

Canberra College

Annual Action Plan Report 2017

Canberra College is a vibrant learning community focused on providing students with the opportunity to follow their passions through diverse pathways in education and training. The college offers a wide range of Tertiary, Accredited and Vocational courses, including nationally recognised training packages, Australian School Based Apprenticeships and initiatives such as the Big Picture Program, Futures Program, International Student Program and CCCares. Canberra College is also an accredited Registered Training Organisation (RTO) and in 2017 amalgamated with other providers to become the lead organisation for the South Weston Network RTO.

The college wide focus on well-being is evident through a wide range of pastoral care, support programs and services offered to students. This includes the student advisory group program, tutoring and mentoring programs as well as access to work experience, careers advice and the personal counselling services of student advisors and school psychologists.

With a 2017 enrolment of 1111, demand for enrolment at the college continues to remain high. The ACT Education Directorate changes to the enrolment process will impact our capacity to accept students from beyond our priority enrolment area (PEA) into the future.

Methodology

Canberra College uses both qualitative and quantitative data to reflect on, and evaluate program and initiatives, and to strategically design, plan, implement and embed key improvement processes.

The school community including staff, students, parents/carers and community organisations are strongly encouraged to provide feedback through a range of processes including:

- The academic performance of our students is essentially measured and reported by the ACT Board of Senior Secondary Studies
- Literacy and Numeracy performance is monitored by the literacy team who collate high school data including NAPLAN and course performance. Additional literacy and numeracy data is carried out at the college in the first weeks of Year 11 for all enrolled students.
- Australian Scaling Test (AST) data is also collected on a semester basis after from Year 11 until the final assessment in September of Year 12.
- Teachers utilise this data to inform their practice, making adjustment for the specific needs of the students in the class.
- A combination of qualitative and quantitative data is collected by teachers each semester through end of unit surveys. These are used to determine and support professional pathway priorities.
- Whole school performance is reviewed using a variety of tools including the National School Improvement Tool, The School Climate Survey and the College Satisfaction data which includes teacher, student and parent feedback.

Evaluation of Performance

Priority 1

Enhance the quality of teaching and learning through systematic and evidence based processes to improve delivery of educational services and outcomes for all students.

Targets

- Increased number of students awarded the Year 12 Secondary School Certificate from a mean of 371 (2010 to 2014) to 385.
- Increased whole school AST mean performance by 2 points from a mean of 144 (2010 to 2014) to 146.4.
- Improved post literacy screening score on the pre literacy screening test for 85% of Year 11 student cohort.
- Increased student satisfaction that “the school has high expectations in all it does” from a mean of 73 (2009 to 2014) to 80%.
- Increased “staff usage of student data to improve classroom practice” from a mean of 74.5% (2009 to 2014) to 100%.

Progress

The college continues to focus on enhancing the quality of teaching and learning in order to improve student outcomes. This has included building teacher capacity through professional sharing, the use of data to inform practice and a whole school approach to embedding the teaching of literacy.

The college continues to meet the target of increasing the number of students awarded with the Year 12 Senior Secondary School Certificate. In 2017, 455 students were awarded the Year 12 Senior Secondary Certificate. This was 90% of the student cohort and is consistent with the 2016 figure of 374 certificate recipients, also 90% of the cohort. Students who did not receive a Year 12 Certificate moved into training or work during that time.

In 2017, 257 students received a Tertiary Entrance Statement with an ACT Scaling Test (AST) mean of 139.4. Whilst this did not meet the target figure of 146.6 it reflects the fact that AST results are largely dependent upon the performance of differing cohorts.

The college continues to provide an extensive AST training program for tertiary students. The college program involves explicit instruction in preparation for the Multiple Choice, Short Response and Writing Task tests through a series of workshops held for all tertiary students. Students also participate in AST trials and practice tests, and the college allocates significant resources to provide students with quality feedback on their performance. Specific scaling group AST data on the 2017 year 12 group was also provided to faculties to facilitate targeted training in AST preparation. Improvements into 2018 include the facilitation of AST training sessions in smaller student groups to allow for individualised instruction. In addition, the first two days of the school year have been redesigned to support students in focused workshop sessions providing an introduction to the AST program and explicitly teaching study skills to support students as they adjust to the academic demands of Year 11 and 12. These sessions were also offered to parents and carers in our school community and were accessed by over 200 parents and carers.

Student satisfaction surveys indicate the student belief that “the school has high expectations in all it does” has continued to move towards the target of 80%, with a mean of 76.31% in 2017. This reflects the college’s continued focus on reinforcing the school values to challenge, inspire and connect through both teaching practice and school culture. Key to this has been the focus on building teacher capacity through emphasis on teaching, learning and assessment practices, the professional appraisals process and the Canberra College Communities of Professional Practice program, in which teachers share and discuss reflections, questions of practice and professional readings with a focus on the AITSL standards.

The college has continued to work towards its target of achieving improved literacy screening test results in 85% of its students. A survey sample of 248 students revealed 55.24% of students improved their literacy test score. Supporting student literacy across the curriculum has continued to be a school wide focus. In 2017 the use of the Seven Learning Strategies across the college was consolidated to improve student outcomes with a particular focus on inter disciplinary literacy skills. The college also participated in the ACT Education Directorate Writing project, revisiting literacy strategies and reflecting on teaching practices. Teachers are encouraged to embed these ideas into their teaching practice. The Learning and Pedagogy Committee has continued to explore the reasons behind student success and struggles, and develop further supports and systems to address student and staff needs in the teaching and learning process. This includes the WIN@CC initiative which is staffed by teachers within the college and assists students with study, by providing volunteer tutoring support.

A continued focus on using student data to inform teaching practice is reflected in survey results which indicated that “staff usage of student data to improve classroom practice” has continued to increase with a mean of 76.9% in 2017. The Learning and Pedagogy Committee have supported staff in delivery of targeted, data driven whole-school strategies. At the commencement of the school year, teachers are provided with student data to reflect on, and inform their teaching practice. This includes the use of pre-testing in literacy to identify and provide targeted assistance to students. Teachers are also provided with access to student NAPLAN results, academic results from Year 9 onwards and Canberra College literacy pre and post test results.

An example of targeted specific faculty initiatives includes the Mathematics staff utilisation of Mathspace data in a range of ways. This included real time formative assessment that directed the way support was provided to the class as well as individual students. This data showed a direct correlation between student work effort and their final results and the Mathematics faculty teachers have used this data to develop the ways in which feedback is provided to students.

In 2018 the college will continue to evaluate and re-design strategies and processes to build teacher capacity and improve student learning outcomes. The Learning and Pedagogy and Data and Analytics Committees will work together to improve accessibility of data and further develop strategies for teachers to utilise this in their teaching practice. The Professional Learning committee will focus on developing a ‘Walkthrough’ process for staff to investigate other educational settings, programs and initiatives in order to continue to build teacher capacity and improve student learning outcomes.

Key focus areas include:

- Consistency of practice

- Supporting teachers in using data to effectively inform teaching practice.
- Canberra College Communities of Practice focus on targeted areas of classroom practice
- Improved Performance and Development Plans which have a specific school goal - which links to an area of improving classroom practice.

Priority 2

Review and develop a sustainable school resources model which supports diversity of learning pathways utilising contemporary learning environments.

Targets

- Reduced staffing deficit to below the total of additional external revenues sourced.
- Increased staff participation in “use of learning technologies as an integral part of learning and teaching” from mean of 91% (2019 to 2014) to 98% as indicated through ACTED Satisfaction Survey.
- Increase the number of STEM enrolments linked to industry from a mean of 25 (2013 to 2015) to 45.

Progress

Reduction in School Based Management funding is continuing with ACT Education Directorate deciding to spread out the implementation of the losses to some schools from three to five years. Canberra College is currently in a strong situation to absorb this without any immediate hardship or effect to current programs or resources. The decision to withdraw from the IB Diploma program has now come to its conclusion with the final International Baccalaureate students in Year 12 completing their exams at the end of 2017.

The SRA team have acknowledged the positive and proactive way we had addressed our nominated cuts. They have agreed to allow us to credit current surplus in both Teaching and Non-Teaching days in our Casual Relief System to offset the last phase of our cut.

Current enrolment into Year 11 (excluding CCCares) is 531 of which 25 are in the Futures program and 44 are International Students. These students do not attract a staffing budget as their placement is funded in dollars. These funds are used to purchase additional staffing resources.

All families have been invited to contribute to and/or support the Library and Building Gift funds. to support key infrastructure priorities. These include toilet upgrades and investigation into the conversion of the Green House to a STEM based facility.

Other significant upgrades of facilities have included demolition and renovation of spaces behind the ASGARD to accommodate Big Picture, and demolition and realignment of walls to create four additional teaching rooms. Interior spaces have been refurbished to expand sitting areas and workspaces for students throughout the college. The staffroom was converted into a common room for both students and staff. The central floor has been recarpeted, painted and equipped with new feature pin boards and digital displays. An additional four staffrooms have been created and the Futures classrooms have been reconfigured with additional furniture upgrades. A new fitness room has been created and equipped and a new shipping container has been purchased as additional technology storage.

Staff participation in “use of learning technologies as an integral part of learning and teaching” continues to grow towards the target of a mean of 98% with 89.38% mean indicated in the 2017 survey. G Suite for education is used widely across the school, with all staff using the Google Classroom Platform as means of communication with students. In 2017, 5 staff members attended the Ed-Tech Google Summit, sharing this professional learning with others in the school. This was supplemented by targeted professional learning in faculties and at whole staff meetings. Integrated use of learning technologies has been further facilitated through the issue of Chromebooks to all Year 11 students in early 2018.

The introduction of the new Students Administration System started at the beginning of 2018. All absences are now be managed through this portal. It is anticipated that Parents will be given a portal access through an App to interact with absences later in the year.

Increase the number of STEM enrolments linked to industry from a mean of 25 (2013 to 2015) to 45.

In working towards increasing the numbers of STEM enrolments to support career pathways, the college has provided students with opportunities to undertake Australian School Based Apprenticeships and work experience placements. The college has forged strong links on Stem Initiatives with Questacon, the Australian National University and the University of Canberra for various school based projects, extra-curricular activities, tertiary study options and vocational and career pathways. Programs and partnerships are with The Ian Potter Foundation Technology Learning Centre, Questacon in Deakin, with the Centre hosting the College’s Robotics class in their MakerSpace area.

Priority 3

Develop a college culture that values and reinforces wellbeing, strengthens community connectedness to support student and staff performance.

Targets

- Increased “effectiveness of stakeholder communications” by at least 10 percent. Teacher mean 68 (2009-2014) to 74.8%, Parent mean 75.6% (2009-2014) to 83.2%, Students mean 62.3% (2009- 2014) to 68.5% as indicated through ACTED Satisfaction Survey.
- Increased parent and student satisfaction in “the school has high expectations in everything it does” as indicated through ACTED Satisfaction Survey by 10 percent.
- Parent mean 74% (2009 to 2014))
- Students mean 73.5% (2009 to 2014)
- Increase support networks, resources and wellbeing of all stakeholders by 10 percentage points.

Progress

Canberra College is committed to the wellbeing of its staff and students. Wellbeing is an integral part of social and emotional development; positive steps towards wellbeing have led to anecdotal improvements in learning and retention in schools. In order to address the growing rate of mental health concerns as well as other social-emotional issues which impact on student success, the College has committed time and money to the formation of a team which is dedicated to the promotion of wellbeing strategies, education in the field of wellbeing and a holistic approach to

supporting the wellness of the college community. Growth in both parent and student satisfaction in “the school has high expectations in everything it does” reflects our wellbeing focus with a parent survey response mean of 82.6% and a student mean of 77.6%.

The College has continued to support the Health and Wellbeing of students and staff by implementing a broad range of well-being strategies. These have addressed mental health, stress management, a focus on respectful relationships and physical health. This is becoming embedded in curriculum areas across the school and, and will become a targeted and more explicit approach throughout 2018. Due to the successes of 2017, a school Well-Being Coordinator was appointed in early 2018. It is envisaged that the coordinator will work with staff and students to increase awareness and positive engagement with the school wide well-being program. In Term 1 2018, all staff were addressed by Antoinette Gomez, the second in a series of presentations designed to promote engagement with the concept of wellbeing and build upon Respectful Relationships presented by Gomez in 2017. This will be followed up during the year with ongoing focus on wellbeing and the use of Gomez’s Five areas for Wellbeing.

In 2017 Canberra College established our Wellbeing Committee. This committee was comprised of representatives from across the college and worked on many events to support the wellness of the whole college community. This included the 2017 Connections Day which was designed to foster meaningful and supportive relationships between students and staff. This event promoted social interaction between students and fostered student and staff relationships through a range of activities and excursions. The inaugural Wellbeing Expo was also held in 2017. This event promoted and encouraged strategies for positive mental health and wellbeing amongst the student community. The success of this event has culminated in the decision to hold it annually as a way of fostering mental health awareness and adding an extra dimension to wellbeing support.

In 2018, the Biannual Sexual Health, Lifestyle and Relationships Program (SHLiRP) is also being held in the college. The Sexual Health, Lifestyle and Relationships Program (SHLiRP) is a collaboration between Sexual Health and Family Planning ACT (SHFPACT) and The Canberra Sexual Health Centre, located at The Canberra Hospital, that brings sexual health screening clinics, and sexual health / sexuality education to secondary colleges in the ACT. The program will provide all students with access to a sexual health education workshop and voluntary access to clinical advice.

In 2018 we will map existing and create new curriculum links where the vocabulary, knowledge and skills can be intentionally used to maintain or improve wellbeing. This focus on wellbeing literacy will enhance our opportunities to further establish learning environments which support development of the mental, emotional, social and physical health of our young people across the college.

In a climate where wellbeing has become a focus, a smooth transition to life after school for all is a key component. In 2017, the College initiated EPiCC (Engaging Parents in Career Conversations) for parents, to help them understand the key principles of career conversations held between staff and students. Canberra College continued with its annual visit to the Careers Expo, taking 705 students to EPIC for a day spent visiting government and non-government agencies to discuss personal pathways and career possibilities. The College held its own Careers Expo, attracting 557 students to meet with representatives from business, defence and others to further explore careers options. In addition to this, 158 students participated in the “Am I on Track?” program. This program was held

for students completing accredited packages and program explored the numeracy and literacy requirements of various career options and provided students with the opportunity to engage with organisations and employers from range of industries including various trades, hospitality, beauty and hairdressing.

To support existing and new staff in the college we have developed ways to enhance our access to resources. The GAFE platform has a range of materials accessible via the staff intranet, including links to internal and external sites. The staff intranet provides materials and information in a range of formats such as video, documents and links as well as embedded information. A hard document that gives relevant links and key documents for new staff has also been developed.

The College is considering an awards system recognising student effort running alongside the awards for academic output. This will emulate our Endeavour Awards given to Year 12 students at their Graduation Breakfast and will be awarded throughout the school year.

In 2018 we will utilise the SENTRAL Wellbeing components to enhance our awareness of individual learner profiles and the social and emotional needs of Canberra College students.

Our goals for 2018 are to

- embed a culture of wellbeing within the college
- develop increased wellbeing literacy
- support student performance by increased access and understanding of wellbeing support services
- Implement an induction process for all new staff