Lake Tuggeranong College
Annual Action Plan Report 2017

Context

2017 is the second year of the current five-year school improvement cycle and as such, the work of the school has been characterised by the consolidating of identified key improvement strategies aligned to our priority areas.

The school's operating context included a third 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. Combined, these two factors impacted upon our collective actions in relation to our improvement strategies – specifically, the work of Student Wellbeing Coordinators tended to remain in the responsive mode, as distinct from our intended and strategic goal of moving to support teachers with embedding positive psychology practices in their classrooms.

In this context, certain elements have progressed significantly and others went into more of a maintenance phase. The priority area which has realised the most significant improvement has been 'Learn' – our focus on building staff capacity to engage in professional practice research in order to enhance their teaching.   This was realised through a much improved (and well received) professional learning model for staff.

By the end of the year, a substantive SLB was appointed from beyond the school, as were two new substantive SLCs and a new Business Manager. The school experienced some extended leave on the part of a number of classroom teachers, all due to external circumstances. This necessitated additional contract 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 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: 2017 Lake Tuggeranong College data sources and processes

Priority Area	Data type	Data contributors	Collection points
	Teacher impact	• School Leader B Staff	• PL sessions every

		(curator) • Teaching staff	three weeks • Whole-staff sharing once each semester
	• Feedback – anecdotal, presentations, feedback from observations		
	• Number of coaches actively coaching • Coaching reflections	• School Leader B Staff (curator)	• Once a term • Pathways meetings (three times a year)
THRIVE	Student wellbeing • College Life data – V-grades, class changes, presentations to student wellbeing coordinators, presentations to Careers	• School Leader B Students and School Leader C College Life (curators) • Students, staff	• Once a term
	Student satisfaction • Student survey data • Student goal achievement	• Students • LinC teachers • Classroom teachers • Careers data sets	• TALES once a term/semester • 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; PL sessions 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 • Settling Survey data	• School Leader C College Life	• Annually
	• Participation data from college events, Meet & Greet night, Open Night, Parent-	• Senior leadership team	• According to calendar

	Teacher events, information sessions.		
	• Partnership data such as agreements	• Senior leadership team	• 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
% of staff	35	35	42

Source: 2017 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	2015	2016	2017
A's	13.3	12.7	9.3	9.4	12.2	10.5
B's	24.8	27.1	22.9	22.6	27.4	21.3
C's	40.5	38.8	37	38.1	44.5	38.1

Source: BSSS data 2015, 2016, 2017

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	2015	2016	2017
V-grades	13.3	12.7	15.5	9.4	12.2	7.7

Source: BSSS data 2015, 2016, 2017

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

	2015	2016	2017
% of cohort	8	5.8	4

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

Discussion

The two Key Improvement Strategies deployed during 2017 for this priority were

- KIS 3 - Data and evidence informs teacher practice; and
- KIS 4: A college-wide focus on delivering personalised learning.

Data and evidence informs teacher practice

The college reshaped the design and delivery of in-school professional learning in 2017 in order to drive these two improvement strategies. Fifteen hours of teacher-led professional learning was scheduled across the four school terms. Some of these sessions were whole-staff sessions and some saw individuals undertaking action research either on their own or as part of a small professional learning community. This model also streamlined requirements from the Enterprise Agreement, and teacher registration requirements from the Teacher Quality Institute.

Sessions in the first semester focused on the nature of data in relation to student performance, various models of practitioner research, and possible lines of inquiry. Teachers shared examples of their own research as a modelling opportunity. The second half of the year was given over to teachers planning, practicing and reflecting upon their own research topics. At the end of the year, a showcase occurred comprising of extended case studies and 'speed dating' sharing of examples and outcomes.

Staff were surveyed to determine the success of the new professional learning model and to provided reflections on the impact of their action research efforts. The model was well received with recommendations to continue with it into 2018. Feedback suggested the need to move more quickly to the design and implement stages of action research and to allow small groups of teachers working on similar research to come together to share more frequently in 2018. It was generally agreed that research should be linked directly to the school's three priorities, but that more work was needed in unpacking the priorities and 'converting' them into meaningful research. It was also recommended that more exposure to and analysis of quantitative student performance data be made available to staff in 2018. Faculty Action Plans were agreed to be the most appropriate vehicle to describe this future work. These recommendations were accepted.

It was intended that data teams be established in each faculty as part of this improvement strategy, however, this action was abandoned in the first term of the year when the professional learning sessions revealed the need to spend more time on expanding teacher understanding of what constitutes data and how to make meaning from data to inform practice.

The college continued to curate data sets associated with measuring progress towards our targets.

A college-wide focus on delivering personalised learning

This strategy was intended to be enacted via the aligning of individual teacher professional learning plans and teacher-identified action research lines of inquiry. In 2017, 17 percent of teaching staff

(11 teachers) specifically investigated personalised learning as a means of increasing student learning outcomes, and the alignment was clear; however, the wide-ranging topics of action research projects undertaken by staff meant that the approach was not 'college-wide'.

The action research reports of those involved in personalised learning inquiry found that strategies which quickly established relationships with students at individual levels proved the most effective as they engendered higher levels of student trust in their teachers. All teachers who focused on this element were able to show strong student engagement levels in their classes.

In evaluating the effectiveness of the actions associated with this improvement strategy, it became clear that there is a need for specific professional learning in the area of differentiation: staff understanding of what differentiation is and how it can be realised in classroom settings is patchy and uneven.

Analysis

The school improvement team notes positive progress in relation to the majority of targets for this priority, with the exception being a slight decline in outcomes for student grade awarding during 2017.

The surveying of staff satisfaction with the new approach to collaborative professional learning and inquiry is beginning to show signs of an increase in the proportion of staff who are collecting and analysing student learning and wellbeing data. Strengthening of this approach in 2018 should result in steady progress towards the overall target.

Student performance data – as described in the allocation and distribution of A – E grades – did not trend positively in 2017. Of note is the decline in the awarding of A grades in accredited courses. This is an area for future focus and may be assisted by greater emphasis on personalising the learning of students.

V-grade rates are falling and are almost at the target rate. Evaluation of this data suggests effective strategies are in place in relation to academic wellbeing and in counselling students into and out of courses. Similarly, the non-completion rate of Year 12 students has shown significant reduction – and has already met the target set. This points to a strength in retention practices and support structures for 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 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%)	85 (no ACT data)			

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	75			

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	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	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	54			

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	33			

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 7 - Principles of positive education are embedded ; and
- KIS 9 – Use student performance and wellbeing data to inform strategies aimed at enhancing student success.

Principles of positive education are embedded

Following on from recommendations made in 2016, the college moved back to weekly touch-base (pastoral) meetings with students in small groups – LinC groups. It was intended that a curriculum be developed by the College Life team and rolled out across the school in LinC and that faculties would identify an element of positive psychology to focus upon for the year.

It became clear over the course of the year that the fifteen-minute timeslot for LinC was insufficient to realise the pastoral care goals intended, and that the session largely became an information-giving exercise where key messages were transmitted. With numerous changes to key personnel in College Life in 2017, it was decided to maintain LinC as a communication point, and to institute a small number of celebratory student gatherings to continue to expose students to the tenets of positive psychology.

Positive psychology was a feature of the professional learning opportunities provided to staff again in 2017. At least 14 staff used a concept of positive psychology in their action research project in the second half of the year.

Feedback from staff and students suggested the importance of continuing to build wellbeing practice around positive psychology, but that embedding it in broad teacher practice is still some way off.

Use student performance and wellbeing data to inform strategies aimed at enhancing student success

The College Life team continued to gather key wellbeing data from their interactions with students in 2017. Again, the majority of presentations to student wellbeing coordinators involved students experiencing anxiety and it impacting negatively on student performance (73%). As a result, the College Life team were heavily involved in referrals out of school to community-based agencies, and referrals on to the school psychologist increased by approximately 12% year on year.

It became clear in 2017 that the school needs to settle upon an instrument to measure student wellbeing (including connectedness to their school) and administer it year-on-year to gain more valid data. Further, there needs to be an investigation into how to measure links between student wellbeing and increased student success at college.

As in 2016, the review of College Life in 2017 pointed to a design problem in that student wellbeing coordinators spent the vast majority of their time responding to issues of non-attendance or disengagement by students and were not able to move onto a more preventative or proactive stance. With the substantive appointment of new school leaders in College Life at the very end of 2017, an opportunity exists to refine the model for 2018.

Analysis

In relation to student reporting of wellbeing, the college is still to settle upon a single instrument to give robust data. Whilst the Australian School Climate and School Identification Measurement Tool (ASCSIMT) asks questions of relevance to some of the school's identified targets, the relatively low response rates (33 percent in 2016 and only 11 percent in 2017) make it difficult to draw sound conclusions. The school is investigating reasons for low response rates by students and develop strategies to mitigate those contributing factors.

Students report strong satisfaction with the transition into college, high levels of individual goal attainment whilst here, and strong identification levels upon graduation. Community service engagement is growing in the college community, fostered by strong links with agencies in Tuggeranong more broadly.

Attendance rates continue to be below that of the ACT average for college populations, and this aspect of operations has been identified as a priority area for 2018.

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	79			

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	12.5			

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	18			

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	89			

Source: Parents & Carers Satisfaction Surveys

Discussion

The two Key Improvement Strategies list against this priority in 2017 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

This priority was not specifically addressed in 2017 beyond operational and usual events and processes. In term 4, however, a significant review was conducted, and commitment given to this area for 2018.

Achievements of note in 2017 included the college's part in successful ASQA delegate audit and reregistration as a Registered Training Organisation (RTO).

In 2017, 24 percent of all students engaged in learning in an employment or career setting. The breakdown is provided in the following table.

Table: Student Engagement with Careers and Transitions to Work

2017	Structured Workplace Learning	Work Experience	Australian School Based Apprenticeship
Year 11	1	44	59
Year 12	6	112	

Source: Lake Tuggeranong College Careers and Transitions data sets

Analysis

Directions for future efforts in this priority area have been established. A new School Leader C position will be created to drive the work of this priority. The previous careers and transitions team and the communications and promotions team will report to this school leader. The unit will be known as Connect Central and will focus on delivering improvements to the way students learn about life at college, how they enrol, how they access careers and pathways support, and how they exit. The coordination of all alumni work will also be part of Connect Central.