



Erindale College

ERINDALE COLLEGE Annual Action Plan Report 2018

Our Vision

To graduate world-class learners who will succeed in a changing global environment.
To support every student to get to where they want to go!

Our Context

Erindale College is unique in the ACT in that it is part of the larger Erindale Education and Recreation Complex (EERC). This complex provides students with access to a modern 450-seat theatre in which high quality productions are presented both by the college and community. The Erindale Library, with its very extensive collection, is open during the day and evening all year round. The facilities in the Active Leisure Centre, available for student use, include a 25-metre swimming pool (which is currently being refurbished) and fully equipped gym. The College Principal is also the General Manager of the EERC and the Business and Facilities Manager, Information Technology Officer, Finance Manager, and Building Service Officer, all service the complex, not just the college.

The college adopts an academy structure in which curriculum and special programs are grouped. By belonging to an Academy students have the benefit of receiving support and advice from teachers who have an expert professional understanding of the curriculum for the particular area of interest. College Link is based within Academies and is a mandatory course for all students. In College Link, teachers aim to mentor, and coach students towards success.

Erindale College has evolved over recent years that delivers a diversity of academic choices for students to pursue their own pathways to their preferred future. The college offers opportunity to any and every student who wishes to achieve an ACT Senior Secondary Certificate (or equivalent) and guarantees them outstanding support to succeed.

This evolution has been driven by the changing demographic of the priority enrolment area. The introduction of firstly, the Talented Sports Program (TSP); the Year 10 in College program incorporating Year 10 TSP as well as Year 10 SUMMIT (Maths and Science select entry); the Mindyigari Centre for Aboriginal and Torres Strait Islander students; the Trades Training Centre and recently added Science, Technology, Engineering & Mathematics (STEM) Academy.

The Cambridge International Education option and the return of an International Students program has further contributed to an environment that offers every student access to a diversity of pathways. This twin program initiative has continued to grow with increasing student enrolments in both areas and with particularly exciting results from our first real adventure in Cambridge Examinations at International General Certificate of Secondary Education (IGCSE), A/S Levels and A Levels (details later in this report).

Methodology:

The AAP Report includes reflections and commentary from the executive team and from staff in various forums. The College Board was informed on two occasions of progress and the Board members made comments that assisted in this evaluation. Teachers and executive members reviewed Pathways Development Plans and Academy Plans and considered progress against priorities. Executive team made a formal reflection on the impact the AAP has had on students. Collection of records from Professional Learning Communities (PLC) activities and a survey of staff on their perceptions of the effectiveness of PLC activities also inform this report. Of particular significance is seen in the work of the Teacher Quality PLC in which the Educator Impact (EI) program was used to provide feedback on teacher performance; and the leadership of the Mindyigari PLC in network and system professional learning around cultural inclusion.

The outcomes of student achievement will be included when end-of-year BSSS results are released.

Evaluation of Performance

Priority #1	Create a culture of high expectation in learning and teaching with strong evidence of student achievement.	
Targets:	<p>By the end of 2019 the college will achieve:</p> <ul style="list-style-type: none"> • <i>Outstanding</i> ratings in self and review team validation against the National School Improvement Tool (NSIT) with evidence that Professional Learning Communities (PLCs) are designing, implementing, leading reflection upon, and self-regulating teacher practice. • Three percentage points above all-college's response rates in system surveys for staff and students relating to <i>expectations, motivations, feedback, satisfaction, safety and communication</i>. • Senior Secondary Certificate data from the BSSS for the college that shows <ul style="list-style-type: none"> ▪ a percentage increase each year of students achieving an ATAR above cutoff levels of 80 and 60 ▪ an increase each year of the median ATAR • Erindale College data shows an improvement each year in the Grade Distribution (BSSS) for Accredited package students. • Cambridge International Examinations data sets benchmark of 50% CIE students achieving at a minimum, a B at IGCSE level. • Increased post-college data each year for tertiary education or training and employment above 2015 rates. 	
Outcomes to be achieved	<ul style="list-style-type: none"> • Erindale College teachers display leading professional practice; enrich their practice through engagement in professional learning communities and evaluating their practice through an evidence-based approach. • Erindale College executive team has clear strategies for enhancing teacher practice and student performance using the National School Improvement Tool (NSIT), <i>Great Teachers by Design and Great Teaching by Design</i>, as a key resource. <p>Erindale College students engage in successful learning by mapping, tracking, reflecting upon and celebrating their own learning through an e-portfolio.</p>	
Links to Directorate Strategic Priorities	<ul style="list-style-type: none"> ✓ Quality learning ✓ Inspirational teaching and leadership ✓ High expectations, high performance ✓ Connecting with families and the community 	<p>ED targets of:</p> <ul style="list-style-type: none"> • 75% apparent retention rates of Aboriginal and Torres Strait Islander students from Year 11 to Year 12. • 90% ACT public school students receive a Year 12 Certificate.

Key Improvement Strategies for 2018 Annual Action Plan	Progress towards Success Indicators
<p>1. Create a sustainable Coaching and Mentoring framework that identifies strategies that fosters feedback to teachers on their practice of providing feedback to students about their performance.</p>	<ul style="list-style-type: none"> • Professional Learning on Coaching and Mentoring was undertaken by nine staff during Semester 1 with the GROWTH Coaching Framework being adopted. Trained staff presented to all staff the model for implementation trial for semester 2. This will be further embedded in 2019 with cross sector mentoring and coaching scheduled. Time will be allocated for staff to undergo formal coaching/mentoring sessions as well as professional learning opportunities throughout the year <p>Teacher Quality (TQ) PLC expands <i>Education Impact</i> project from 15 teacher participants in 2017 to 9 teacher participants 2019.</p> <ul style="list-style-type: none"> • Data in EI tool indicates improved timing and quality of feedback was mapped as a key element of the '<i>Effective Pedagogical Practices</i>' in NSIT. The results indicated 13 Staff have participated in the EI process have been able to identify their own feedback goals. This is established via students participating in the survey process and highlighting their needs and the ways in which feedback is provided to them. Staff are able to clearly identify strengths and weaknesses in relation to their practice. They get real time and

<p>2. Enhance professional collaboration in PLCs by increasing number of relevant PLCs.</p> <p>3. Use the New Work Order Research series to inform the design of a student e-portfolio in which they capture evidence of their development in the 'Enterprise Skills' Foundation for Young Australians https://www.fya.org.au/our-research/</p>	<p>relevant feedback from their students in relation to all aspects of the classroom. They are able to set goals and adjust their practice accordingly which in turns boosts confidence.</p> <ul style="list-style-type: none"> • Impact on learners? Students are able to express and be honest with their teachers. They are asked direct questions that shape the way they see their classroom and teacher. As a result of the program teachers can modify their practice to address deficiencies identified by the students. It is a clear and measurable process to address a staff members skills. The NSIT mapping exercise undertaken was reflective of the 2017 results as indicated in last year's report. The need to secure a whole school approach is still under development. • PDP conversations structured around <i>Coaching and Mentoring</i> principles and evidence collection from EI action-learning is used to judge impact. • System Survey from staff, parents and students on feedback levels and quality indicate: • Staff – at the school level there was a trend slightly down from 92% agreement for 2017 compared with 87% in 2018. However, when compared with the 2018 school type there was a positive difference of 0.12. • Students - at the school level there was a trend slightly down from 72.73% agreement for 2017 compared with 70.75% in 2018. However, when compared with the 2018 school type there was a positive difference of 0.05. • Parents - at the school level there was a trend slightly down from 83% agreement for 2017 compared with 74% in 2018. However, when compared with the 2018 school type there was a positive difference of 0.05. • In a sample of 61 student responses to the Student reflection evaluations showed: 96% of students found the content of lessons interesting. 95% of students found the delivery of lessons interesting 86% of students indicated the course gave them the opportunity to use their strengths 81% of students believed that the teacher knew what their weaknesses were in their chosen subject. <p>The Mindygari, Literacy and Know Every Student (KES) PLCs lead whole-staff PL sessions a Throughout this year. Focus areas were; Cultural competency through integration of indigenous literature, poetry, NAIDOC Assembly and Stolen generation awareness. The Literacy PLC delivered meaningful PL on approaches to referencing to academics throughout the year. Targeted PL in digital critical literacy and the use of teaching tools such as Ted Talks, pod casts, vlogs and You Tube will be used to enhance student learning at the college.</p> <p>Mapping of General Capability Skills to domains of EC student profile was trialed through a Aviation STEM project conducted in conjunction with Lake Tuggeranong College and Wanniasa School.15 Senior Secondary Students delivered STEM to 90 years 3 to 10 students. They self-assessed the performance using the REVIEW online assessment tool which captures and assessing the general capabilities for this assessment task. Senior Secondary Flight students also compiled an e-portfolio to showcase their work.</p> <p>A sample of students can explain their evidence collected in the portfolio at multi-way interviews. https://spark.adobe.com/page/2AhalkOgjJai2/</p>
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Priority #2	Create a learning community with a diversity of life pathways for students through a range of specialist programs.	
Targets:	<p>By the end of 2019 the college will achieve:</p> <ul style="list-style-type: none"> • Student satisfaction levels above the ACT average. • Increased apparent retention and completion rates compared to 2015 levels. • Increased proportion of Aboriginal and Torres Strait Islander students graduating. • College post-college data sets show increased rates compared to 2015 levels in <ul style="list-style-type: none"> ○ Employment ○ University entry ○ Enrolments in CIT or other training organizations. 	
Outcomes to be achieved	<p><i>Desired Outcomes</i></p> <ul style="list-style-type: none"> • Erindale College students have available to them a diverse range of educational pathways that come with outstanding support services to ensure they are provided with a foundation for a fulfilling future. • Erindale College offers a contemporary, comprehensive, targeted BSSS curriculum relevant to the future life options of its students. 	
Links to Directorate Strategic Priorities	<ul style="list-style-type: none"> ✓ Quality learning ✓ Inspirational teaching and leadership ✓ High expectations, high performance ✓ Connecting with families and the community 	<p>ED targets of:</p> <ul style="list-style-type: none"> • 75% apparent retention rates of Aboriginal and Torres Strait Islander students from Year 11 to Year 12.90% ACT public school students receive a Year 12 Certificate. • 90% ACT public school students receive a Year 12 Certificate.

Key Improvement Strategy	Indicators of Success
<p>Staff, students and community will collaborate to review and renew the range of educational pathways available at EC.</p>	<p>Staff, students and community will collaborate to review and renew the range of educational pathways available at EC.</p> <ul style="list-style-type: none"> • Informal feedback/discussion with students/parents • Informal feedback/discussion with community/industry • Increased awareness of apprenticeship offerings • Inclusion of a CIT rep at all TSLTTC Advisory Board meetings • Trialled the Hotel Reception R-course with 10 students <p>Engage with CIT in an improvement cycle for improving student choice in Vocational Learning and Training.</p> <ul style="list-style-type: none"> • Inclusion of a CIT rep at all TSLTTC Advisory Board meetings • Regular meetings with CIT Tuggeranong • Relaying informal feedback received from students <p>A visit to Taminmin College in the Northern Territory was undertaken to review VET and STEM initiatives from other jurisdictions. Finding from the visit helped articulate and shape the STEM agenda at Erindale College and provided insights to the VET staffing model where industry-based staff can deliver VET training directly to students.</p> <p>Explore options to enhance Cambridge International Education pathways in partnership with Wanniasa Hills PS and Tuggeranong Network.</p> <p>Wanniasa School has undergone application for establishment of being an authorized Cambridge International School. Consultation between WHPS, WS and EC where a Cambridge flow can occur took place throughout 2018 and an agreement made for this to be a priority for 2019 Action Plan for each respective school.</p>

	<p>Engage with WHPS and other interested Cluster schools to provide an ‘acceleration’ program based upon the Cambridge International Curriculum.</p> <p>Semester 1 Immersion day with Year 6 from WHPS, 40 students and 3 teachers. Students offered experience in English and Global Studies and a choice between Science or Exercise Science</p> <p>Semester 2 Immersion day to occur in Week 19 of Semester 2. Year 6 from WHPS, 40 students and 3 teachers. Based on feedback from previous day, students will be offered experience in English, Science, Exercise Science and Mathematics.</p> <p>Mindyigari Centre (MC) functions with greater collaboration with Gugan Gulwan occurs on several occasions this year such as two special presenters. Analysis of 2014-2018 Aboriginal and Torres Strait Islander students’ outcomes and post-college destinations will be conducted early term 1, 2019.</p> <p>A student Forum held at the end of term 3 was run by the student leadership team to Increase student voice in governance and operations of Erindale College. Findings of the forum indicated students would like to see more differentiated teaching in the classroom. They also commented on having spaces within the college to study and relax. As a result of the forum a Learning HUB for students will be constructed in the library and continued emphasis on differentiated teaching will be conducted in 2019.</p>
<p>Create a 'STEM' Academy in coalition with Caroline Chisholm High School.</p>	<p>Links between Erindale College and Caroline Chisholm High School have been established with a structured STEM program introduced for 4 Year 10 students in Semester 1. The STEM Aviation Project conducted during semester 2 involved collaboration between Erindale College, Lake Tuggeranong College and Wanniasa School. 15 Year 11 and 12 students delivered Aviation themed STEM to 90 Wanniasa students from Years 3 – 10.</p> <p>BSSS Flight course introduced at EC with R Unit at CCHS. The Flight course had an enrolment of 4 Year 12 students and 6 Year 11 students by the end of 2018. 2019 projected enrolments are measured at 17 students which is an increase of 60%.</p> <p>Initial agreements in place for partnership with one major external aviation partner have taken considerable time to establish. Meetings have occurred throughout the Year with the Canberra Airport being the target of potential employment opportunities for students. Grant applications have also been written to the Snow Foundation (unsuccessful), Boeing (pending) and Lockheed Martin (pending).</p>
<p>Create an inclusive and successful Learning Support Unit.</p>	<p>The Learning Support students run to the same timetable as the mainstream students. This allows for the opportunity for inclusion, for the students to access all extra curricula events and essentially creates a school culture where the Learning Support students are just a normal part of the way the College functions.</p> <p>The students are treated on an individual basis where each student’s educational package is tailored to suit their learning needs and interests. All students have at least one mainstream inclusion class and almost all students participate in a reverse inclusion class. Further, programs are developed to support, extend and cater for interests and strengths. An example of this is: One LSU student has an interest and aptitude for IT. A program is then designed to support the IT officer for 1-2 hours per week.</p> <p>In 2018 a ‘reverse-inclusion’ class was trialled in the form of a small LSU ‘Food for Life’ class. Results from this model indicated that providing an appropriate environment, short regular modelling of appropriate social skills by peers and the interaction with these peers reinforces authentic social interaction. The group quickly developed genuine friendships. From the Erindale college PLT action research team <i>evidence emerged that reinforced this model such as ‘Development of programs to support social skills could reduce isolation (Bradley, 2016) and the gain for the mentors includes work experience for future employment, opportunity for leadership, improved personal development, confidence and articulation skills, experience as a positive role model, experience being part of a social group</i></p>

with students on the autism spectrum and greater knowledge of autism spectrum.'
(McDonald et al, 2016).

Construction of the LSU Centre with spaces for students and staff and resource was achieved with an additional LSU constructed at the end of Term 4.