

UC SENIOR SECONDARY COLLEGE LAKE GINNINDERRA Annual Action Plan Report 2017

Context

In 2017 the college was in the second year of the Strategic Plan 2016-2019. This plan for improvement is built on both commendations from the 2015 validation report such as the development of strategic partnerships, a strong inclusive education model and a positive culture within the college and recommendations from the validation report such as being explicit about improvement, enhancing data systems and creating explicit expectations of high quality teaching. The Future of Education conversation facilitated by the student board chair in 2017 provided a valuable check-up of the match between the school strategic plan and the school community expectation of where improvement can occur.

The development of a single Registered Training Organisation (RTO) for the Belconnen network of schools with the principal of UCSSC Lake Ginninderra as Chief Executive Officer (CEO) continued to require considerable principal and executive officer planning time in 2017 to prepare for re-registration and the de-registration of the two RTOs at the other network colleges. An audit by the Australian Skills Quality Authority using the new *Standards for RTOs 2015* ('The Standards') was expected prior to re-registration. Skills and qualifications of all vocational teachers in the 8 school members of the RTO were assessed and plans were prepared for upgrading teacher skills where required to meet The Standards. The audit was not required for registration but the work done and which will continue in 2018 has placed all network vocational delivery in a superior position than previously to deliver quality student training.

The virtual learning environment known as Google Apps for Education (GAPE) and now as G Suite has continued to have wide acceptability by teachers, students and parents. Each of these identified stakeholders benefits differently from the use of G Suite also referred to generically as Google Classroom and momentum has developed for training externally and internally from teacher experts in its use for improving learning. The rollout of Chromebooks from the ACT Government is expected to have a large impact in improving access outside the classroom for disadvantaged students in 2018.

Methodology

The self-evaluation of the 2017 Annual Action Plan (AAP) was thoroughly grounded in data and consultation. Three persons occupied the principal role in 2017 and all contributed in implementing the plan and evaluating the plan during the year. For example all three engaged in specific training to interpret the Australian School Climate and School Identification Measurement Tool (ASCSIMT) results which provide data for evaluating the success of the AAP and two of the three completed professional learning in Cultural Integrity in preparation for reporting in 2018 on progress across the Cultural Integrity Continuum.

A senior executive conference was used to prepare initial assessments of progress against the priorities of the AAP including each of the key improvement strategies which are aligned to the nine domains of the National School Improvement Tool (NSIT). This plan design was to ensure that the NSIT informs actions in the annual plan. Data used included satisfaction surveys and data noted in the AAP which is collected during the year according to a data plan. A second executive conference comprised specific professional learning about Professional Learning Communities (expected to have enhanced priority in 2018) and a specific feedback session on progress on the 2017 AAP and suggestions of improvements to be incorporated in the 2018 AAP followed. A hot dot process of voting was used to assess priorities for improvement. The same data was presented to all staff who worked in groups on single priorities to again prioritise areas from the 2017 AAP which could be improved and suggestions for the 2018 plan. The board and P and C responses to the Future of Education were used as input for the evaluation process. Both groups were kept informed by the principal. Senior executive grouped the suggestions by theme emulating the Future of Education consultation process to produce suggestions for the direction of the 2018 AAP and an assessment of progress against the 2017 AAP.

Evaluation of Performance

Priority

High Quality Teaching and Learning

Targets

By the end of 2019 the college will achieve an:

- Increased number of students below 17 years at February census retained at the following February census
- All teachers in Experienced Teacher categories mentor at least one pre-service teacher each year
- Year 11 GPA in units with letter grades increases 5% from semester 1 to semester 2 in each year
- Increased student satisfaction that *Overall I am satisfied I am getting a good education at this school* increases from 80% (2013-15 mean) to all college mean
- All teachers have PL goals in Teacher Performance and Development plans which are linked explicitly to strategic priorities

Progress

The actions listed in the 2017 AAP with strategic priority one were designed to approach the targets listed above. As a progress summary the satisfaction target is being reached. While the School Data Tool shows that college student response (79.68% in 2017) has not increased past 80%, the school type response has fallen (80.32 in 2017) so that they are close to equal. Teacher professional learning (PL) goals were derived with executive teacher direction directly from the 2017 AAP and used in the trial of the Teacher Performance and Development Plan documents introduced in 2017. All experienced teachers were involved in one of: mentoring of pre-service teachers, mentoring of teachers based at the college who were preparing for moving from Graduate to Proficient on the Teacher Quality Institute (TQI) registration scale or mentoring of early career teachers who were teaching in unfamiliar subject areas. Despite workforce planning there is a small proportion of teachers who have classes in unfamiliar areas of curriculum mostly because of increased popularity of subject areas such as psychology, business and legal studies. These teachers are supported by mentoring and suitable PL where available.

The individual learning needs of all students are recognised and responded to

The measure of year 11 Grade Point Average (GPA) was adjusted in 2017 to take account of achievement in competency based C courses. The students were matched for each semester so that like was compared with like. The result was identical for semester 1 and semester 2 in the second decimal place (2.86 – school calculation). The 2016 action plan report noted that approximately thirty students had a zero GPA in each semester. In 2017 there were 18 students with a zero GPA, 16 of whom left the college mostly without responding to communication attempts from the school and in one case not responsive to the Network School Engagement Team (NSET). As reported in 2016, the proportion of students under 17 who remain enrolled from one year to the next was similar to the college population. In 2018 an analysis of the graduation rates will be undertaken to examine whether students enrolling at age under 17 are at greater risk of not graduating. This will represent a more informative target than enrolment rates.

ILPs have been designed to assist teachers in establishing an understanding of student learning needs and to respond by making appropriate adjustments for students with disability. Examples of actions taken to support the SMART (Specific, Measurable, Attainable, Relevant and Timely) goals are summarised below. Parent conferences and other interventions are undertaken at first opportunity each semester (interviews and assessment alerts used for identification). Significant contact with parents occurred during throughout each semester in response to absences, attendance and assessment alerts, and progress reports. Analysis of these contacts has revealed a need to improve the tracking of parent contact across each level of intervention. The School Administration System

(SAS), being implemented in 2018, has the reported capacity to improve in this area. Modified (M) courses are used to support students with a mild to moderate Intellectual disability in achieving academic outcomes. Scaffolded processes have been produced to support students, Learning Support Assistants (LSAs) and parents in Visual Arts classes. LSAs work closely with the teacher and students in the Contemporary English and Contemporary Maths classroom. These classes are not modified but offer more flexible assessment than conventional mathematics and English classes. Identified spaces and mentor teachers are available for students in groups with identified support needs, including students with an identified disability, and other student groups such as with significant sporting representation. Not all of these students have a formal ILP.

Diagnostic testing took place for Year 11 early in the year. Performance was summarised as quantitative and verbal skills. Students also sat a Mathematics evaluation test at the college or at their high school. Data was compared with Year 9 NAPLAN data. Staff provided advice to students based on these compiled learning profiles. Class changes were completed by the end of week two where no special circumstances existed, as well as renegotiation/communication with students about unit level placement at the completion of assessment item 1. Further changes were made following this. Students identified as in need of specific literacy/numeracy support were enrolled in contemporary mathematics and/or English courses. Diagnostic mathematics testing (noted above) was completed for the first time by high schools prior to students arriving at the college in 2017. The test was marked by the high school teachers with feedback to the students recommending their level of study. The college cross-matched this data with enrolments and made early (week 2) enrolment adjustments where necessary. In collaboration with Belconnen Mathematics Network the test was developed into a self-marking, online activity for assisting 2018 class placement procedures as data was forwarded to the college. Diagnostic testing of all new International Private Students (IPS) was completed in week 1 to determine whether extra language support such as that offered at the Secondary Introductory English Centre (SIEC) was needed before the students began classes at college. Early identification and testing of all students from non-English speaking backgrounds took place to determine class placements and to provide ESL census information.

Continuously identify and develop quality pedagogical leadership and practice

A Professional Learning Community (PLC) structure was introduced during Term 1 and commenced in Term 2. Teams focused on one of the following domains:

- 21st century learning
- Positive behaviour for learning
- Problem-based learning
- Online learning
- Literacy and Numeracy
- Best practice in assessment
- Academic excellence

Reports from the PLCs were presented to the teaching body in Term 3 before a review of the PLC structure. The review indicated that a narrower focus more specifically on student learning was required. The college executive engaged with a principal experienced in PLCs to develop a model for 2018.

A number of aspiring leaders in the college attended TQI information and professional learning sessions about Lead and Highly Accomplished teacher certification and have reflected on what was needed to develop their leadership capacity in 2018. All teachers completed the AITSL teacher self-assessment tool as input to the teacher professional development process. Experienced teachers (ET1 and ET2) received PL supporting pre-service teacher mentorship. A more extensive program is expected to develop in 2018. Feedback from Pre Service Teachers (PSTs) about their experience at the college was positive indicating that the mentors have been effective. Information gathered from PSTs will be used to evolve the mentor PL. College induction processes will be developed to a higher and more formal level.

Identify, employ, and develop expert and specialist educators and support staff

VET and other staff development, targeted recruitment to anticipate gaps and strategic progression to permanency were employed as workforce planning tools in 2017. As an example of teacher development the college sourced and paid for the following VET qualifications in 2017 for teachers:

- Certificate II Automotive Vocational Preparation (commenced September 2017)
- Certificate IV in Training and Assessment (commenced July 2017)
- Statement of Attainment - upgrade - new core competency (part of TAE] TAEASS502 (commenced July 2017)
- Certificate III in Patisserie (In process - under negotiation for 2018)
- Progress toward new Cert IV Training and Assessment TAE40116 - replaces TAE40110 - has begun. Training through Australian Forensic Services RTO will continue throughout 2018 - must be completed by end 2018 for compliant delivery in 2019
- MSF20313 Certificate II Furniture Making (commenced 2016-completed 2017)

Trauma responsive education was conducted in the Week 0 Professional Learning for all staff. This supported staff to expand their understanding of students from traumatic backgrounds and the impact this may have on their psychological development and thus, educational development. This PL was organised recognising and responding to the needs of the school and students based on enrolment data and current student profiles (AITSL standard 1.1). All LSAs working with 'at-risk' students and students with a disability, trained in Mental Health First Aid as a response to the number of student experiencing mental illness. Annual professional discussions took place in Term 2 for all teaching staff. Key roles were identified as requiring succession plans and suitable additional staff identified and developed for the seamless continuity of course delivery.

Indicators of Success

- All teachers participate in the development and successful implementation of ILP/PLP for identified students
- Median Year 11 GPA measured in semester 2 exceeds median GPA for semester 1 by 5%
- The proportion of students identified as not 'on track' for employment or certification in term 4 each year reduces
- Satisfaction survey results indicate improved satisfaction with students' educational opportunities at this school
- Proportion of students enrolled from PEA increases
- All teachers use AITSL tools Reflection on Practice or Classroom Practice continuum to self-guide development
- Teachers through performance and development Plans show progress in advancing pedagogical practice
- Proportion of teachers offering pre-service teacher mentorship exceeds mean proportion for public schools
- All staff are using professional learning communities to develop pedagogical practice
- Increased proportion of teachers with postgraduate qualifications in subject and specialist support areas
- College PL budget supports all staff working with students to improve qualifications
- Teacher performance and development plans include specialist pedagogical improvement outcome/s
- Strategic mentoring/coaching/hiring of staff in response to identified current and future needs of the school

Priority

Dedication to excellence

Targets

By the end of 2019 the college will achieve:

- Student response for the Satisfaction Survey question: *My teachers expect me to do my best* increases from 88% (2013-15) to exceed college means
- Student measures in ASCIMT for School identification exceed ACT means
- Parent, staff student satisfaction survey result for *I am satisfied this school has high expectations in all that it does*. exceed college means
- 100% of teachers use college and system academic data in planning for their classes and collect data about learning in classes

Progress

The actions listed in the 2017 AAP with strategic priority two were designed to approach the targets listed above. As a progress summary teacher attitude to improvement represents the chief improvement priority in 2018. For example, the School Data Tool reports that, the satisfaction survey item *Teachers at this school use results from system testing and system processes to inform planning* is 6.44% below the 11-12 school type mean. In 2018 system and school data will be available early in the school year so that there is greater opportunity to use the data in conjunction with class data to improve learning. For the Satisfaction Survey question for *I am satisfied this school has high expectations in all that it does*. In 2017 was 18.57% below the 11-12 school type mean for teachers, 2.57% above the mean for parents and 0.84% below the mean for students. An opportunity exists in 2018 to align the three results to approach the target in 2018-9. In 2017 the student Satisfaction Survey question *My teachers expect me to do my best* was 1.27 % (88.27% vs 87% from source School Data Tool) above the 11-12 school type result in 2017. Student measures from the ASCSIMT for school identification exceeded the ACT college means (95.6% vs 95.2%) in 2017. This represents a positive change of 4.3 % since 2016.

Develop and continuously communicate an overarching and sustainable school improvement culture and plan

The vision and values of the school have been embedded into the branding of newsletters, updates, the website and Facebook.

The plan for school improvement includes improvement in the use of Information and Communication Technologies (ICTs) to improve learning. Google Classroom and attendant technologies, now the G Suite, have been a key part of this. Presentations to staff meetings in 2017 have included the following topics using the Google environment:

- ICT including the use of lightboard technology
- Whole-school AST improvement strategy
- Flexible learning and distance education
- Identifying the needs of IPS students
- EAL/D learning progression

Within faculty groupings, sharing has taken place on a needs basis pertaining to Google Classroom and the Google environment, including the use of hyperdocs, Google Sites, and the advanced functions of Clickview.

Hearing from students is also a key part of continuing improvement. There has been principal or deputy principal attendance at the Student Voice forum regularly in 2017. This group will aim to include more diverse students in 2018.

Identify, collect, analyse and apply data to guide and monitor improvement

A review of meeting structures in Term 4 of 2017 took place and included consideration of how to move meetings into the school working day to accommodate teacher collaboration, particularly on the use of data to improve learning. A proposal to remove classes from the H Line was developed and presented to the leadership team and staff via their faculty meetings. This line will have no assigned classes in 2018 providing collaboration times for PLC teams to meet regularly and consistently, inclusive of data analysis.

Teachers have been observed individually to use data to support learning in the classroom; graphic representations of student results have been presented to staff and students to clarify understanding of learning processes. The data profile mentioned above with priority one was provided to all staff to inform teaching and learning in their classrooms. In 2018 training on how best to do this will form part of improving data use at the school.

Promote and support key values of high expectations, the importance of learning, mutual respect and wellbeing

The Support Group (SG) program underwent revision in 2016 and 2017. An additional 25 minutes a week was allocated to the program from 2016. One teacher was released from a class to develop the wellbeing components of the program in consultation with teachers, students and the wellbeing team.

Training for the ACT Scaling Test (AST) taken annually by students seeking an ATAR for university entrance also formed part of the SG program in 2017; data suggests that participation in training programs has increased. AST workshops run during lunch times (where rolls are marked) demonstrate this increase.

In 2017 the introduction of specific co-curricular programs for students - e.g. Board Games Club, Writer's Group, LGBT* groups – has been supported by teachers in response to student request and identified interests. Teachers were able to use the week 0 PL sessions presented by the school psychologist to more accurately refer students to the wellbeing team for further support. Transition visits for students at risk and those with Individual Learning Plans (ILPs) were organised individually and in groups for prospective students in Term 4.

Indicators of Success

- Staff response to satisfaction survey items such as *This school looks for ways to improve* exceed all-college means
- College communication promotes expectations of improvement for the college community
- Parents, staff and student response for the Satisfaction Survey question *I am satisfied this school has high expectations in all that it does* exceed college means
- All teachers consistently engage in the analysis and discussion of data to inform teaching and learning
- Teachers have access to student academic profiles in their teaching plans and collect learning data about their classes e.g. through formative assessment
- Proportion of students who transition to university, work or other training increases
- Student measures on ASCSIMT for Engagement, Challenging behaviour and Wellbeing exceed or equal ACT mean scores
- Student participation in college programs increases
- Increased proportion of students achieves ACT Senior Secondary Certificate to 90%
- Proportion of T students at or above ATAR 80 stabilises above 30%
- Student response for the Satisfaction Survey question *My teachers expect me to do my best* exceeds college means

Priority

Targeted use of educational resources

Targets

By the end of 2019 the college will achieve:

- Graduation outcomes above ACT mean and similar proportions for all student subgroups e.g. ATSI, Inclusion, LSU, Centre of Excellence
- 100% of students meet assessment requirements for a letter grade in more than one subject.
- 100% of students seeking university entry graduate with a pathway plan to university
- 100% of students in special programs e.g. inclusion support and centre of excellence graduate

Progress

The actions listed in the 2017 AAP with strategic priority three were designed to approach the targets listed above. As a progress summary students who were not on track to achieve an ATAR university pathway in 2017 were identified by investigation and interview during semester one and then supported to attend a University of Canberra program (UC Connect) which provided a bridging pathway to university entry. Of the 38 commencing students 30 achieved a university offer, 5 chose not to complete this pathway, 2 withdrew for medical reasons and a single student failed. The 100% target remains the aspiration for 2018. This will provide a greater challenge than previously because of funding changes for enabling courses in universities. The target for centre of excellence students at 100% has been met; for other special programs two students requiring 'year 13' to complete are doing this as part of their support plan to finish year 12. The 100% target remains a challenge each year as the range of accommodations which are used by teachers to allow student achievement to be demonstrated changes each year. Board of Senior Secondary Studies data indicates that 3 students of 11 identified as indigenous graduated. Although absolute numbers are small this proportion (below 25%) represents the largest challenge for improvement in 2018. The increased Education Directorate focus on cultural integrity in schools will assist in maintaining a college focus on improving this figure in 2018. As noted under progress towards strategic priority one, the proportion of students achieving a letter grade in more than one subject is not 100%. However, as reported in that section the number of students not achieving letter grades has reduced in 2017.

Intentional design, enhancement and implementation of all areas of curriculum

Based on student and teacher feedback, the timetable was altered in 2017 so that double lessons occurring in the afternoon were moved into the middle of the day with the aim being to improve student concentration.

Teachers at the college used technology in 2017 to increase direct parent communication with the aim being to connect parents more immediately with their student's education. Parents and Carers were invited on their request to Google Classrooms for their students. A smartphone app, 'Appsense,' was introduced at the conclusion of 2016. Appsense allowed parents real-time data about student absences. Strong promotion of this service at the start of 2017 led to significant uptake from parents and increased engagement in their student's education as measured by increased communication frequency with student services.

Students from network schools were involved in a range of college events in 2017 performing with college students in Lake Idol and the college musical and the Instrumental Music Program (IMP) and also participated in the international leadership initiative Global Classroom. Sustainability competitions in terms one, two and four involved students from network schools and beyond in developing solutions to sustainability challenges, and developing their design, construction and science skills. UCSSC Lake Ginninderra launched an enrichment and extension (E² Science) science program in 2017, selecting participants from network primary and high schools for the program in 2018. Art and Design workshops were run in term four for students as an enrichment program for students in network high schools, and to illustrate pathways in art skills through use of the UCSSC Lake Ginninderra

kiln and other facilities. Feeder high school UC High School Kaleen brought students to the Lake Ginninderra site for leadership and performance events during the year.

The Global Classroom conference was hosted at the college in Week 10 of term one. Staff, students, families, and the community were extensively involved. Multinational student groups from seven partner countries participated in a range of formal tasks including research and presentation on the conference theme, structured outdoor recreation, team building and training in hospitality industry skills. Participants were billeted with the local community, and the planned activities incorporated VET students from UCSSC Lake Ginninderra and other schools in the Belconnen network.

Ongoing development and deployment of teachers, programs and resources to support learning

Lake Ginninderra College RTO trading as Belworks assumed a role as the single RTO for the Belconnen Network providing a base for leadership in training of network teachers in vocational courses. Hawker and Melba Copland Colleges voluntarily deregistered as part of the process. The process was determined by the Education Support Office (ESO) resulting from the VETiS report commissioned in 2015. A Memorandum of Understanding (MOU) was signed by each of the seven Network principals which form the basis of Governance and responsibilities of all member schools.

The Lake Ginninderra College RTO was successfully re-registered on 20 October 2017 until October 2024. Network processes for developing common documentation and processes to meet compliance will continue through 2018. A plan for acquiring scope for new qualifications and skill sets for the network is under development to continue in 2018, including the use of CIT Solutions to develop the personal qualifications and currency profiles of VET staff.

MOUs were completed in anticipation of Lake Ginninderra College registration in 2017. MOUs were developed in accordance with the requirements of the National Standards for RTOs and in consultation with Education support Office (ESO) legal team. The MOU was signed in February of 2017 and is under annual review by the group of network principals. Each Network school signed an MOU that acknowledges the requirements and responsibilities of each of the parties. An additional 3rd Party Services Agreement has been signed between the RTO, the supervising college and the OBSSS to facilitate certification of High School students. A comprehensive skills mapping of network VET teachers has been completed identifying the elements needed in a training plan and the commencement of training for some teachers.

Flexible classes were implemented during 2017 to provide quality instruction in instances where teachers were absent. Google Classroom proved to be a user friendly delivery method and learning management system. Modes of operation were created and communicated to teachers and the school community through training and official school communication. Challenges in 2018 include maintaining continuous improvement in both teacher skills and parent support.

Distance education for continuation of otherwise interrupted study was implemented in 2017 for students in some elite sports groups, particularly students working with Football Federation Australia and Basketball Australia whose school attendance was affected by unexpected career opportunities and by policy changes external to the school. Staff collaborated in building their technical skills to provide high-quality distance education and tracking of progress to these students to support learning in concert with significant sporting representation.

UC students offered tutorial support to all Lake Ginninderra College students every Wednesday afternoon from 4pm. Pasifika students, through the college chaplain, were strongly encouraged to take up this opportunity. Library developments in 2018 are expected to create an improved environment for this and other learning activities.

Ongoing development and deployment of teachers, programs and resources to support learning

As a newly created NBA Global Academy site, the college has enrolled additional international students who combine with current Centre of Excellence (COE) students to enlarge the Elite Sports program. Registration for AP examinations was maintained for 2017. This registration allows students seeking US College entry to obtain College credits while still in year 11 or 12.

The development of partnerships is a key strategy for promoting authentic, quality VET delivery in the Network. External local RTOs are working with Network teachers to facilitate skill development in teachers - for example Australian Forensic Services (Cert IV TAE), Access Recognised Training (Hospitality and Patisserie) and CIT (Construction and Automotive). Discussions on selected trade qualifications that can be delivered in schools and enhancement of student pathways are continuing in 2018. Within the school, Outdoor Education Leadership and Mentoring Program (OLMP) through a partnership with the University of Canberra College continued to train outdoor recreation personnel including trainees working at the school, teachers from Belconnen network schools including UC SSC Lake Ginninderra and also other ACT system schools.

Connections with Belconnen Arts Centre (BAC) were maintained (College Express) and partnerships with the IMP were expanded. Students participated in Senior Concert Band, Senior Choir, and the school hosted a Jazz Evening for IMP where students across a variety of disciplines and from a range of ACT public schools participated in an evening performance event. Hospitality students from Network schools provided catering for patrons under the guidance of the Network hospitality industry partner, Tastefully Catered. The possibility of creating this evening as an annual event is being explored in 2018.

Significant expansion of the UC Connect partnership occurred in 2017. Approximately 40 students attended UC Connect classes in semester two. Thirty (30) students were offered places at University of Canberra for 2018. Support for this cohort to succeed was provided at the college. Future pathways for the students well-suited to university bridging programs provide a challenge in 2018 due to alterations in university funding for these programs.

UC Vocational College has narrowed their scope in 2017. Discussions were begun regarding a partnership with LakeNite Learning the P&C sponsored evening college at UCSSC Lake Ginninderra to deliver selected qualifications or competencies to non-school students. Investigation of the feasibility of providing qualifications for adult students through the Lake Ginninderra College RTO will continue in 2018.

Indicators of Success

- Proportion of students continuing from year 11 to year 12 will increase
- Increase the proportion of students achieving a letter grade in all their T, A or M classified units
- Proportion of students outside PEA enrolled in special programs increases
- Curriculum offerings reflect student choices and engagement
- Proportion increases of funded disability students and ATSI students achieving the same graduation outcomes as the college population
- Increased use of ICTs and VLEs to support student achievement
- Resourcing of programs reflects student and community demand, needs, and engagement
- Increased proportion of students transitioning successfully to employment, training or further study assisted by partner programs
- Transition to network RTO achieves registration
- Students in special program pathways successfully gain employment or training upon graduating