

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.

Please note, due to the events of 2021 the data collection cycles of some measures were interrupted. Where this has occurred a N/A or 0 (zero) 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 – Priority 2 (see reporting for detail):

- Implementation of an explicit whole school SEL program through the Introduction of the Learner Profile and structured LINK program.
- Expansion and integration of our small group Tier 3 programs (Compass)
- Wellbeing interventions meeting student need.
- Establishment student leadership opportunities including College Ambassador Program (Student leadership group) and Certificate II in Indigenous Leadership.

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 – Priority 1 (see reporting for detail):

- Consistent whole school pedagogy focusing on Visible Learning
- Development of whole school data plan
- Creation of PLCs online, named as *Wangiralli* (Ngunnawal for 'Listen').

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):

- Creation of a whole school professional learning plan aligned with the school's improvement agenda
- Engaging students as key stakeholders in their learning so that student voice is captured and evident across the college

Reporting against our priorities

Priority 1: Enable all students to achieve a minimum of one year's growth for one year's learning

Targets or measures

By the end of 2021 we will achieve:

- Growth in the proportion of grades awarded at C grade and higher across semesters
- Effect size ≥ 0.4 on Reading, Maths and Science online PAT tests
- Increase proportion of all students attaining at Secondary School Certificate above 88%

In 2021 we implemented this priority through the following strategies.

- Creation of a data plan incorporating the full range of college data
- Incorporating Visible Learning (specifically Learning Intentions and Success Criteria) into every classroom.
- Providing academic support for students through study skills classes and other strategies.

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	2021	2022	2023	2024
Growth in proportion of C Grades and above Year 11	65%	54%	54%			
Growth in proportion of C Grades and above Year 12	65%	63%	60.1%			

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
<i>Attain and consistently maintain scores above system average in the following three perception items:</i>						
• <i>My teachers expect me to do my best</i>	1.5%	1%	11%			
• <i>I'm satisfied I'm getting a good education at this school</i>	-1.8%	-5%	-5%			
• <i>I am satisfied that this school has high expectations in all that it does</i>	-6.6%	-5.4%	-3%			

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
Increase proportion of students attaining SSC	83%	79%	87%			

What this evidence tells us

2021 was an atypical year in education, and the impacts of COVID-19 with a remote learning period having a significant impact on student learning, engagement, and wellbeing. In relation to the measurement of award of C grades and above, it is noted that these results are similar to 2020. This will be more closely monitored in 2022.

PAT testing has commenced and due to 2021 challenges, insufficient valid data was available. This will be a greater focus for 2022.

The proportion of students attaining a Senior Secondary Certificate in 2021 increased to 87%. This can be attributed to increased support for students at their point of need, including wellbeing and academic support. A focus on Learning Intentions and Success Criteria allowed students to positively engage in their learning. Other supports such as Study Skills and Academic support in the library through the Learning Hub also contributed to this increase.

Our achievements for this priority

- An 8% increase in students attaining a Senior Secondary Certificate from the previous year.
- Student perception data is trending upwards with an increase of 10% in students perceiving that their teachers want them to do their best.
- Consistent whole school pedagogy focusing on Visible Learning – implementing LISC & Feedback.
- Developing and resourcing of the EC Honour Program for a 2022 commencement to replace the Cambridge International Program.
- Commencement of an Impact Coaching Team incorporating SLCs and Aspiring Leaders
- Creation of a PLC *Wangiralli* (Ngunnawal for 'Listen').
- Creation of a whole school data plan taking into account the full range of college data

Challenges we will address in our next Action Plan

- Documented programs of learning for every course implementing SOLO Taxonomy.
- Increasing C grades and above across accredited and tertiary courses for Years 10,11 and 12.
- Implement Visible Learning approach to enable teachers to become evaluators of their own practice and impact.
- Further align the whole school professional learning plan with evidence of impact through consistent implementation of LISC, SOLO Taxonomy & Feedback.
- Acknowledging and celebrating academic achievement, such as the Honours Program, to enhance student perception data on the quality of their educational program.

Priority 2: Students graduate with a strong sense of personal wellbeing and learning dispositions that prepare them for successful transition beyond college

Targets or measures

By the end of 2021 we will achieve:

- Reduction in V grades from previous semester to current semester each year
- Increase mean AST scores across all five AST components
- Students report a high level of wellbeing and connectedness to college
- Reduce proportion of special considerations for estimates and status

In 2021 we implemented this priority through the following strategies.

- Implementation of a whole school Learner Profile
- Targeted wellbeing interventions to meet student need
- Increase student leadership opportunities and student voice

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 S1	2020 S2	2021 S1	2021 S2	
Reduction in V grades from previous semester to current semester each year	22%	23%	16%	10.4%	9.8%	
	Base	2020	2021	2022	2023	2024
Increase mean AST scores across all five AST components	139.25	136.56	135.65			

Perception Data

Targets or Measures	Base	2020	2021	2022	2023	2024
Students report a sense of belonging and connection with the school	65.7%	69.7%	72.5%			

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
Reduce proportion of students receiving special considerations	16%	18%	14%			

What this evidence tells us

This year, the school placed a high priority on meeting the learning and wellbeing needs of students in a holistic way. There was a focus on supporting those students who had experienced negative impacts to their learning and putting supports in place to ensure that

where possible, students would graduate with their cohort. This has resulted in fewer V grades and Special Consideration. This work will continue to be progressed over the 2022 school year.

The increase of students reporting a sense of belonging and connection with the college, despite the disruptions caused by COVID 19 and remote learning, indicates successful and effective student wellbeing supports and teacher commitment targeted to meeting student needs. The student leadership program has given students opportunity for increased voice in college life, for example student led assemblies and events.

The mean AST scores indicate little variation and improving these continues to be a focus for future improvement.

Our achievements for this priority

- Reduction of V Grades of over 6% from the previous year.
- A 2.8% increase of students reporting a sense of belonging and connection with the school.
- Implementation of an explicit whole school Learner Profile.
- Introduction of connected learning and study skills programs.
- College Ambassador Program established as a platform for student leadership and student voice.
- Story Ground partnership with the University of Canberra.
- Certificate II in Indigenous Leadership opportunity.

Challenges we will address in our next Action Plan

- Successfully prepare students for the AST through a structured AST preparation program and embedded AST style tasks in Tertiary programs.
- Implement Visible Learning strategies through Programs of Learning to enhance student engagement and success resulting in an increase in the proportion of C Grades and above.
- Implementation of explicit whole school Learner Profile
 - Explicit incorporation of Learner Profiles into Programs of Learning
 - Monitoring impact and student growth through learning disposition surveys
 - Evaluate and improve structured LINK program
- Engage students as key stakeholders in their learning so that student voice is captured and evident across the college
 - Increase student leadership opportunities and student voice

**A copy of the QIP is available for viewing at the school.*