

Lake Tuggeranong College

Network: Tuggeranong

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 20XX 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.

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

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

To centre teaching and learning around students as individuals

In 2020 our school supported the Strategic Indicators through – Priority 1 & 2 (see reporting for detail).

Reporting against our priorities

Priority 1: LEARN – develop critical and creative thinking skills in all students

Targets or measures

By the end of 2024 we will achieve:

- Average improvement in student responses to AST Short Response trials between term 1, year 11 and term 3, year 12
- Yearly average improvement in student responses to (A) unit assessment tasks designated as ‘creative’ and/or ‘critical’
- Growth in student self-assessment results from the start of year 11 to the end of year 12 against ‘critical and creative thinking’.

In 2020 we implemented this priority through the following strategies.

- Adopt the Quality Teaching Model (QTM) Framework to inform reflective practices. Actioned via the three school improvement levers of the schoolwide PLC, professional learning sessions, and the Faculties.
- Focus on the prioritised General Capabilities (the GC’s) across the curriculum
- Curriculum Review, privileging critical and creative skill development
- Assessment Review, privileging critical and creative skill development

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Average improvement in student responses to AST Short Response trials between term 1, year 11 and term 3, year 12</i> [Target to be established at the end of 2021, once two-year cohort completes.]	Est’d 2021	N/A				
<i>Yearly average improvement in student responses to (A) unit assessment tasks designated as ‘creative’ and/or ‘critical’.</i> [Delayed implementation due to COVID. Target to be established at the end of 2021]	Est’d 2021	N/A				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Growth in student assessment results from the start of year 11 to the end of year 12 against ‘critical and creative thinking’.</i> [Target to be established at the end of 2021]	Est’d 2021	N/A				

What this evidence tells us

- Because of the challenges of establishing performance in previously uncollected student learning data, the college is not in a position to finalise baselines, and therefore, five-year targets.
- Since the articulation of our School Plan and priorities, the college has been establishing structures and processes designed to measure improvements in the General Capabilities. Once established, they can become embedded in each year's data collection and analysis.

Our achievements for this priority

Adopt the Quality Teaching Model (QTM) Framework to inform reflective practices.

- Despite COVID and a radical shift in focus in relation to professional learning rollout, the college was able to trial and share the work of an action research team in relation to QTM.
- The action team shaped a proposal (subsequently adopted) for a two-stream approach for all staff for 2021, as part of whole school pedagogical approaches.
- The college will ask staff to select to take part in action research into their classroom practices or their assessment strategies using the QTM, in 2021.

Assessment Review, privileging critical and creative skill development.

- With COVID-influenced changes to our reporting structures, the college was able to create interrogable student performance data based on critical and creative skill development. This was not possible using previous reporting format. This will allow even finer grain performance data going forward.
- Staff have begun identifying the formal assessment tasks which focus on critical and creative skills.
- The college begun work in identifying a self-assessment tool for students to use as part of looking at multiple sources of data.

Challenges we will address in our next Action Plan

- Confirm data collection regime in measuring critical and creative thinking skill development
 - > Creation of specific lead role
 - > Creation of repository for data sets
 - > Professional learning in interrogating the data collected
- Establish baseline and outyear targets
 - > Once the cohort has rolled through, we will have a baseline and can set targets
- Design a self-assessment tool for students
 - > Undertake research
 - > Trial in semester 2, 2021
 - > Triangulate the data as part of target-setting

Priority 2: THRIVE & CONNECT -increase students' personal and social capability to be active learners

Targets or measures

By the end of 2024 we will achieve:

- The proportion of students demonstrating active engagement in learning
- The proportion of students engaging in work readiness programs
- Growth in student self-assessment from the start of year 11 to the end of year 12 against 'Personal and Social Capability'
- 'Students at this school are being equipped with the capabilities to learn and live successfully.'
- 'Skills in collaboration are developed as a result of work in this unit' each year.
- Engagement in a broad range of out-of-class activities

In 2020 we implemented this priority through the following strategies.

- Privileging of skills supporting independent learning and engagement (*COVID-19-Informed*)
- College structures support greater access to a differentiated learning environment (*COVID-19-Informed*)
- Recasting of diversity and inclusion agenda in order to improve in-class differentiation according to learner need
- Deploy a suite of projects promoting a sense of community in the college (College Connect, Success Assembly, WINning Transition)

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.

The format presented below for reporting progress towards your five-year targets is an exemplar only. If it doesn't work for the evidence you wish to present then you are free to change it. However, the accumulation of evidence over time and consideration of MSoE must be evident.

Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<i>The proportion of students demonstrating active engagement in learning</i> Number of assessment items not submitted per student in Semester 2 each year.	1238/625 = 2.0	2				1
<i>The proportion of students engaging in work readiness programs</i> % of graduating students in (A) packages completing VET qualifications (including through an external RTO but not ASBA's)	66/(270-96) = 38%	N/A - COVID				66%
<i>The proportion of students engaging in work readiness programs</i> % of graduating students having completed at least one week of Work Experience	95/270 = 35%	N/A COVID				70%

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Growth in student self-assessment from the start of year 11 to the end of year 12 against 'Personal and Social Capability'</i> [Base and target to be established at the end of 2021]	Est'd 2021					
<i>'Students at this school are being equipped with the capabilities to learn and live successfully.'</i>	68.8%	64%				85%
<i>'Skills in collaboration are developed as a result of work in this unit' each year.</i> [Interrupted by COVID. Target to be established in 2021]	N/A	Set end 2021.				

School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Engagement in a broad range of out-of-class activities</i> % of graduating students awarded 0.6 or more points for 'College Connect' as an R Unit over 2 years. [Interrupted by COVID. Target to be established in 2021.]	N/A	Set end 2021.				

What this evidence tells us

- As for Priority 1, the college is heavily focused on establishing baseline data and sound collection techniques, in order to measure student performance in the outyears of the School Plan.
- COVID disruptions also mean that we are behind in our endeavours to implement changes.

Our achievements for this priority

This priority area was severely interrupted by COVID restrictions and changes. The impact, for example, on our ability to look at student involvement in work readiness programs, was significant. No activity was possible against this measure.

With the shift to new skills in online learning, college resources and efforts were diverted.

Privileging of skills supporting independent learning and engagement (COVID-19-Informed)

- > Staff and students reported improvements in the quality of formative feedback they received when learning online

College structures support greater access to a differentiated learning environment (COVID-19-Informed)

- > A strong suite of college-based responses to individualised learner need was created and implemented.
- > Students report high levels of satisfaction with these initiatives (school-based surveys and workshops)

Challenges we will address in our next Action Plan

- Mapping of personal and social capability across delivered curriculum
 - > Teachers able to incorporate elements in assessment items
 - > Reports able to describe student performance and growth over time
- Development of student self-assessment tool in relation to collaboration skills
 - > Triangulate with teacher assessment data
- Strengthening of R Units
 - > Maintain accurate records of R Unit involvement
 - > Incorporate review of R unit offerings in wider ongoing curriculum review (Enabling Curriculum Activated Team)