

UC Senior Secondary College Lake Ginninderra

Network: Belconnen

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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 COVID-19 in 2021, 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 2021, our school supported this Strategic Indicator through:

- Continuing communication with all students, with a support team monitoring progress and providing targeted wellbeing interventions based on student need
- Study, wellbeing, and support initiatives to encourage inclusion and engagement of students
- Modification of teaching, learning, and assessment, both in person and remote learning, to account for the challenges which arose due to COVID 19
- Whole of cohort access to digital devices and IT support to complete learning and assessment tasks
- Continued implementation of G Suite as the platform for teaching and learning

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:

- Aligning professional learning and the College's Professional Learning Communities (PLCs) to support students in improving skills in problem solving and critical and creative thinking
- Aligning teachers and school leaders' Professional development Discussion (PDD) goals with improving students in skills in problem solving and in developing programs that connect students with their learning
- Creation, expansion, and/or refinement of initiatives designed to engage and extend students (e.g., Academic Excellence, Health and Medical Science R unit and Politics, Philosophy, Economics and Global Perspectives R unit)
- Development and implementation of critical/creative thinking rubric, used to assess student transferability of problem-solving skills

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021, our school supported this Strategic Indicator through:

- Enhanced the Professional Learning Team's (PLTs) focus towards teaching and assessing problem solving skills and critical and creative thinking in the classroom
- Initiating an AST/Learning and Pedagogy Coordinator position to support teaching staff in adopting and improving on 21st C pedagogies
- Modification of teaching, learning, and assessment, both in person and remote learning, to account for the challenges which arose due to COVID 19

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 2021 we implemented this priority through the following strategies:

- Developing new teaching approaches in our PLC to improve our students' critical and creative thinking skills
- Development and application of a problem-solving rubric for teachers to assess and report on student problem solving capacity
- Embedding a problem-solving focus in both unit planning and assessment

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	17.3% (312 students)			
Increase proportion of students achieving C grades or better by 5%	67.9%	69.7%	68%			

Perception Data

Targets or Measures	Base 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Increase in the proportion of students who indicate they are "developing transferable problem-solving skills" to 85%.	76.9%	84%?? 2021 data table shows 59% for 2020	*SSS Question removed for 2021			
Unit survey items (20-23) re learning strategies average of 4 items	59.0%	57.5%	57.3%			

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 Audit of programs to commence 2022			

What this evidence tells us

The focus on teaching problem solving skills has continued to see improvements in students critical and creative thinking. Despite the challenges of COVID-19, teachers have been able to adapt their practice to maintain a focus on student growth.

- A rubric developed in 2021 for teachers to report on students' problem-solving capacity, was successfully utilised in establishing baseline data, with the full set of data expected to be available and analysed in 2022. Early analysis of the data indicates that students are assessed at different levels in their different subjects. The average score for all students is 2.2 on the 5 point scale. The next assessment for this cohort is in semester 2, 2022.
- A comparison of 'C or better' grades in 2020 with 2021 demonstrated that the quality of teaching and learning was not significantly impacted by remote learning and subsequent changes to teaching strategies and assessment
- Whilst a key perception data question on 'developing transferable problem-solving skills' was not included in the 2021 School Satisfaction data, student satisfaction with the school's academic emphasis remains strong.
- School based student perception data on teaching strategies indicated that the school's focus on teaching problem solving also remains positive (based on an average of 4 questions in unit evaluation data).

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

The College will continue to support teachers in developing their teaching in 2022 through the schools' PLC.

- Integral to this will be further refinement and use of the school developed tool by teachers to measure student growth in problem solving skills.
- Increase teachers use of evidence to assess teaching and learning through teaching sprints, observations, and other forms of data use.

A key focus for 2022 will be the continued alignment of our strategies to improve students' critical and creative thinking:

The PLC process will continue into its third year. PLTs will continue to explore the topic through a cycle of inquiry, to deepen their professional knowledge and skills, as well as provide students with new learning experiences. In 2022 the focus is on:

- Continuing to embed critical and creative thinking and problem solving into unit planning, classroom practice, and assessment.
- PLTs' learning will continue the sharing of teaching strategies, class tasks, and assessment instruments.
- The development and use of the problem-solving rubric will allow further analysis of the impact of PLC, PL, and teaching strategies designed to enhance the skills and the transfer of those skills of students in problem solving. The rubric will also foster a shared vocabulary within the school around problem solving and give problem solving greater visibility to students and teachers.

The school will also address the problem-solving opportunities of students through a curriculum program audit. The audit will allow the school to identify current opportunities for students and use problem solving strategies in their course work.

- The baseline data will also be used to determine where to encourage and create opportunities for students (e.g., new programs) and/or explicitly embed good teaching practice.
- To be done through Faculty meetings and staff workshops.

Our achievements for this priority

Building on the work established in the 2020 plan, 2021 has been a consolidation period for the school. Achievements towards Priority 1 included:

- Professional Learning Teams have completed their second-year focus on problem solving. PLC sessions across the year included: whole school professional learning workshops, online and offline group meetings, presentations on teaching sprints and observations, and inspiration sessions with presenters and provocations. These activities created a diverse program of inquiry for teachers and assisted in moving the program forwards whilst strengthening inquiry at the college.
- The design and implementation of a problem-solving rubric to create baseline data of students' problem-solving skills and transferability of problem-solving skills was a key milestone in measuring and evaluating progress in this priority. Year 11 data collected in Semester 1 2021 will be used to compare like data collected for Year 12 in Semester 2 2022 as well as new cohorts to the school.
- In pivoting to remote learning in 2021, the school's own perception data collected via online surveys show that the school was successful in adopting innovative approaches to online learning. Both teachers and students rated the online learning experience higher in 2021 to the previous year.

Challenges we will address in our next Action Plan

The College looks to consolidate by:

- Refining a reportable measure of problem-solving ability in all subject areas
- Developing baseline data of teaching programs that explicitly develop problem-solving skills
- Embedding problem solving and critical and creative thinking in both unit planning and assessment
- Improving teachers' data literacy and collective efficacy through:
 - whole school implementation of lesson observations and teaching sprints
 - use of data/evidence to provide feedback to teachers on the effectiveness of their chosen strategies to improve student learning outcomes. Investigation of student work – faces on the data
 - Interventions and teaching strategies to meet students at need. Done through staff, faculty meetings, teaching teams and collaborative practice.
 - Consider trends and what works

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 2021 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 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%			
Increase in students who achieve Individual Learning Plan (ILP) wellbeing related/pathways goals	NA	72.4%	NA due to remote learning			

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%:						
<ul style="list-style-type: none"> • Extracurricular activities (2019 baseline 71%) 	71%	62%	NA (omitted in 2021 Satisfaction Surevy)			

<ul style="list-style-type: none"> Emotional connection to others at the school (2019 baseline 69%) should 2019 be 64%? 	69%	56%	60%			
<ul style="list-style-type: none"> Level of happiness (2019 baseline Happiness 70%) 	70%	66%	67%			
<ul style="list-style-type: none"> Level of life satisfaction (2019 baseline Life Satisfaction 59%) 	59%	52%	54%			

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%:						
<ul style="list-style-type: none"> Co-curricular wellbeing and social activities 	48%	39%	34%			
<ul style="list-style-type: none"> Completing 'competencies' in Support Group tutorials 	NA	NA	NA			
<ul style="list-style-type: none"> Accessing Australian School Based Apprenticeships/Work Experience/Vocational Education and Training (ASBA/WEX/VET) opportunities 	23%	22%				

What this evidence tells us

<p>The evidence indicates:</p> <ul style="list-style-type: none"> The co-curricular wellbeing and social activities measure continued to decline in 2021 relative to baseline data. This was due to the inability of the college to offer attendance-based activities in the second semester due to the COVID-19 pandemic lockdown. The V grade measure calculation has been refined in 2021, changing the results for both 2019 and 2020 respectively. The new method of calculation includes academic classes only. R units, where data was shown to be less reliable, were excluded. The criterion for assessing engagement with R units is not comparable with academic absences due to the inability for students to explain absences with R units, i.e., any absence (explained or unexplained) is recorded and therefore lowers the threshold at when a V grade may be incurred for an R unit. While using V grade rate to judge engagement with R units would be helpful, the inability to explain absences makes analysis of overall V grade data difficult. Achievement of ILP wellbeing related pathway goals decreased in 2021, because of COVID-19. Limited interpersonal interaction caused the ILP team to redirect their focus to academic goals, which students were better able to achieve. As in 2020, access to work experience (WEX) and Australian School Based Apprenticeships (ASBAs) was limited by the circumstances of 2021.
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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.
- Student's highlighted 'Connect' time through the lockdown period helped them to feel connected to the school and their classmates.
- College generated perception data suggests that students identified 2021's approach to remote learning as more focussed on wellbeing and student engagement successful.
- Greater resourcing was provided to Disability Education and Inclusion Support to a level to better meet students at need
- Students successfully completed ASBA programs 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

- Reducing V grades through strengthening Student Group contact teachers support, pathways planning, and targeted student services follow up.
- 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 2022, while also including a 'Cultural Integrity' and 'Connections' component.
- Systemic approach to the use of Programs of Learning aligned to school's strategic goals.