

Lake Tuggeranong College

Annual Action Plan Report 2018

Context

2018 is the third year of the current five-year school improvement cycle. The work of the school has been characterised by the continued exploration of the three school priorities, paying particular attention to those areas that our data suggests have flatlined or not shown the growth we would have expected. Together with changes in the school's leadership ranks, and new eyes to look at the underlying assumptions in our School Plan, the college has had a year of refocussing on what might allow our improvement goals to be met.

The school's operating context includes a declining overall enrolment: since the start of this planning cycle, the annual March census reflects a decrease of approximately 70 students over the three-year period. Parallel with this is an increasing number (and proportion) of students requiring moderate to substantial modification of either their curriculum package or their learning experiences. The proportion of the total student population graduating with an Australian Tertiary Admission Rank (ATAR) tertiary entrance rank has remained relatively stable over this time: in 2018, this pathway included 40 percent of all graduates.

The school's improvement agenda continued to leverage the professional learning community model adopted at the start of 2017 and was the main form of enacting the strategic priority of developing our expert teaching team. The annual review of the 'College Life' model showed increased pressure on student wellbeing coordinators due to complex learner needs (predominantly in relation to challenged mental health and wellbeing), and an acknowledgement that academic accountabilities were not being sufficiently supported via the weekly LinC sessions. As a result, actions associated with the second strategic priority, increasing student connectedness with their college, remained in the responsive realm. Partnerships with our community (the third strategic priority) continued to provide positive opportunities for students to gain authentic pathways through to the next phase of their lives.

The college operated during term 4 with a reduced senior leadership team, following the external promotion of the Deputy Principal Teaching and Learning. By the end of the year, that position was filled substantively by an experienced SLB. A recruitment process also resolved a long-term vacancy of the School Leader C in the Technology faculty. The internal review of progress towards a fully implemented College Life model saw the creation of a new School Leader C position – Academic Progress – for the 2019 school year. This was filled on a temporary basis from within the college leadership team and allowed a higher duties opportunity to backfill in Science/PE.

Methodology

Self-evaluation has taken the form of iterative and formative investigations into how the improvement strategies have been impacting; and it has taken the form of summative evaluation using the systemic stakeholder satisfaction surveys. Input has been provided by students (via surveys and focus groups), staff (via professional learning episodes and surveys) and parents (via

participation rates and survey results). The school's leadership team also conducted internal reviews of progress against each of the three priority areas over the course of the year.

A summary of self-evaluative episodes and processes is contained in the following table:

Table: 2018 Lake Tuggeranong College data sources and processes

Priority Area	Data type	Data contributors	Collection points
LEARN	Teacher impact <ul style="list-style-type: none"> Feedback – anecdotal, presentations, feedback from observations 	<ul style="list-style-type: none"> School Leader B Staff (curator) Teaching staff 	<ul style="list-style-type: none"> PL sessions every three weeks Whole-staff sharing once each semester
	<ul style="list-style-type: none"> Number of coaches / mentors active Coaching / mentoring reflections 	<ul style="list-style-type: none"> School Leader B Staff (curator) 	<ul style="list-style-type: none"> Once a term Pathways meetings (three times a year)
THRIVE	Student wellbeing <ul style="list-style-type: none"> College Life data – V-grades, class changes, presentations to student wellbeing coordinators, presentations to Careers 	<ul style="list-style-type: none"> School Leader B Students and School Leader C College Life (curators) Students, staff 	<ul style="list-style-type: none"> Once a term
	Student satisfaction <ul style="list-style-type: none"> Student survey data Student goal achievement 	<ul style="list-style-type: none"> Students LinC teachers Classroom teachers Careers data sets 	<ul style="list-style-type: none"> TALES once a term/semester System satisfaction survey episode in term 3
	Student performance <ul style="list-style-type: none"> Student leadership group data – number of participants by types of leadership opportunities 	<ul style="list-style-type: none"> School Leader C College Life (curator) Student leaders 	<ul style="list-style-type: none"> Once a term
	<ul style="list-style-type: none"> Number of professional learning sessions delivered Number of participants attending Satisfaction rates from the professional learning 	<ul style="list-style-type: none"> Student Wellbeing Coordinators Participating staff – teachers and support staff Participating students 	<ul style="list-style-type: none"> Episodic; PL sessions three times a term.
	<ul style="list-style-type: none"> NSIT reflection data 	<ul style="list-style-type: none"> School leadership team 	<ul style="list-style-type: none"> Annual leadership conference in term 4
CONNECT	Student transition	<ul style="list-style-type: none"> Incoming students Outgoing students 	<ul style="list-style-type: none"> End of term 1 End of terms 3 and 4

	<ul style="list-style-type: none"> • Transition data (incoming and outgoing) 		
	Student achievement <ul style="list-style-type: none"> • College Life data on v-grades 	<ul style="list-style-type: none"> • School Leader C (Curator) 	<ul style="list-style-type: none"> • Once a term
	Student engagement <ul style="list-style-type: none"> • Settling Survey data 	<ul style="list-style-type: none"> • School Leader C College Life 	<ul style="list-style-type: none"> • Annually
	<ul style="list-style-type: none"> • Participation data from college events, Meet & Greet night, Open Night, Parent-Teacher events, information sessions. 	<ul style="list-style-type: none"> • Senior leadership team 	<ul style="list-style-type: none"> • According to calendar
	<ul style="list-style-type: none"> • Partnership data such as agreements 	<ul style="list-style-type: none"> • Senior leadership team 	<ul style="list-style-type: none"> • Once a semester

Source: Lake Tuggeranong College data sets, BSSS data, stakeholder satisfaction surveys

Evaluation of Performance

Priority

LEARN: Develop our expert teaching team

Targets

By the end of 2020 the college will achieve:

- The percentage of teachers able to demonstrate their impact on student learning outcomes will double from that of 2015 (35% in 2015)
- Growth rates of between 10% – 15% on 2015 levels of students achieving A, B or C's
- Halving proportion of unit void rates from that of 2015 (15% in 2015)
- Halving the proportion of non-completion of senior secondary certificate from that of 2015 (eight percent in 2015)

Progress

Table: The percentage of teachers able to demonstrate their impact on student learning outcomes will double from that of 2015 (currently 35%) - i.e. rate will reach 70%

	2015	2016	2017	2018
% of staff	35	35	42	38

Source: 2018 PLC feedback data, Staff Satisfaction Surveys

Table: Growth rates of between 10% – 15% on 2015 levels of students achieving A, B or C's.

	Accredited courses				Tertiary courses			
	2015	2016	2017	2018	2015	2016	2017	2018
A's	13.3	12.7	9.3	9.3	9.4	12.2	10.5	9.2
B's	24.8	27.1	22.9	24.9	22.6	27.4	21.3	21
C's	40.5	38.8	37	37.2	38.1	44.5	38.1	36.45

Source: BSSS data 2015, 2016, 2017, 2018

Halving proportion of unit void rates from that of 2015 – i.e. the proportion will be 7.5%

	Accredited courses				Tertiary courses			
	2015	2016	2017	2018	2015	2016	2017	2018
V-grades	13.3	12.7	15.5	17.3	9.4	12.2	7.7	7

Source: BSSS data 2015, 2016, 2017, 2018

Halving the proportion of non-completion of senior secondary certificate from that of 2015 (eight percent in 2015)

	2015	2016	2017	2018
% of cohort	8	12.3	4	7.6

Source: Priority 1 Target Progress – Lake Tuggeranong College and BSSS data 2015, 2016, 2017, 2018.

Discussion

The Key Improvement Strategies deployed during 2018 for this priority were:

- KIS 1 - A Professional Learning Community model for teacher learning and development
- KIS 3 - Data and evidence informs teacher practice
- KIS 4 – A college-wide focus on delivering personalised learning

2018 was the second year of teachers investigating the impact of their practice via their involvement in action research projects. Building upon the work undertaken in 2017, whereby staff explored data sources and how to analyse data generated in their research projects, teachers launched into their respective research projects in term two of 2018. Faculty meetings were used to share progress during terms two and three, and a whole-staff sharing session took place in term four.

The college again sought to build a centralised student learning and wellbeing data set in order to profile strengths and areas for development for in the cohort. This initiative was not continued after the first term due to challenges implementing the new student administration system which required considerable time on the part of key staff members.

Personalised learning was profiled by the establishment of a think tank of staff members who investigated the experience and performance of students undertaking a tertiary package. This team focused on building student and family understanding of the nature of the pathway, as well as sharing teaching strategies with the wider teaching staff. Changes were made to how and when ATAR estimate counselling sessions were conducted.

Planned work on a whole-of-school assessment review did not occur due to competing pressures at the faculty level, although all faculties reported a focus on formative assessment in teaching teams. The planned focus on unit evaluations as a means of gaining student voice in their learning – and subsequently being a source of reflection for teachers – was only partially implemented in 2018. Anecdotally and as per system surveys, students reported a decline in satisfaction levels in relation to the usefulness of feedback they receive on their learning.

Analysis

The school improvement team notes significant gaps in some of the targets set and those achieved in 2018. The college continues to empower teachers with the mechanisms by which they can demonstrate their impact on the learning outcomes achieved in their classrooms. Whilst our target over the life of this plan is not yet met, the leadership group believe that with further work in evidence-based reflection, this target will be achievable.

For the second consecutive year, the action research approach had limited quantifiable impact on individual or team teacher practice. It was evident that approximately 25 percent of staff fully engaged in the cycle of researching a problem of practice, instituting a changed practice and observing and recording student outcomes. The presentations by the active staff were of a high calibre and demonstrated a growing understanding of the value of data-informed practice.

The annual survey of staff in relation to the action research model of professional learning identified three strong recommendations for 2019: reduce the number and range of ‘topics’ or problems of practice being explored; unify efforts so that colleagues can go on the journey together; and find ways of increasing individual accountability to participate. A fourth strategy was identified: to continue building the capacity of our leadership group as instructional leaders. This has been written into strategies for 2019.

In 2018, the college paid attention to how school leaders were presenting learner data to their teaching teams and how this was being unpacked. Historically, the data tended to be quantitative and summative in nature; but as a result of the system-wide focus on multiple sources of data, and our local work with wellbeing data, we were able to take a broader look at what constitutes meaningful data on our learners. This journey is only just beginning, but the consensus appears to be that with more student-centred discussions teachers will become more confident in being able to describe their impact.

Feedback from teachers suggests that the analysis of learner data is far from the greatest hurdle: there is overwhelming support for a concerted look at teaching strategies to better meet individual learner need. This was intended to be an initiative led by the SLC Academic Wellbeing, but that position was not able to be filled in 2018. The leadership group subsequently took the position that this was better delivered via SLCs in our learning areas. The mechanisms by which this approach can be fully implemented and monitored are being built into the 2019 Action Plan.

Student performance data – as described in the allocation and distribution of A – E grades – remained roughly equivalent to that of 2017 and are significantly short of the long-term targets set. It is acknowledged that grades for tertiary course tend to follow a distribution range; however, the results for accredited courses continues to pose a question of our assessment strategies.

The rates of V-grading increased in accredited course areas in 2018 and are currently at an all-time high of 17.3 percent of all grades allocated. Despite a focus on how we design and assess the accredited courses, as well as providing students with clear information about the triggers for voiding units, we are not yet seeing a positive shift. The evidence from within learning areas and in College Life suggests that the greatest contributing factor is non-attendance, leading to non-submission of assessable items. Students tell the story of choosing not to continue with certain classes in their package, but not formally withdrawing; likewise, many v-grades reflect students making better course choices once the year begins. [V-grade rates are higher in semester one than semester two.] It is also clear that many of our students have elevated anxiety in relation to assessment. The story in tertiary courses is somewhat more positive and shows a target that has been met.

There are strong signals in this data suggestive of a concerted piece of work around how we prepare students for college (‘college readiness’) and how we strengthen the engagement levels of our students in our classrooms.

The significant work being undertaken on the part of teachers and College Life staff is being reflected in sound retention rates: in 2018, 7.6% of our students did not go on to receive their senior secondary certificate. Of that proportion, there are pleasing stories of either employment or further and different training being taken up by our students. The college remains committed to the identification of suitable pathways for all students.

Priority

THRIVE: Strengthen college culture of student connectedness.

Targets

By the end of 2020 the college will achieve:

- The proportion of students expressing high levels of satisfaction represents an increase of 10% on 2015 levels
- The proportion of students expressing individual goal attainment increases by 15% on 2015 levels
- Student attendance rates match or exceed the ACT college average, representing a 15% increase on 2015 rates
- Student apparent retention and completion rates match or exceed the ACT college averages, representing a 10% increase on 2015 rates
- Student reportage of wellbeing increases by 30% on levels reported in 2015
- The proportion of students undertaking college community service/leadership experiences increases by 25% on the levels in 2015

Progress

Table: The proportion of students expressing high levels of satisfaction represents an increase of 10% on 2015 levels

2015	2016	2017	2018
72	75.6	78	73

Source: Student Satisfaction Surveys (count = average across 12 common items)

Table: The proportion of students expressing individual goal attainment increases by 15% on 2015 levels (base rate = 72%) – i.e. the proportion will be 87%

2015	2016	2017	2018
72	70	75	70

Source: Lake Tuggeranong College Careers & Transitions data set; Student Pathways notes

Table: Student attendance rates match or exceed the ACT college average, representing a 15% increase on 2015 rates

2015	2016	2017	2018
86	84	84	Not available

Source: MAZE data

Table: Student apparent retention rates match or exceed the ACT college averages, representing a 10% increase on 2015 rates

2015	2016	2017	2018
93	92	92	90

Source: MAZE data

Table: Student reportage of wellbeing increases by 30% on levels reported in 2015 (base rate = 55%) – i.e. the rate will be 85%

2015	2016	2017	2018
55	58	54	47

Source: Student Satisfaction Survey, ASCSIMT

Table: The proportion of students undertaking college community service/leadership experiences increases by 25% on the levels in 2015 (base rate = 38%) i.e. the proportion will be 63%.

2015	2016	2017	2018
38	36	33	42

Source: Lake Tuggeranong College Community Service register, Student Leadership Group records

Discussion

The two Key Improvement Strategies deployed against this priority in 2017 were

- KIS 5 - Student voice informs improvement processes; and
- KIS 8 - Build capability in student wellbeing.

Student voice and building staff capacity in responding to student need were the two identified areas of focus in 2018.

A revitalised effort to form a sustainable student leadership group again resulted in a less formal student leadership layer operating across the college. Whilst it was easy to engage students in whole-of-school social and celebratory events, it became clear by the middle of the year that students were reluctant to be part of a 'labelled' working group. As in previous years, a small group of students were regular participants in leadership opportunities, ably representing the college; and a much larger segment of the student population involved themselves in market days, success assemblies and promotional events such as Open Night.

The college invested significantly in strengthened supports for students, as delivered by College Life teams. Under new leadership, a common set of values and goals were defined and road-tested with the broader school community. As part of this, roles and responsibilities, referral and flow-charts were developed, resulting in improved communications and awareness for staff, students and families. Work also took place to draw the disability education team into the new referral and monitoring processes. This work will continue into 2019. Identified staff undertook professional learning and regularly engaged with external partners, such as Headspace.

Analysis

Of the indicators monitored against this priority, only community service rates improved on previous years' results. The college leadership group remains challenged by a dip in completion rates, with only 86 percent of the 2018 year 12 cohort gaining a senior secondary certificate. The college holds data suggesting that early leavers moved predominantly into full-time work, seeking paid employment over school education.

Beyond the ongoing work taking place inside classrooms to have our students thrive at college, the leadership group pinpointed two issues which could have contributed to lower levels of student engagement: firstly, the challenges of providing a suitable relief teacher to classes in times of teacher absence (and thereby disrupting the continuity of learning); and the decline in reported

student readiness to self-manage and to understand the requirements of the senior secondary landscape. These two matters were workshopped with the leadership group in the latter part of 2018, as part of drafting the 2019 Action Plan.

Consistent with previous years, and triangulated against college-generated wellbeing data, students reporting with wellbeing concerns constitutes a large proportion of the college population: students are increasingly indicating stresses associated with school (assessment tasks, challenging workloads) and beyond (for example, part-time work commitments, friendship pressures, carer responsibilities). A direct response to this has been the decision to increase resource allocations to College Life, including dedicated academic progress officers to work alongside student wellbeing coordinators. An additional school leader was also identified to bolster capacity. Significant work was undertaken to define roles and to signal the proactive aspects sought under the new model for 2019.

Regular evaluations of the College Life model continued in 2018, with pleasing feedback suggesting a strong commitment to the service delivery model on the part of staff and families. Students anecdotally reported positive levels of support, although there was some uncertainty as to how best to access staff, due to a number of locations operating across college. This is something the leadership group also identified in the satisfaction survey results for 2018.

The evaluations, coupled with the increased resourcing for a fully integrated model for 2019, saw the decision to remove LinC from the college landscape and replace it with a 'Helpdesk'/triage model, and the proactive components of the various College Life teams.

The continued strengthening of students involved in volunteering and/or community service is a pleasing result for the college. Major events were keenly taken up by students, providing an invaluable promotional opportunity. Families consistently commented on the authenticity of this approach.

Priority

CONNECT: Authentic partnerships with our community.

Targets

By the end of 2020 the college will achieve:

- The proportion of incoming students reporting high levels of satisfaction with their transition to college increases by 15% on 2015 levels (currently at 74%)
- The proportion of Year 11 students receiving one or more semester one void units (v-grades) decreases by 15% on 2015 levels
- The proportion of students with packages reflecting engagement with external partners increases by 15% on 2015 levels (currently at 18%)
- The proportion of families and carers reporting high levels of satisfaction with the college represents an increase of 10% on 2015 levels

Progress

Table: The proportion of incoming students reporting high levels of satisfaction with their transition to college increases by 15% on 2015 levels (currently at 74%)

2015	2016	2017	2018
74	71	79	73

Source: Student Satisfaction Survey; LTC Settling Survey data sets

Table: The proportion of Year 11 students receiving one or more semester one void units (v-grades) decreases by 15% on 2015 levels - i.e. the rate will be 12%

2015	2016	2017	2018
13.5	16.2	12.5	18.9

Source: ACS Markbook, MAZE, BSSS

Table: The proportion of students with packages reflecting engagement with external partners increases by 15% on 2015 levels (currently at 18%)

2015	2016	2017	2018
18	16	18	24

Source: Lake Tuggeranong College Careers & Transition data, VET data

Table: The proportion of families and carers reporting high levels of satisfaction with the college represents an increase of 10% on 2015 levels

2015	2016	2017	2018
83	82	82	81

Source: Parents & Carers Satisfaction Surveys (average across 14 common items)

Discussion

The two Key Improvement Strategies list against this priority in 2018 were

- KIS 10: Build authentic extensions of our reach back into our high schools and forward to our alumni
- KIS 12: Create partnerships with other education and training institutions, industry and community organisations to strengthen our student pathways

The college led the southside schools' transitions program in 2018, giving added focus on the efforts of staff in reaching back to high schools and tailoring transition programs. The intent was to run workshops for students on 'college readiness' traits, although this did not eventuate due to the staffing challenges experienced.

The college alumni presence was a very positive initiative, resulting in a Facebook page for past students. The staff member who coordinated this work focused questions to allow for the collation of strong stories of connection and ongoing contribution. It is planned to use the messages of past students in the orientation program at the start of 2019. A series of guest speaking sessions were held whereby alumni shared their post-college experiences with current students.

Ongoing efforts related to the Registered Training Organisation ensured strong partnering opportunities with outside agencies and trainers.

Analysis

Generally, incoming students reported strong satisfaction levels at their induction to college although their academic performance in the first semester of college suggests the need for more nuanced and personalised transition strategies. Evaluation of these two indicators suggest that by the time of the settling survey, students have experienced the challenges of college workload and requirements, as distinct from the increased personal freedoms. This speaks to working more closely with high school colleagues on curriculum and assessment continuity; and with incoming students on time management, self-direction and stress management skills. It also speaks to the need for extended transition activities and interventions once students join the college.

In 2018, 24 percent of all students engaged in learning in an employment or career setting. This overall figure accounts for commitments to Work Experience (WEX) by our students, as well as strong student engagement with Australian School-Based Apprenticeships (ASBAs). Again, because of the very high rates of part-time work being undertaken by our students, we continue to be challenged to expand WEX.

The reconfiguration of careers and transition services into Connect Central served to focus student engagement and to make accessibility easy for them. Although there were challenges in continuity of approach due to staff changes, the services remained well received by students. The long-term goal of College Life was to co-locate key service teams in pavilion 6. It became clear through 2018 that the dislocation between Connect Central and the rest of College Life was preventing more holistic service delivery. The full relocation and integration were announced at the end of 2018.