

Impact Report 2018

Reporting against our priorities

Priority 1: Enhance educational outcomes for all students

Targets or measures

By the end of 2018 we will achieve:

- Continued growth in educational outcomes for all students
- Evidence informed measures for capturing and improving student outcomes
- A functional contemporary learning environment that supports learning
- Innovations in learning and student engagement are established

In 2018 we implemented this priority through the following strategies.

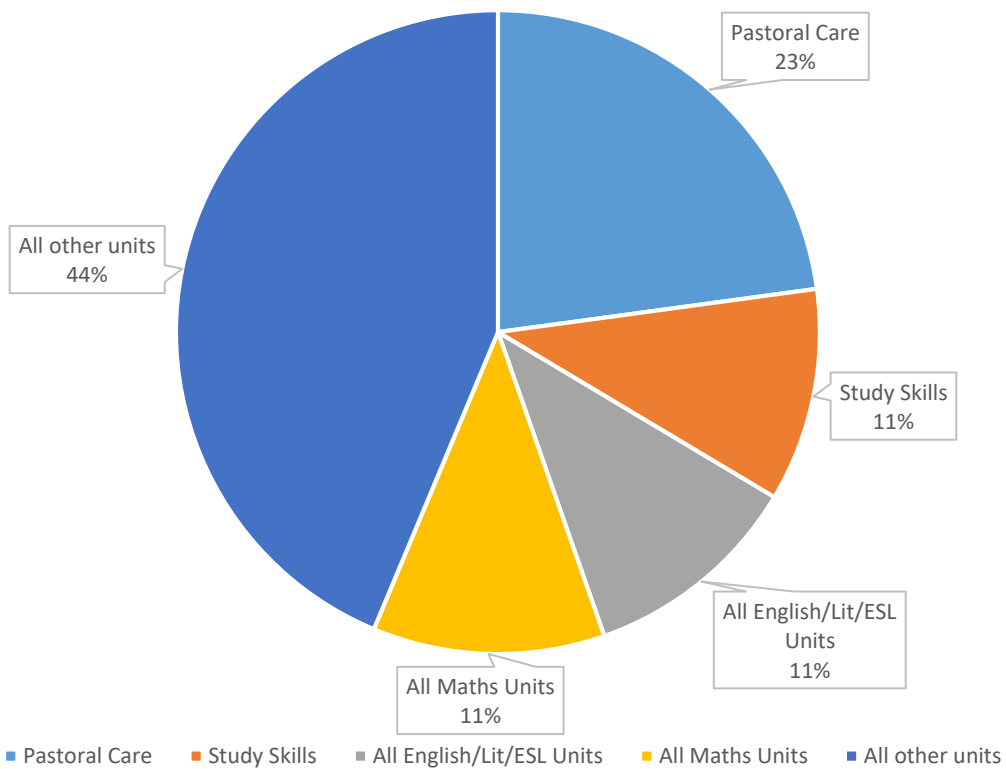
- Develop and implement whole-school processes to support effective teaching and student achievement through evidence informed practice
- Strengthen staff capacity through a differentiated professional learning program which; includes collaborative planning and evaluation, addresses the relevant career stages of teachers, and allows the sharing of effective teaching practice within the school and across networks
- Increase the use and effectiveness of learning technology in pedagogical practice
- Increase opportunities for students, staff and the community to explore ideas and initiatives that support innovation and personal growth
- Develop clear and transparent communication with students and parents regarding student progress, attendance, wellbeing and achievement

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	2015	2016	2017	2018	2019
Year 12 Completion	92.0%	92.5%	93.4%	91.4%	93.4%	
Year 12 Completion for Indigenous students	50.0%	62.5%	70.0%	52.9%	60.0%	
Unit completion rate (i.e. 100 - V grade frequency %)	N/A	N/A	87%	87%	87%	

Unit non-completion (V Grade) Analysis 2018



In 2018 students at the College enrolled in 6318 Units over the course of the year. 849 of these units were not completed due to attendance and assessment requirements. Please note that Pastoral Care units do not have an assessment requirement.

Perception Data

Targets or Measures	Base	2015	2016	2017	2018	2019
Staff “teachers at this school use the results from system testing and system processes to inform planning” – Target 75%	51%	51%	70%	75%	63%	
Targets or Measures	Base	2015	2016	2017	2018	2019
Staff “My professional achievements are celebrated at this school” – Target 70%	68%	68%	61%	46%	51%	
Staff “The use of learning technology is an integral part of teaching and learning at this school” – Target 80%	73%	73%	68%	69%	89%	
Parents “Computer technology is an integral part of learning and teaching at my child’s school” – Target 80%	50%	50%	70%	76%	90%	
Parent “This school works with me to support my child’s learning.” – Target 66%	56%	66%	69%	53%	60%	

Parent “My child is making good progress at this school.” – Target 75%	72%	67%	67%	65%	70%	
Student “At this school digital technologies help me to learn.” – New survey question					74%	
Student “My teachers provide me with useful feedback about my school work” – Target 80%	80%	74%	74%	64%	60%	
Student “My school gives me opportunities to do interesting things.”- Target 85%	77%	75%	75%	72%	72%	

School program and process data

Targets or Measures		2018	2019
Professional Learning Community for Teachers Professional Practice Team Goals informed by evidence that support improved student outcomes – Target 100%		75%	
School Reporting for students Student “I have read my most recent school report” – New question		85%	
School Reporting for students Student “I have read my most recent school report” – New question		56%	
School Reporting for students Parent “I have read my most recent school report” – New question		96%	
School Reporting for students Parent “The information provided on the student report is useful to me.” – New question		86%	

What this evidence tells us

- That Year 12 completion rate has improved slightly but overall, remains steady. More information on student patterns for attendance and submission of assessment required.
- Questions on school reporting have been added as a result of students in 2018 surveying their peers about the effectiveness of College reports. The data above helps confirm student perceptions around the effectiveness of school reporting, but Parent Feedback is quite different.
- Students are not engaged in Pastoral Care classes to the same extent as their other timetabled classes which confirms anecdotal evidence from staff and students that large numbers of students do not find the classes relevant. As a result, a review of Pastoral Care at the College will be undertaken in 2019. This review will look at the purpose of Pastoral Care

at the College level and as a component of that, the effectiveness of the current Pastoral Care classes (called 'Clubs').

- Progress on establishing Professional Practice teams (PPTs) has been steady but more work is needed to focus all teams on evidence and student learning data.

Our achievements for this priority

In 2017 -18 school years, the College has supplied additional financial resources to faculties, teachers and curriculum areas in terms of Learning Technologies. In 2017 & 2018 \$80,000 was spent each year on Learning Technology Upgrades. In 2018 additional funds were allocated to upgrade classrooms which have mainly resulted in upgrades to learning technology equipment such as interactive large screens in classrooms. Classroom upgrades were completed for the 2019 school Year.

Also, during this time, the College has implemented Google Classroom across the school in 2017 and implemented Chromebooks for students in 2018. As a result, there has been an improvement in student, staff and parent perception data around the use of learning technology.

Challenges we will address in our next Action Plan

- College will develop a data plan to support a more targeted approach to student unit completion and supply of useful information to teachers that supports their students
- Learning Technology & Classroom Upgrades will continue for another year
- Implementing Professional Practice Teams with a single school wide focus

Priority 2: A thriving community

Targets or measures

By the end of 2018 we will achieve:

- Increased student engagement and participation in education
- Increase student involvement in educational decision making
- Increased parental and community engagement
- Improved mental health and wellbeing outcomes for young people

In 2018 we implemented this priority through the following strategies.

- Strengthen and improve existing school-wide practices for supporting student wellbeing.
- Improve student agency through increased opportunities for leadership, individual involvement and voice
- Develop and implement whole school strategy to support community engagement

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	2015	2016	2017	2018	2019
Retention between Year 11 and Year 12	90%	90%	90%	92%	92%	

Perception Data

Targets or Measures	Base	2015	2016	2017	2018	2019
Parent "Community partnerships are valued and maintained" – Target 80%	54%	60%	70%	74%	71%	
Student "I feel a strong connection with this school."				56%	42%	
Student "I feel I can talk to teachers about problems at school"				52%	57%	

School program and process data

Targets or Measures	2018	2019
Pastoral Care Program Completion Rate	77%	
Study Skills Completion Rate	89%	

What this evidence tells us

- Student retention has improved but now remains steady further interventions or initiatives maybe need to increase this measure.
- School climate questions have been included since 2017 but the statistics reported are concerning in relation to student wellbeing, engagement and retention.
- Student disengagement with Pastoral Care Classes called 'Clubs' remains an issue for the College and more broadly how the College provides Pastoral care to students in this age group needs to be investigated more broadly.

Our achievements for this priority

- Student Leadership and agency model has continued to grow in 2018 with the leadership group holding just as many events as in 2017.
- Additional student lead groups have emerged in the student group such as the LGBTI+ group who has held its own meetings over the course of the year.
- Both the Student Leadership group and the LGBTI+ group promoted themselves to the community at the College's Open Night in 2018.

Challenges we will address in our next Action Plan

- Review the provision of Pastoral Care at Dickson College