

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.

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 1 and 2 (see reporting for detail):

- Professional learning for teaching staff on student wellbeing tools and philosophies
- Teaching staff engaged in All Colleges Day: Beyond Content
- All teaching staff conduct action research through PLC groups focusing on student learning.
- Review the college's pastoral care program 'N Group'.
- Provision of twice weekly tutoring opportunities through the library Study Hub.

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 and 2 (see reporting for detail):

- All teaching staff conduct action research through PLC groups focusing on student learning.
- Teaching staff work in faculty groups to document curriculum and unit plans using BSSS and IB planners.
- Teaching staff participate in twice yearly system Moderation Days to strengthen learning programs.
- Consulting students through end of unit surveys and Student Governance Group meetings.

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 and 2 (see reporting for detail):

- Professional learning for teaching staff on student wellbeing tools and philosophies
- Teaching staff engaged in All Colleges PL: Beyond Content

- All teaching staff conduct action research through PLC groups focusing on student learning.
- Implement support program for identified students, with provision of targeted teacher support and quality differentiation within classes.
- Provision of twice weekly tutoring opportunities through the library Study Hub.
- Review impact of college N group program.

Reporting against our priorities

Priority 1: Improve student engagement in learning

Targets or measures

By the end of 2025 we will achieve:

- An increase in the proportion of completion of assessment tasks.
- Student School Satisfaction Survey question: 'Students at this school are equipped with capabilities to learn and achieve successfully' increases from 73% to 80%.
- Student School Satisfaction Survey question: 'Teachers encourage students to try out new ideas' increases from 66.2% to 72% (new wording).
- College unit evaluation survey question: 'I value the learning I take from this class' increases by 5%

In 2021 we implemented this priority through the following strategies.

- Use professional learning communities (PLCs) to enhance teaching through collaborative action research.
- Develop a whole school approach to collecting evidence of learning.
- Developing and providing scaffolds for students on assessment tasks.

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	Year 1	Year 2	Year 3	Year 4	Year 5
Increase in the proportion of completion of assessment tasks (Data source: ACS)	Determined in 2021	98.0%				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Student School Satisfaction Survey question: 'Students at this school are equipped with capabilities to learn and achieve successfully' increases from 73% to 80%.	73%	N/A				
Student School Satisfaction Survey question: 'Teachers encourage students to try out new ideas' increases by 5% (New question)	Determined in 2021	66%				
College unit evaluation survey question: 'I value the learning I take from this class' increases by 5%	80%	80%				

What this evidence tells us

- Due to the impacts of COVID-19, elements of the Student Satisfaction survey were not included, and this is represented by N/A in our data. In 2021, some questions in the satisfaction survey also changed, so the baseline data was determined in 2021 using the new question.
- Within the first year of our Improvement cycle, the college has not made gains in these data sets.
- The selected measure of completion of assessment tasks is high, demonstrating existing support strategies provided to students has resulted in student submission of assessment tasks and accompanying low levels of V grades awarded for students. Therefore, this measure will be adjusted in 2022.

Our achievements for this priority

Use professional learning communities (PLCs) to enhance teaching through collaborative action research

- Throughout the year, teaching staff conducted action research in PLCs in order to use data to measure student learning and to determine the effectiveness of teaching strategies.

Develop a whole school approach to collecting evidence of learning

- Teachers sought student perception data through the use of end of unit surveys to identify pedagogical approaches that suit the needs of their students.
- Teachers use formative tasks as well as summative assessment items to determine the next steps of curriculum delivery.
- Using Google classroom tools to communicate with students and undertaking learning and perception surveys during remote learning.

Develop supports for students requiring targeted support in learning

- Students identified as requiring extra support to access the curriculum provided with targeted learning strategies to be implemented in classes.

Challenges we will address in our next Action Plan

Develop supports for students requiring targeted support in learning

- Define common expectations of teaching and learning that are grounded in evidence-based research.
- Develop staff understanding of incorporating Individual Learning Plan (ILP) strategies into classroom practice.

Build staff capacity to use various data sources to inform their practice and decision making around teaching and learning.

- Further differentiation within courses by teachers by providing access to sufficient data to determine starting points for teaching.
- Professional learning in effective action research and role of professional learning communities.

Priority 2: Improve student wellbeing

Targets or measures

By the end of 2025 we will achieve:

- An increase in attendance in N groups
- Student School Satisfaction Survey question: 'Overall I am satisfied I am getting a good education at this school' increases from 83% to 87%.
- Student School Satisfaction Survey question: 'I feel I can talk to teachers about problems at school' increases by 5% (new wording).
- Annual climate survey data: 'School Identification' and 'Behavioural Engagement' increase by 5%

In 2021 we implemented this priority through the following strategies.

- Trialling new structure of N groups including weekly announcements on Google classroom.
- Be You resources used to identify targeted data collection on student wellbeing.
- Development of student support materials for remote learning.
- Proactively seeking student feedback on learning and wellbeing.

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	Year 1	Year 2	Year 3	Year 4	Year 5
N Group attendance	N/A	N/A				

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Student School Satisfaction Survey question: 'Overall I am satisfied I am getting a good education at this school'	83%	70%				
Student School Satisfaction Survey question: 'I feel I can talk to teachers about problems at school' (New question)	Determined in 2021	41%				
Annual climate survey data: 'School Identification'	65.5%	49%				
Annual climate survey data: 'Behavioural Engagement'	80%	76%				

What this evidence tells us

- Due to the impacts of COVID-19, some questions in the satisfaction survey also changed, so the baseline data was determined in 2021 using the new question.
- Due to the impact of remote learning, the changes to the N group program were not able to be implemented and data on attendance was not able to be taken.
- It is clear that the survey data indicates that the college results are lower than the baselines set in 2019/2020. However, these elements measure engagement in whole school activities as well

as academic classes. Events such as UN Day that would normally bring students and staff together were not able to run due to COVID restrictions.

Our achievements for this priority

Consultation of students

- Principal attended Student Governance Groups meetings, directly receiving and acting upon input from students.
- End of unit surveys were used to determine classroom practices suited to class groups.

Review the college's pastoral care program 'N Group'

- Ongoing reflection of impact of regularly scheduled N groups to develop program/schedule for 2022.

Establish support mechanisms for students during remote learning period

- Developed remote learning program to ensure regular check-ins with students as well as providing time for students to determine their own study schedule.
- Student Google site developed with strategies for learning and to support wellbeing and connection.

Challenges we will address in our next Action Plan

- Increased opportunities for whole school events and activities that allow students to develop peer to peer relationships as well as building teacher-student connections.
- Use of targeted questions in unit surveys to determine effective wellbeing supports by staff.
- Use of Be You resources to develop multiple supports for students.
- Use of IB Learner Profile and Approaches to Teaching and Learning resources to engage students in student centred learning.