

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

In 2022 our school supported this foundation through – Priority 1 & 2

- Develop teaching strategies to develop the 4 Cs
  - Focus on building shared understanding of Communication and Collaboration
- Teaching strategies for improving students Self-Management Capability

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

In 2022 our school supported this foundation through – Priority 2

- Implement new Executive structure
  - Design and implement the new Student Engagement Model
  - Focus on effective pedagogies and instructional leadership
  - Driving ongoing inquiry into student needs

## 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 2022 we implemented this priority through the following strategies.

- Development of College definition of Communication and Collaboration with Executive team and staff
- Continued incorporation of skills focus in AST preparation program for Year 12
- Continued testing of Learner/Graduate Profile using Mastery Transcript with students

*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		Year 3
Growth in student performance on in AST writing task	142.4		146.2		146.80		
Growth in Year 12 Scaled results in English T	154.4		153.2		151.75		
Growth in Year 12 Scaled results in Mathematics T	157.6		155.5		152.87		
Growth in GPA across all courses	S1	S2	S1	S2	S1	S2	
Whole College	3.19	3.25	3.16	3.25	3.16	3.20	
Year 11	3.12	3.15	3.12	3.22	3.10	3.17	
Year 12	3.29	3.40	3.20	3.28	3.23	3.23	

### Perception Data

Targets or Measures	Base - 2020		Y1 - 2021		Y2 -2022		Y3-2023		Y4-2023	
	DC	System	DC	System	DC	System	DC	System	DC	System
Academic Emphasis										
Students	3.8	3.9	3.8	3.9	3.8	3.9				
Parents	3.6	3.8	3.8	3.8	3.6	3.9				
School Identification	3.6	3.7	3.5	3.5	3.5	3.6				
Emotional Engagement	3.6	3.5	3.5	3.4	3.5	3.4				
Works Collaboratively (Personal and Social Capability Continuum)										
	S1	S2	S1	S2	S1	S2				
Year 11			3.86	3.76	3.58	3.85				
Year 12			4	4.17	3.87	3.87				

### 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*		
--	----	-----	--	--

\*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. Some 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 is strong. Indicates AST skills preparation program is working. 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.

Academic Emphasis results from the parent survey is below system average and is at odds with our academic outcomes (Median ATAR and Completion Rates). This indicates an opportunity to better communicate to our community our drive and expectations for student learning, 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 2022 and maintained an ATAR median over 82.

Results	2020		2021		2022	
	Dickson	ACT Public	Dickson	ACT Public	Dickson	ACT Public
Senior Secondary Certificates*	95.80%	89.10%	96.12%	86.10%	97.56%	
TES or ATAR (as % of SSC receivers)	61.70%	48.00%	63.10%	46.20%	61.3%	
<b>ATAR Results</b>						
Median ATAR	82.45		82.15		82.07	
ATAR and cumulative% of T Students						
99	2.90%		4.00%		1.5%	
90	31.95%		35.00%		31%	
80	59.70%		54.00%		56%	
70	80.47%		76.70%		75.5%	

60	95.26%		90.86%		94.4%	
<b>Results for Indigenous Students</b>						
Senior Secondary Certificates	90%		86%		78.5%*	
Awarded a TES or ATAR	40%		57%		42%*	

\*ACT BSSS Certification Data at end of 2022.

\* 14 Indigenous students enrolled in Year 12, 11 completing SSC and 6 Completing TES

- Dickson College strengthened continues to trend positively in Growth in the AST Writing task. This trend correlates to the introduction and continued refinement of the AST skills program.
- The transition program focuses on self-management along with the initial stages of a 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.

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

- The 2023 Action Plan will focus on developing new strategies and refining existing strategies to measure our progress Against priority 1
- Develop course specific strategies for engaging students in the 4 C's
- Embed a coaching model to examine our delivery of the 4 C's
- Embed Mastery Learning Record into Year 11 Transitions Program

## 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 2022 we implemented this priority through the following strategies.

- Continue with implementation and development of college reporting
  - Include self-management elements in mid-semester reporting
- Targeted PL for teachers on strategies to help students' ability to self-manage
- Targeted PL for Student Engagement team to include self-management strategies in Year 11 Transition program

*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%				
Year 12	76.69%		73.08%		65.43%				
	<b>Base 2020</b>		<b>2021</b>		<b>2022</b>		<b>2023</b>		
	<b>S1</b>	<b>S2</b>	<b>S1</b>	<b>S2</b>	<b>S1</b>	<b>S2</b>	<b>S1</b>	<b>S2</b>	
Percentage of assessment items submitted	85.3	86.6	86.4	84.7	87.4	87.7			
Year 11	84.1	85.1	87.0	84.6	88.4	88.1			
Year 12	87.2	89.1	85.8	84.9	86.1	87.2			

### 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			
End of unit evaluation survey 'My teacher presented learning activities that were challenging but achievable' – S2	58%	77%	N/A			

Increase School Climate item 'Resilience'	3.1	3.2	3.2			
Increase School Climate item 'Positive affect'	3.3	3.4	3.4			
	Base	Year 1		Year 2		
<b>Expresses self appropriately</b>		S1	S2	S1	S2	
Year 11		-	4.07	3.85	4.11	
Year 12		-	4.37	4.16	4.2	
<b>Develops self-discipline and sets goals</b>						
Year 11		3.65	3.87	3.78	3.94	
Year 12		3.87	4.11	3.97	3.98	
<b>Demonstrates resilience, adaptability, and confidence</b>						
Year 11		-	4.07	3.93	4.07	
Year 12		-	4.32	4.16	4.15	

## 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

Students' in person attendance reduced over 2022 but had no negative effect on Year 12 completion rates which improved from 2021 and 2020. The data also shows that although the attendance rate dropped in 2022 due to the Covid 19 Pandemic, the submission of work increased to despite this. In particular Year 11 which improved over previous years. This is a positive signal that the Engagement teams work with Shyam Barr may have had a positive impact i.e., implementing self-management strategies through the transition program for Year 11.

Positive affect stayed steady and steady against the system (3.5) and Resilience stayed the same as did the system at 3.1.

Early trends show the self-management elements of Expresses self appropriately, develops self-discipline and sets goals and demonstrates resilience, adaptability, and confidence are trending upwards. This is a further sign that the new engagement team model and work with Shyam Barr (UC) on self-management strategies in the transitions program is causing a positive impact

### Our achievements for this priority

- **Transition Program work with Shyam Bar**
  - Series of teaching episodes on self-management designed and delivered by the team with Shyam Bar (UC)
  - Semester 2 lessons researched and designed by staff who each picked an area of interest regarding self-management
- **Staff Professional Learning on components of self-management**
  - Teachers continued to investigate research literature on Self-management/self-regulation. Focussing on the individual skills that build a confident self-manager and ways this can be delivered in their classrooms.

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

- Implementing strategies for Self-Management
  - Through all curriculum areas and the Student Engagement model
  - 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