2016 School Action Plan Report

Context:

2016 is the first year of the new five-year school improvement cycle and as such, the work of the school has been characterised by the cementing of an improvement mindset and the securing of our priority areas and key improvement strategies in the minds of our school community.

The school's operating context included a second consecutive year of slight decline in overall student numbers, and increasing presentations of students requiring moderate to substantial modification of either their curriculum package or their learning experiences.

In this context, certain elements have progressed significantly and others have been hampered by factors not reckoned with at the beginning of the cycle. The priority area which has realised the most significant improvement has been 'Thrive' – our focus on building student and staff wellbeing – which benefited from the momentum generated by a very active 2015 professional learning community (PLC). Challenges were posed to the school's broader improvement agenda when extended leave saw the school operating with only one of the two School Leader B officers.

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 National School Improvement Tool (NSIT) and feedback from 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 a fulsome application of the NSIT for each of the three priority areas.

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

Table: 2016 Lake Tuggeranong College data sources and processes

Priority Area	Data type	Data contributors	Collection points
LEARN	Teacher impact • PLC feedback – anecdotal, presentations, feedback from observations	• School Leader B Staff (curator) • Teaching staff • PLC leaders	• PLC meetings every three weeks • Whole-staff sharing once each semester
	• Number of coaches actively coaching • Coaching reflections	• School Leader B Staff (curator) •	• Once a term • Pathways meetings (three times a year)
	• NSIT reflection data	• School leadership team	• Annual leadership conference in term 4
THRIVE	Student wellbeing • College Life data – V-	• School Leader B Students and School	• Once a term

THRIVE	grades, class changes, presentations to student wellbeing coordinators, presentations to Careers	Leader C College Life (curators) • Students, staff	
	Student satisfaction • Student survey data • Student goal achievement	• Students • LinC teachers • Classroom teachers • Careers data sets	• TALES once a term • System satisfaction survey episode in term 3
	Student performance • Student leadership group data – number of participants by types of leadership opportunities	• School Leader C College Life (curator) • Student leaders	• Once a term
	• Number of professional learning sessions delivered • Number of participants attending • Satisfaction rates from the professional learning	• Student Wellbeing Coordinators • Participating staff – teachers and support staff • Participating students	• Episodic; PLC meetings three times a term.
	• NSIT reflection data	• School leadership team	• Annual leadership conference in term 4
CONNECT	Student transition • Transition data (incoming and outgoing)	• Incoming students • Outgoing students	• End of term 1 • End of terms 3 and 4
	Student achievement • College Life data on v-grades	• School Leader C (Curator)	• Once a term
	Student engagement • MES data • Settling Survey data	• School Leader C College Life	• Annually
	• Participation data from college events, Meet & Greet night, Open Night, Parent-Teacher events, information sessions.	• Senior leadership team	• According to calendar
	• Partnership data such as agreements	• Senior leadership team	• Once a semester
	• NSIT reflection data	• School leadership team	• Annual leadership conference in term 4

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

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 (currently 35%)
- Growth rates of between 10% – 15% on 2015 levels of student ATAR achievements in all bands
- Halving proportion of unit void rates from that of 2015 (currently at 15% percent)
- Halving the proportion of non-completion of senior secondary certificate from that of 2015 (currently at eight percent)

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
% of staff	35	35

Source: 2016 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	2015	2016
A's	13.3	12.7	9.4	12.2
B's	24.8	27.1	22.6	27.4
C's	40.5	38.8	38.1	44.5

Source: BSSS data 2015, 2016.

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

	Accredited courses		Tertiary course	
	2015	2016	2015	2016
V-grades	13.3	12.7	9.4	12.2

Source: BSSS data 2015, 2016.

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

	2015	2016
% of cohort	8	5.8

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

In summary, the work in relation to this priority area has been modest during 2016, with much of the school's energy being directed towards the second of our priorities, relating to the introduction of the positive psychology framework.

In 2016, the staff migrated from Professional Engagement Teams (PETs) to Professional Learning Communities (PLCs), as a result of implementing recommendations from the 2015 external review of the college. The bulk of the work in relation to this priority area arose from the investigations of two of our PLCs – one investigating project-based learning and another analysing the college headline data sets.

A college-wide coaching and mentoring framework
This strategy has not yet been fully implemented. It was the intent at the start of the year that each school leader would negotiate with one member of their team and model and enact GROWTH coaching as part of that teacher's Professional Pathway Plan. At the end of the year, less than 20% of such partnerships had been progressed beyond initial meetings. Feedback suggested that without a strongly identified problem of practice on which to focus, coaching sessions tended towards conversing about overall challenges. Other identified impacts on the success of this strategy included the confidence of the coach. However, one school leader (and coach) applied the GROWTH coaching framework to the annual professional discussions within his faculty, and noted the significant enhancement of the working relationship with individual staff members.

Eight teachers have identified mentors – either as part of their professional learning panel (for registration or ratings purposes) and of these all have reported positive engagement with their mentors. With further clarification of the mentoring model it is anticipated that more staff will engage in this type of professional capacity-building in the second year of this school plan.

A Professional Learning Community model for teacher learning and development
At the start of 2016, staff members were invited to join a Professional Learning Community (PLC) of their choice, selected from a suite of areas previously identified by the school leadership team. These were a combination of aspects of teaching practice through to supporting specific student groups within the college.

The senior leadership group established a PLC leaders group to guide and develop leadership of the various PLCs. This work was referenced by 'The Five Disciplines of PLC Leaders' (Kanold, 2011). Initially seen as a positive strategy, it lost momentum by the second term of the year, and coupled with staff changes, did not reached the anticipated impact.

The limitations of the strategy were again obvious in that most PLCs tended to focus on outputs rather than outcomes clearly linked to student learning. Surveying of PLC effectiveness indicated that teaching staff wanted a sharper focus on pedagogical practice; and they wanted to develop their use of analysing student learning data.

Data and evidence informs practice
An overall data strategy has been drafted and the mechanism for collecting data has been described. Work began on refining and aligning various surveying instruments as part of streamlining and badging the approach to measuring our impact on student learning.

The PLC focusing on the college large-scale data sets (OLSAT and the ACT Scaling Test) presented to the rest of the teaching staff on correlations and provided input into how the college improvement strategies might be enacted in order to better inform teacher practice. Staff feedback suggested that the analysis work needs to be carried out much more quickly upon testing, and that teachers receive the data set in an accessible way as part of gaining greater understanding of individual student needs and strengths.

Staff determined that this work be a priority for 2017.

Evaluation processes also led to the recommendation that one of the targets in the school plan be adjusted: it relates to shifting each band of ATAR results by between 10 and 15 percent over the

five-year period. Further research was conducted on how the college might reach that target, and it was decided to instead focus on improving grade allocation for students. This will be reflected in subsequent plans and reports.

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 exceeds the ACT average, representing 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 exceeds the ACT average, representing an increase of 10% on 2015 levels

2016	2017	2018	2019	2020
83 (ACT 79%)				

Source: Student Satisfaction Surveys

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%

2016	2017	2018	2019	2020
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

2016	2017	2018	2019	2020
84				

Source: MAZE data

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

2016	2017	2018	2019	2020
92				

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%

2016	2017	2018	2019	2020

58				

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%.

2016	2017	2018	2019	2020
36				

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

Student voice informs improvement processes
The student leadership group was formed at the start of 2016 and totalled approximately 40 students. Workshops were held at the beginning for the year to brainstorm and draft a charter describing how the group would operate. A dedicated Google Classroom was established to communicate and to share leadership opportunities.

Five of the group played active roles in the governance of the college by either working with the elected Board representatives or by meeting regularly with the senior leadership team on structural responses to the improvement agenda. The recommendations of that smaller group of students fed into the drafting of actions for 2017.

Build student leaders and leadership
A leadership workshop was held at the start of 2016 to coalesce the group and to gather input on the way the group wanted to contribute to the college. Students indicated that they wanted to be running events and sharing their stories with others. Members led numerous forum events – particularly in term one – and provided the bulk of the volunteering contribution by students across the college. The estimated total number of hours of volunteered time exceeded 260.

Four of the students led a session on positive psychology at a staff meeting in term one. Two students represented the college at the Tuggeranong Community Council, and became the inaugural chairs of the youth sub-committee of that council, conducting meetings at the college and inviting young people from all southside colleges. Four students attended workshops run by UN Youth; and one represented the college at a major expo in Brisbane.

A strong lobby group formed towards the end of 2016 to provide student voice into proposed changes to the college timetable: this group (mainly consisting of Year 11 students) selected representatives to petition the senior leadership team and they participated in a discussion of the issues relating to the timetable change. As a direct result, the changes were rejected by the college.

Principles of positive education are embedded
A large group of students participated in a training workshop on the principles of positive psychology at the start of term one. Representatives then supported the staff of College Life in raising awareness amongst students and the staff of the college.

Six major professional learning workshops were held in 2016 on the broad topic of positive psychology. These sessions were designed and delivered by early adopters; and the feedback from staff was overwhelmingly positive. The sessions provided practical ways of incorporating

positive psychology into classrooms and personal life. At the end of the year, 55% of staff reported using one or more of the strategies throughout the year.

An evaluation of the introduction of this key improvement strategy suggested that the college revert to a weekly touch-base (pastoral) meeting with students in small groups – LinC groups; and that efforts be put into developing a loosely defined curriculum for adoption by LinC teachers for 2017. The intent is that this will aid the embedding of the philosophy across the college and not have it remain in pockets.

Develop expertise in student wellbeing
The introduction of the College Life model of student wellbeing support underwent regular review during 2016, with the school leaders monitoring student attendance and participation at forums and assemblies. In addition, the workload and job description of the various roles in the model were evaluated.

Staff feedback, gathered at the end of each term and via a whole-of-college workshop in term three, suggested that students and staff felt the absence of weekly small group opportunities was hampering the building of a supportive culture. Students, likewise, reported feeling a sense of 'drift' without a regular catch up with a significant member of the staff.

The differentiation of the role of student wellbeing coordinator and the academic officer was also seen as confusing for staff involved and for students. Duplication of effort, misalignment of advice and some cases of students falling through the cracks all ranked high as risks within the model. The situation was exacerbated by vacancies at the student wellbeing coordinator level and an attendant workload issue for the remaining officers.

The recommendations that flowed from these reviews have all been adopted by the college for 2017.

Staff overwhelmingly reported higher satisfaction levels with the visibility and actions of the College Life team. Referral processes linking students to either the school psychologists, chaplain, or other internal support staff, were refined and made explicit to students.

Use student performance and wellbeing data to inform strategies aimed at enhancing student success
This improvement strategy was limited to the use of anecdotal feedback from students and staff in relation to the rollout of the positive psychology framework. Insofar as the feedback led to improvements in the College life model, there is an appreciation of the value of using wellbeing data to inform better supports to students, although more work is required in 2017 to more effectively garner feedback, and to make existing data sets more nuanced.

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 matches or exceeds ACT college averages, representing 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%)

2016	2017	2018	2019	2020
71				

Source: Student Satisfaction 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%

2016	2017	2018	2019	2020
16.2				

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%)

2016	2017	2018	2019	2020
16				

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

Table: The proportion of families and carers reporting high levels of satisfaction with the college matches or exceeds ACT college averages, representing an increase of 10% on 2015 levels

2016	2017	2018	2019	2020
83				

Source: Parents & Carers Satisfaction Surveys

Build authentic extensions of our reach back into our high schools and forward to our alumni
The Careers and Transitions team, supported by the school leaders, enacted the enhanced transitions processes that were begun in 2015. This involved individual career interviews with incoming year 11 students ahead of formal class selections. Feedback from students, high school teachers and coordinators and college staff suggest that students gained clarity in relation to college pathways by participating in the two interview processes. Whilst not measuring via identical questions, the satisfaction levels of the 2016 incoming cohort were significantly higher (at 86%) than they were in 2015 (74%).

Similarly, the extended visits to the college during term four have continued to be nuanced – based on student feedback – and the participating feeder high schools report positively on the program. College staff have reported high levels of engagement by the year 10 students in the organised classroom activities. Of particular note was the success of the program for students with identified transition needs. Whilst this group doubled in size between 2015 and 2016, there was a significant reduction in their reported levels of anxiety in relation to coming to college: in 2015, the proportion of students in this group who felt anxious or highly anxious about transitioning to college was 79%; in 2016, the corresponding proportion was 52%.

It is the intent of the college to track these students as they settle into college and to gather quantitative and qualitative data in relation to their satisfaction levels and goal attainment – two indicators of the effectiveness of intervention programs in place.

The alumni program continued to grow in both breadth and depth in 2016. Volunteering graduates provided over 220 hours of their time to support students and families at various events across the school calendar. One of our graduates was employed as the Information Technology Officer at the start of 2016, as result of his successful Australian School-Based Apprenticeship during his time in year 12.

The college intends building upon the positive contributions of alumni members in 2017 and beyond by looking for opportunities to match alumni with students who would benefit from subject-based or career pathway support.

Create opportunities for our community to be involved in college life
One of the PLCs in 2016 focused on building connections between the community and our students. Two market days were organised by students, and members of the community were invited to set up stalls. Each market day had a theme related to wellbeing and expressions of resilience and hope. The events proved successful in terms of participating stallholders (both having more than ten stalls) and both attracted large numbers of students.

A new event was added to the college calendar in term one: a family meet and greet afternoon. This developed from feedback gained from parents of new students who were looking for a less formal way of meeting staff as their young people transitioned to college. The event was well received and well patronised, with in excess of 70 families taking part. Staff reported that it allowed them greater early insight into their students and helped in setting up positive relationships with families.

Create partnerships with other education and training institutions, industry and community organisations to strengthen our student pathways
The college continued its partnership with Canberra Institute of Technology (CIT) as part of the Trade Training Centre, although with the opening of the Tuggeranong campus of CIT, negotiations broadened well beyond the workshop course areas. A series of coordinated meetings involved all faculty areas of CIT and all teaching areas at both Lake Tuggeranong and Erindale colleges. As a result, a suite of flexible pathways has been designed in over eight course areas.

In term four, negotiations with CIT resulted in the delivery of a Certificate IV in Education Services being delivered for Lake Tuggeranong College learning support assistants and those in other Tuggeranong schools. This has allowed career development opportunities for staff.

The number of students who engaged in the Australian National University extension program increased from three to eight in 2016. Seven of these were year 11 students.