



UC Senior Secondary College Lake Ginninderra

Network: Belconnen

School Improvement Plan 2020-2024

The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for student)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

Our school's improvement agenda positioned within the Directorate's Strategic Plan

Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision:

UC SSC Lake Ginninderra is a diverse community: learning together, encouraging curiosity and innovation and providing a range of pathways for students to succeed.

Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's mission:

Preparing students to live in, and contribute to, a changing world, UC SSC Lake Ginninderra provides an inclusive and active learning environment, empowering students to be lifelong learners.

Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: Connect | Innovate | Impact

Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.

Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework

Our improvement priorities

Priority 1: Increase students problem solving skills by

- enhancing students' critical and creative thinking skills to solve problems
- extending students' ability to transfer problem solving skills to non-routine and unfamiliar problems

Students are empowered to solve problems in multiple settings.

Through an interdisciplinary approach to pedagogy, students will be provided with the knowledge, skills and dispositions to build their capacity to think creatively and critically, to persist and develop a growth mindset.

Students will have tools and strategies to transfer problem solving skills across curriculum areas and address real world challenges.

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: Increase proportion of students achieving A, B or C level in problem solving capacity from Semester 1 Year 11 to Semester 2 Year 12.

Source: Student Problem Solving Measure - School Developed

- Course specific based on existing ACT BSSS framework/course documentation

Starting point: Pilot to commence 2020 Semester 1 and expand school-wide in Semester 2. Measure to begin on 2021 student cohort.

Target or measure: Increase proportion of students achieving C grades or better by 5%.

Source: Map ACS

Starting point: 2019: C level and above = 69%

Perception data

Target or measure: Increase in the proportion of students who indicate they are "developing transferable problem-solving skills" to 85%.

Source: Student Perception Unit Surveys - "The school equips me with capabilities to learn and live successfully"

Starting point: 2019 baseline = 76.9%

School program and process data

Target or measure: Increase the proportion of programs that provide opportunities to use to problem solving skills by at least 10%.

Source:

- Teacher Reflection on Practice (school developed based on Perception Survey questions)
- Student Perception Unit Surveys

Starting point: 2020 Semester 2.

Priority 2: Increase student confidence to engage with a life and career beyond college.

- Enhancing students' experience, connection and wellbeing

Students have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. Students are prepared for their potential life roles as family, community and workforce members.

Alice Springs (Mparntwe) Education Declaration, December 2019

This priority will increase and diversify the social, emotional and intellectual experiences of our students at school and beyond.

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: Reduce V grades by at least 2%

Source: ACS

Starting point: 2019 baseline = 6%

Target or measure: Increase in students who achieve Individual Learning Plan (ILP) wellbeing-related/pathways goals

Source: Individual Learning Plan reporting (Student Services)

Starting point: 2020 levels

Perception data

Target or measure: Increase the student positive responses to survey questions regarding importance of involvement in the following by 5%:

- extracurricular activities (2019 baseline 71%)
- emotional connection to others at the school (2019 baseline 69%)
- level of happiness and life satisfaction (2019 baseline Happiness 70%; Life Satisfaction 59%)

Source:

- Student School Climate Survey
- Sports Academy iNSPIRE Athlete Monitoring

Starting point:

- 2019 levels (Student School Climate Survey)
- 2020 levels (Sports Academy iNSPIRE Athlete Monitoring)

School program and process data

Target or measure: Increase in proportion of students engaging in the following by at least 10%:

- Co-curricular wellbeing and social activities (2019 baseline 30%)
- Completing 'competencies' in Support Group tutorials (2020 Baseline)
- Accessing Australian School Based Apprenticeships/Work Experience/Vocational Education and Training (ASBA/WEX/VET) opportunities (2019 baseline 15%)

Source: Student Services and Careers and Transitions teams

Starting point:

- 2019 and 2020 levels

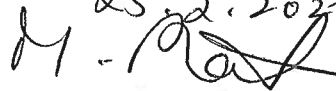
Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

Principal

Name: MELISSA PLANTEN

Date: 25.2.2020



Director School Improvement

Name: Kris Willis

Date: 24/02/2020



Board Chair

Name: FIONA TOMS

Date: 25/2/2020

