Erindale College

Network: Tuggeranong

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 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: Empower teachers, school leaders and other professionals to meet the learning needs of all students

In 2023 our school supported this foundation through – Priority 1

- **Students will achieve a minimum of one year's growth for one year's learning**

Foundation: Students at the centre

In 2023 our school supported this foundation through – Priority 2

- **Students graduate college with a strong sense of personal wellbeing and learning disposition to prepare them for life beyond school**

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 2024 we will achieve:

- Increased self-efficacy of staff to 'know thy impact' and confidently implement strategies to improve student learning outcomes through High Impact Teaching Strategies

    Growth in proportion of grades awarded at C level and higher across two semesters for each cohort

    Increase in level of engagement of learner profile through the student evaluation feedback

In 2023 we implemented this priority through the following strategies.

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

- Engage all staff in differentiated strategies to improve student learning progress and achievement.

  Teachers implement evidence-based HITS into teaching practices
  Broaden data literacy through scheduled sessions throughout the year.
  Create an assessment tool to address learning attributes in association with the learner profile and identify and measure strengths and growth in relation to the working with others profile.

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%	52%	59%	
Growth in proportion of C Grades and above Year 12	65%	63%	60.1%	56%	61%	

Perception data

Targets or Measures	Base	2020	2021	2022	2023	2024
Attain and consistently maintain scores above system average in the following three perception items:						
▪ *My teachers expect me to do my best*	1.5%	-3.2%	N/A	3.8%	3.9%	
▪ *I'm satisfied I'm getting a good education at this school*	-1.8%	-5%	-5%	-2.7%	4.4%	
▪ *I am satisfied that this school has high expectations in all that it does*	-6.6%	-5.4%	-3%	0.6%	8.5%	

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
Increase proportion of students attaining SSC	83%	79%	87%	85%	87%	

What this evidence tells us

2023 was the return to a typical school year post pandemic. Evidence indicates significant increases in the perception data in relation to students getting a good education and the school has high expectations. This coupled with our student voice feedback throughout the year highlights that our targeted strategic priorities were effective in their delivery. Our student learning data results indicates increases of 7% and 5% respectively in the proportion of C grades and above for both year 11 and Year 12.

Analysis → Priorities → Strategies → Actions → Impact (for student)

The proportion of students attaining a Senior Secondary Certificate in 2023 also was increased by 2% but is just below our 88% target for the year. This increase can be attributed to continued support for students at their point of need, including wellbeing and academic support.

A focus on High Impact teaching strategies and teacher observations allowed students to positively engage in their learning. Other supports such as Study Skills R units and Academic support through our university tutors also contributed to this engagement.

As this will be the final year of our current review cycle our targets will have a sharp focus on our two key priorities:

- Students demonstrating the attributes of the Learner Profile.
- Students feeling a sense of belonging at Erindale College.

Our achievements for this priority

Example: *Our achievement for this priority*

- Students accessed learning targeted to their proximal zone of learning
- Student engagement increased due to explicit and meaningful work
- Student achievement increased against identified goals
- Working with others was normalised in the student's behaviour and attitude in trialled classes.

Challenges we will address in our next Action Plan

All staff engage in targeted professional learning to improve student learning progress and achievement.

- Explicit teaching of learning dispositions.
- Staff will engage in unpacking student data to inform impact.
- Staff will actively engage in peer observations and provide feedback the EC way.

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 2024 we will achieve:

- Reduction in V grades and proportion of special considerations for estimates and status, from previous semester to current semester each year.

  Student attendance data increases
  Increase proportion of all students obtaining a senior secondary school certificate above 88%

In 2023 we implemented this priority through the following strategy.

- **Students feel safe and supported to thrive in their learning**

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

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
Reduction in V grades from previous semester to current semester each year	22%	**S1** 23% **S2** 16%	**S1** 10.4% **S2** 9.8%	**S1** 10.2% **S2** 11.0%	S1 9.3% S2 9.8%	
	Base	**2020**	**2021**	**2022**	**2023**	**2024**
Increase mean AST scores across all five AST components	139.25	136.56	135.65	129.9	136.6	

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%	60%	76%	

School program and process data

Targets or Measures	Base	2020	2021	2022	2023	2024
Reduce proportion of students receiving special considerations	16%	18%	14%	18%	15%	

What this evidence tells us

In 2023 the college placed a high priority on Students graduating college with a strong sense of personal wellbeing and learning disposition to prepare them for life beyond school. There was a focus on establishing PBL Framework into the school structures to ensure staff and students feel safe and supported. A school wellbeing team was derived to ensure effective student wellbeing systems were reviewed and improved on to further support students who experience difficulties engaging in their learning. This is evidenced through our targets of measures where the data indicates fewer V grades and a decrease of 3 % in Special Consideration. This work will continue to be addressed over the 2024 school year.

The significant increase of students reporting a sense of belonging and connection with the college, increased by 16% from the previous year. Effective student wellbeing support and teacher commitment targeted to meeting student needs was recognised by students where 72% of

Analysis → Priorities → Strategies → Actions → **Impact** (for student)

students (compared with the ACT system of 61%) feel close to others and their school. The student wellbeing team also incorporated student voice into their meeting structure to provide students an opportunity for increased voice in college life, for example student led assemblies and events, courtyard improvements and indoor furniture improvements.
The median AST score indicates an increase from the previous year from 129.9 to 136.6. The school continue its critical thinking AST session with Year12 student s to readily prepare them for Septembers AST examinations.

Our achievements for this priority

Challenges we will address in our next Action Plan

- Students continue to be supported through an inclusive wellbeing program.
- Student voice is captured and evident across the college
- Continue to design and/or advance specialised programs that connect students to curriculum and future pathways.
- Continue social media campaign that is targeted towards promoting school identity and celebrating students' success.

Analysis → Priorities → Strategies → Actions → Impact (for student)