity to any and every student who wishes to achieve an ACT Senior Secondary Certificate (or equivalent) and guarantees them outstanding support to succeed.

This evolution has been driven by the changing demographic of the priority enrolment area. The introduction of firstly, the Talented Sports Program (TSP); then the Big Picture program; the Year 10 in College program incorporating Year 10 TSP as well as Year 10 SUMMIT (Maths and Science select entry); the opening of the Mindyigari Centre for Aboriginal and Torres Strait Islander students; the Trades Training Centre.

In 2015; the Cambridge International Education option and the return of an International Students program has further contributed to an environment that offers every student access to a diversity of pathways. This twin program initiative has continued to grow with increasing student enrolments in both areas and with particularly exciting results from our first real adventure in Cambridge Examinations at International General Certificate of Secondary Education (IGCSE), A/S Levels and A Levels (details later in this report).

Methodology:

The AAP Report includes reflections and commentary from the executive team and from staff in various forums. The College Board was informed on two occasions of progress and the Board members made comments that assisted in this evaluation. Teachers and executive members reviewed Pathways Plans and considered progress against priorities. Executive team made a formal presentation in a 'Tuning Protocol' approach at executive meetings in term 4. Collection of records from Professional Learning Communities (PLC) activities and a survey of staff on their perceptions of the effectiveness of PLC activities also inform this report. Of particular significance is seen in the work of the Teacher Quality PLC in which the Educator Impact (EI) program was used to provide feedback on teacher performance; and the leadership of the Mindyigari PLC in network and system professional learning around cultural inclusion.

The outcomes of student achievement are included from the end-of-year BSSS results.

Evaluation of Performance

Priority #1	Create a culture of high expectation in learning and teaching with strong evidence of student achievement.	
Targets:	<p>By the end of 2019 the college will achieve:</p> <ul style="list-style-type: none"> • <i>Outstanding</i> ratings in self and review team validation against the National School Improvement Tool (NSIT) with evidence that Professional Learning Communities (PLCs) are designing, implementing, leading reflection upon, and self-regulating teacher practice. • Three percentage points above all-college's response rates in system surveys for staff and students relating to <i>expectations, motivations, feedback, satisfaction, safety and communication</i>. • Senior Secondary Certificate data from the BSSS for the college that shows <ul style="list-style-type: none"> ▪ a percentage increase each year of students achieving an ATAR above cutoff levels of 80 and 60 ▪ an increase each year of the percentage of students with an ATAR above 65 • Erindale College data shows an increase each year in the Grade Distribution (BSSS) for Accredited package students. • Cambridge International Examinations data sets benchmark of 50% CIE students achieving at least a B at IGCSE level. • Increased post-college data each year for tertiary education or training and employment above 2015 rates. 	
Outcomes to be achieved	<ul style="list-style-type: none"> • Erindale College teachers display leading professional practice; enrich their practice through engagement in professional learning communities and evaluating their practice through an evidence-based approach. • Erindale College executive team has clear strategies for enhancing teacher practice and student performance using the National School Improvement Tool (NSIT), Great Teachers by Design and Great Teaching by Design, as key resources. • Erindale College students engage in successful learning by mapping, tracking, reflecting upon and celebrating their own learning goals, intentions, and achievements. 	
Links to Directorate Strategic Priorities	<ul style="list-style-type: none"> ✓ Quality learning ✓ Inspirational teaching and leadership ✓ High expectations, high performance ✓ Connecting with families and the community 	<p>ED targets of:</p> <ul style="list-style-type: none"> • 75% apparent retention rates of Aboriginal and Torres Strait Islander students from Year 11 to Year 12. • 90% ACT public school students receive a Year 12 Certificate.

Key Improvement Strategies for 2017 Annual Action Plan

1. Executive staff led staff development in evidence-based practice (*Being the best teacher I can be!*) and this has positive effects on student achievements.
2. Professional collaboration in Professional Learning Communities (PLCs) is improved using face-to-face meetings and *Google Team*.
3. An EC Graduate Profile is prepared and introduced.

Progress towards Success Indicators

- Teachers shared evidence in Annual Professional Discussions and Professional Pathways Plan discussions evidencing they have referenced and demonstrated practices evident in *Great Teachers By Design* and *Great Teaching By Design* resources.
- Professional Learning Communities (PLCs) also provided forums for teachers to share quantitative data using the *Educator Impact* evidence sets.
- 2017 grade distribution analysis demonstrates improving trend from 2015/16/17 with movement from C grades to B Grades of 2% and from D Grades to C Grades of 15%. The award of V Grades dropped from 31% in 2016 to 21% in 2017.

- BSSS Reports indicated a proportional increase for students achieving an Australian Tertiary Admission Rank (ATAR) of greater than 65, up from 20 in 2016 to 37 in 2017. The number of students achieving an ATAR above 80 increased by 2.
- Cambridge International Examination candidates performed admirably in the first group candidature for the college. Two students achieved A* - the very top grade – in several subjects and four students achieved A Grades in several subjects. Multiple B and C Grades were achieved in these International General Certificate of Secondary Education exams.
- The very first and our only candidate in 2017 to sit the A Level Cambridge Examinations achieved an A* in one subject and a B Grade in a second subject. This was achieved while also securing an ATAR above 95.
- The graduation rate for the Year 12 cohort in 2017 was 91.2% which again met the ACT Education Directorate measure.
- Student feedback in system satisfaction data on ‘receiving feedback on my learning’ continued to display improvement in annual trends. In this measure, the students responded with further improvement when their responses were compared with that for all ACT college students. For 2017, the students at EC responded in a positive way at 5.86% points above the all-colleges response and this was up from a positive 3.34% points in 2016.
- This improvement trend was also evident in the student responses to the following items in the annual Satisfaction Surveys:
 - ‘I can talk to my teachers about my concerns.’ is 3.1% above the all-colleges response.
 - ‘My school looks for ways to improve.’ is 6.57% above the all-colleges response.
 - ‘My school takes students’ opinions seriously.’ is 6.67% above the all-colleges response.
 - ‘My school gives me opportunities to do interesting things.’ is 7.62% above all-colleges response.
 - ‘This school celebrates the achievements of students.’ is 12.38% above all-colleges response.
- PLCs collaborated through regular and scheduled face-to-face meetings and each PLC presented whole staff professional learning at least once per semester. Each PLC created and communicated using *Google Teams*.
- The Teacher Quality PLC further expanded the Educator Impact (EI) program with a teacher engaged in the ACT Education Directorate ‘Aspiring Leaders’ professional development initiative reporting:

“The EI impact showed small positive ‘effect size’ changes in student perceptions of teachers’ feedback practices. Teachers valued the EI program finding that it helped obtain evidence to justify existing practices and highlighted areas requiring further improvements to meet student learning needs more fully. Teachers agreed that the EI program should continue and that they would participate again and recommend colleagues participate even though receiving student feedback on teacher practice was a confronting and emotional experience which required greater preparation to ensure improved actioning of the student concerns. The EI program has made lasting changes to teacher practices with greatest impact for the teachers who engaged fully to research and apply evidence-based approaches to modify their classroom practices, obtain feedback on the changes in their practice.”
- The Graduate Profile project was launched to explore ways for students to capture their own evidence of performance in the Foundation for Young Australian (FYA) *enterprise skills*. The project aims to introduce students to the skills the FYA has presented as fundamental for working and studying in the future. The pilot of the project will commence in 2018.

Priority #2	Create a learning community with a diversity of life pathways for students through a range of specialist programs.	
Targets:	<p>By the end of 2019 the college will achieve:</p> <ul style="list-style-type: none"> • Student satisfaction levels above the ACT average. • Increased apparent retention and completion rates compared to 2015 levels. • Increased proportion of Aboriginal and Torres Strait Islander students graduating. • College post-college data sets show increased rates compared to 2015 levels in <ul style="list-style-type: none"> ○ Employment ○ University entry ○ Enrolments in CIT or other training organizations. 	
Outcomes to be achieved	<p><i>Desired Outcomes</i></p> <ul style="list-style-type: none"> • Erindale College students have available to them a diverse range of educational pathways that come with outstanding support services to ensure they are provided with a foundation for a fulfilling future. • Erindale College offers a contemporary, comprehensive, targeted BSSS curriculum relevant to the future life options of its students. 	
Links to Directorate Strategic Priorities	<ul style="list-style-type: none"> ✓ Quality learning ✓ Inspirational teaching and leadership ✓ High expectations, high performance ✓ Connecting with families and the community 	<p>ED targets of:</p> <ul style="list-style-type: none"> • 75% apparent retention rates of Aboriginal and Torres Strait Islander students from Year 11 to Year 12.

Key Improvement Strategies for 2017 Annual Action Plan

1. Erindale College continues to offer students access to a broad range of educational pathways.
2. The Board of Senior Secondary Studies curriculum package is enhanced with expanded course options.
3. Mindyigari Centre (MC) student performance is a focus for support and success is evident.

Progress towards Success Indicators

- Graduate survey responses continued to show improvement with 3.2% increase up from 91.3% in 2016 to 94.9% of 2017 graduates employed or studying. With a similar number of graduates contacted in 2018 to the 2017 survey, the 2018 cohort identified a 14% increase in the proportion of students attending a university.
- Cambridge International Education Pathway P-12 has been explored with the cluster high schools and initial plans are in place for a continuum from Cambridge Primary to Cambridge Secondary 1 through to the college Cambridge program.
- Tuggeranong Network Sustainable Living Trades Training Centre (TTC) completed a full review of its governance and operations with the Education Directorate approving adjustments to structures.
- ASQA audits were conducted with the ACTIVE Registered Trades Training Organisation passing both audits ensuring compliance until 2021.
- Student achievement data in Vocational Education and Training indicated 18 students received at least one vocational certificate and 142 students partially completed a vocational certificate.
- 'A' accredited curriculum package was expanded with several courses added for the 2017 program. There was a 50% increase in the number of 'R' Unit options available in the college academic program and student enrolments increased in these courses.
- BSSS data indicated the following results for 2017. In year 12, 82 students achieving a tertiary entrance score (40% of graduates) with 5 students achieving an ATAR above 80. A further 25 students achieved an ATAR above 60 and all these

students were guaranteed entry into the two local universities. The lowest ATAR awarded to a college graduate was 51.4. The college DUX achieved an ATAR of 98.85 which was almost matched by the second ranked student on an ATAR of 96.

- System surveys show increased satisfaction rates. This improvement was evident in the student responses to the following selected items:
 - *'Overall I am satisfied this school has high expectations in all that it does.'* is rated at 80.6% which is 4.3% above the all-colleges response.
 - *'My teachers provide me with useful feedback about my school work.'* is rated at 78.2% which is 5.9% above the all-colleges response.
 - *'Overall I am satisfied I am getting a good education at this school.'* is rated at 83.9% which is 3.6% above the all-colleges response.
 - *'I can talk to my teachers about my concerns.'* is 3.1% above the all-colleges response.
- The Mindyigari Centre continues to support Aboriginal and Torres Strait Islander students to excel and in 2017, four students received Student Aspirations Mura Awards.
- Of the 28 Aboriginal or Torres Strait Islander Year 12 students in 2017, 21 either successfully completed their academic program or engaged in employment or further study such as CIT. The balance of this cohort left before completing their ACT Senior Secondary Certificate studies.