

Lake Tuggeranong College Board Report 2015



This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education ACT 2004 and the Australian Education Act 2013 and associated Regulations.



Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2016

Material in this publication may be reproduced provided due acknowledgement is made.

The school website is <http://www.Lake Tuggeranong College.act.edu.au>.

Inquiries about this publication should be directed to:

Lake Tuggeranong College
Cowlshaw St.
Tuggeranong ACT 2900

General Enquiries:

Telephone (02) 6205 6222

School Board Chair Report

During 2015, I was privileged to be involved in the leadership of the college, as chair of the Board. The parent, staff and student representatives on the Board are committed to ensuring the college experience is the best it can possibly be, for the whole community.

The Board is pleased to have been able to monitor and provide guidance to the college leadership team in pursuing the targets set and described in the 2015 Annual Operating Plan. The priority areas resonate with the community served by the college.

It is the view of the Board that the college has a dedicated staff who truly value their roles, and who work in partnership with families to develop their students to be independent thinkers, lifelong learners and valuable members of the broader community.

2015 was the 25th birthday of the college, and there continues to be so much to celebrate. Lake Tuggeranong College has consistently provided academic, vocational, artistic, leadership and social opportunities for its students, and 2015 was no exception. The development of well-rounded, job ready or tertiary study ready students is a key goal. But so is the personal development and welfare of each individual student. I have seen the very best of the community, as it came together to provide support and care to each other, and enable recovery after some challenging times early in the year.

I am proud to present the Board's report for 2015.

Ms Jo-Ann Rose

Lake Tuggeranong College Board Chair

Introduction to School

Lake Tuggeranong College caters for Years 11 and 12 students. It also hosts a small system-sponsored unit (originally called Connect 10) for disengaged southside students in Years 9 and 10. Specifically, the college draws from suburbs in the southern and eastern areas of the Tuggeranong Valley. The feeder high schools are Calwell High School, Lanyon High School and Namadgi School.

In 2015, the student enrolment profile continued pointing to strong community support for the college and its programs: MAZE data suggests significant proportions of students move back to their Priority Enrolment Area (PEA) public college, having undertaken Years 7-10 at schools beyond the Tuggeranong Valley; and a significant proportion of all enrolments come from outside the PEA. The college continues to refine responses to this situation, including how best to support transitions to year 11 for students coming from non-government school settings.

Table: Out-of-area enrolments 2014-2015

		2014	2015
Number (% of cohort) out-of-area students	Year 11	129 (32.4)	185 (43.7)
	Year 12	111 (33.1)	115 (29.7)

Source: MAZE.

The number of students on Individual Learning Plans (ILPs) has almost trebled over the past four years, rising from eight in 2012 to 22 in 2015. The 2015 figures include five students in the newly created Learning Support Unit. In addition, a large group of students (45 in 2015) make regular use of the resources room where they can access learning support assistants and teachers to support their learning needs. This group has also trebled in size, reflecting a growing incoming cohort requiring modification or adjustments to their learning program in order for retention and success at college.

The college has a relatively small student population identifying as Aboriginal and Torres Strait Islander. The college is grappling with effective strategies to increase retention and achievement rates for this student group.

The proportion of students from language backgrounds other than English is moderate; and over the past four years, the International Private Students (IPS) program has grown steadily from 28 to 50. This circumstance has greatly enriched the cultural diversity within the school.

Student enrolment

In 2015 there were a total of 818 students enrolled at this school.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	394
Female	424
Indigenous	30
LBOTE	115

Source: Planning and Performance, December 2015

Since last year, the overall student population increased by 68, reversing a two-year decline in enrolments. College surveying and interviewing of new enrollees at the start of 2015 suggest strong support for the breadth of the curriculum offered at the college and ease of access to supportive programs. Within this context, we note the relatively stable Indigenous student enrolment profile and a small decline in the number of LBOTE enrolments on 2014 figures.

Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
10	77.0
11	86.0
12	86.0

Source: Planning and Performance, December 2015

Attendance rates for year 11 and 12 students continue to be below all-college targets of 92 percent. Despite increased college vigilance and communication with families, the relatively low attendance rates are of concern to the college community. During 2015, a major review of Student Services investigated the broader issue of student engagement levels and a total restructure of not only monitoring but preventative measures are planned for implementation in 2016.

The year 10 rate represents an increase of 18 percent on that of 2014, and has come about because of enhanced student placement as well as the embedding of significant student engagement strategies in the Big Picture Academy.

In the second half of 2015, a trial was conducted of a commercial app-based attendance and absence management system, Appsence. The app allows live roll-marking by teachers with absences generating an instant notification to parents/carers. The app then allows families to respond with information about the absence, thereby updating the class roll. The trial was considered a success and the new system will be rolled out to all classes and all families from the beginning of 2016. It is anticipated that the instantaneous nature of the monitoring may result in lower absenteeism by students.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	74

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

The college staff includes two people with a Doctor of Philosophy (Ph.D) degree and ten with a Masters degree. Three staff – two teachers and one administrative staff member – have Certificate IV in Careers Studies and a further six have Certificate IV in Training and Assessment as part of the requirement to teach vocational education courses.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	68
Teaching Staff :Full time Equivalent Permanent	55.8
Teaching Staff :Full time Equivalent Temporary	6.5
Non Teaching Staff (Head Count)	26
Non Teaching Staff :Full time Equivalent	19.5

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

2015 is the first of two years of significant maternity and paternity leave by our teachers. A total of eight permanent staff had lengthy periods of absence from teaching during the year. The college was fortunate in securing high quality contract officers to ensure course continuity.

The college supported the secondment of one of its school leaders during the final term of 2015 to undertake a national project paving the way for students to gain entry to university via portfolios, as distinct from the more traditional tertiary entrance ranking. This provided another aspiring leader with the opportunity to develop leadership skills in the area of student wellbeing.

The college continues to resource its staff with non-teaching positions designed to provide assistance to the varied groups of students in the college. The greatest increase since 2014 has been the employment of learning support assistants.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 654. This supported the provision of guest lecturers across a range of course areas, and creative and performing arts events such as the college musical and production and the annual arts festival.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The college was validated in 2015. A copy of the validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 89% of parents and carers, 100% of staff, and 78% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 38 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	95
Teachers at this school provide students with useful feedback about their school work.	92
Teachers at this school treat students fairly.	97
This school is well maintained.	97

Item (cont)	(%)
Students feel safe at this school.	97
Students at this school can talk to their teachers about their concerns.	95
Parents at this school can talk to teachers about their concerns.	89
Student behaviour is well managed at this school.	89
Students like being at this school.	95
This school looks for ways to improve.	100
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	86
Students' learning needs are being met at this school.	92
This school works with parents to support students' learning.	81
I receive useful feedback about my work at this school.	76
Staff are well supported at this school.	82

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 99 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	92
Teachers at this school provide my child with useful feedback about his or her school work.	80
Teachers at this school treat students fairly.	88
This school is well maintained.	93
My child feels safe at this school.	91
I can talk to my child's teachers about my concerns.	83
Student behaviour is well managed at this school.	75
My child likes being at this school.	91
This school looks for ways to improve.	87
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	83
My child is making good progress at this school.	77
My child's learning needs are being met at this school.	75
This school works with me to support my child's learning.	70

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 398 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 11 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	85
My teachers provide me with useful feedback about my school work.	67
Teachers at my school treat students fairly.	74
My school is well maintained.	79
I feel safe at my school.	82
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	67
I like being at my school.	69
My school looks for ways to improve.	69
My school takes students' opinions seriously.	61
My teachers motivate me to learn.	61
My school gives me opportunities to do interesting things.	72

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

The college regularly uses process measures to check its progress against school improvement goals.

One example of this reflection is the end-of-unit/semester evaluation of learning undertaken by students. Whilst a number of teaching and learning evaluations are used across faculties, there are common questions asked. A summary of findings from 2015 are contained in the following table.

Table: Lake Tuggeranong College student teaching and learning evaluation data summary 2015

Strengths (consistently 90+% satisfaction)
Poor behaviour of students is managed well in this class and my learning is not affected by it.
This unit allowed me to use things I already knew and could already do.
Perspectives of diverse groups were acknowledged and accepted in this class, e.g. different ethnic groups, gender, disability, sexuality etc.
The knowledge I gained was connected to the world beyond the class room.
The knowledge I gained was meaningful to me in terms of my future, including for jobs, careers, industry and further study.
I felt comfortable to participate and try.
Areas for Improvement (consistently 10+% dissatisfaction)
I was encouraged to see information from different points of view or to try different ways

of doing things.
Areas for Improvement (consistently 10+% dissatisfaction) (cont)
I was encouraged to explain, generalise, put forward ideas, join information together and solve problems.
I could use the assessment criteria as a guide to develop and check my own work.
There was adequate support and preparation time for my assessment items.
Assessment items gave me valuable feedback on how to improve.
I spent sufficient time on homework.
The teacher provides me and other students with regular feedback about assessment, behaviour, work habits etc.
I improved my work by drafting with the teacher and/or asking for advice.

Source: Lake Tuggeranong College unit evaluation database.

One item in particular – the issue of formative feedback – was determined at a whole-of-school level to be an area for considered investment and development. This work has begun, although we have not assessed student feedback at this point.

As part of annual evaluation processes, the college undertook an assessment using the National School Improvement Tool. Staff (teaching and non-teaching), students and parents were involved in this process. Whilst all staff participated, students and parents were randomly selected and surveyed for their views. The following table shows the relative strengths and areas for further effort.

Table: Lake Tuggeranong College responses to the National School Improvement Tool survey 2015

National School Improvement Tool (NSIT)	Staff (n = 80)	Students (n = 30)	Parents (n = 22)
1. An explicit improvement agenda	MEDIUM	MEDIUM	HIGH
2. Analysis and discussion of data	LOW	HIGH	MEDIUM
3. A culture that promotes learning	MEDIUM	HIGH	HIGH
4. Targeted use of school resources	HIGH	HIGH	HIGH
5. An expert teaching team	MEDIUM	OUTSTANDING	HIGH
6. Systematic curriculum delivery	HIGH	MEDIUM	MEDIUM
7. Differentiated teaching and learning	MEDIUM	HIGH	HIGH
8. Effective pedagogical practices	MEDIUM	HIGH	HIGH
9. School-community partnerships	LOW	MEDIUM	MEDIUM

Source: Lake Tuggeranong College NSIT responses, 2015.

A clear area for future improvement is that of teachers using data to inform their practice. This area consistently emerged from staff meetings and discussions at faculty level and is to be incorporated into the next strategic school plan.

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

Learning and Assessment

Outcomes for College Students

Year 12 outcomes are shown in the following table. The Board of Senior Secondary Studies has provided this data as it relates to the percentage of students receiving a Year 12 Certificate and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college's February census enrolment data.

Table: Year 12 Outcomes for Students

Year 12 Outcomes	Total
Percentage of year 12 students who receive an ACT Senior Secondary Certificate	87.79
Year 12 students who receive an ACT Senior Secondary Certificate or a VET Cert II or above	87.79
Percentage of year 12 students receiving an ATAR	38.70

Source Board of Senior Secondary Studies

The college continues to maintain high proportions of students who receive a senior secondary certificate. Each year, the leadership team examines progression and completion rates in order to identify areas for increased attention and strategising. The following table shows these figures across the past four years.

Table: Lake Tuggeranong College enrolment, progression and completion rates 2012-2015

	2012	2013	2014	2015
Year 11 enrolment	466	402	397	423
Year 12 enrolment	369	396	359	387
Retention rate	79.2%	98.5%	90.4%	91.5%
Year 12 completion	332	368	323	370
Completion rate	71.3%	91.5%	81.4%	93.2%

Source: MAZE, Board of Senior Secondary Studies

Retention rates have fluctuated over the life of this school plan, although generally tell a positive story. Each year, the college reflects upon the ten percent of students who do no

progress onto Year 12. Better early detection and case management are constantly being trialled.

Completion rates are a concern, representing 20 percent attrition from the start of Year 11 through to actual graduation. Whilst these figures are not necessarily complete (they do not, for example, reflect matched student progression, nor capture late enrollees) they do provide an area of continued focus into the next school planning cycle. Useful data is also beginning to be tracked at exit interviews of early leavers: this work is of critical importance as it will allow more fine-grained evidence of college benefit for students – even those who elect not to complete.

All students at Lake Tuggeranong College undertake a careers interview at the start of year 11 and many follow a vocational pathway through years 11 and 12. Some take vocational courses offered at the college itself, and others secure apprenticeships or work experience beyond the college.

Participation rates are shown in the following table. It includes work experience, Australian School-Based Apprenticeships (hosted either by the college as a RTO, or through external training companies) and structured workplace learning as part of vocational course work. It also shows the number of formal certificates and competencies awarded to students.

Table: Lake Tuggeranong College participation in vocational education

Student participation in vocational education	Total
Number of students undertaking structure workplace learning	32
Number of year 12 students graduating with at least one vocational certificate	33
Number of year 12 students graduating with a vocational education statement of attainment	186
Number of students undertaking at least one work experience (years 11 and 12 combined)	241
Number of year 11 students in an Australian School-Based Apprenticeship	17
Number of year 12 students in an Australian School-Based Apprenticeship	22

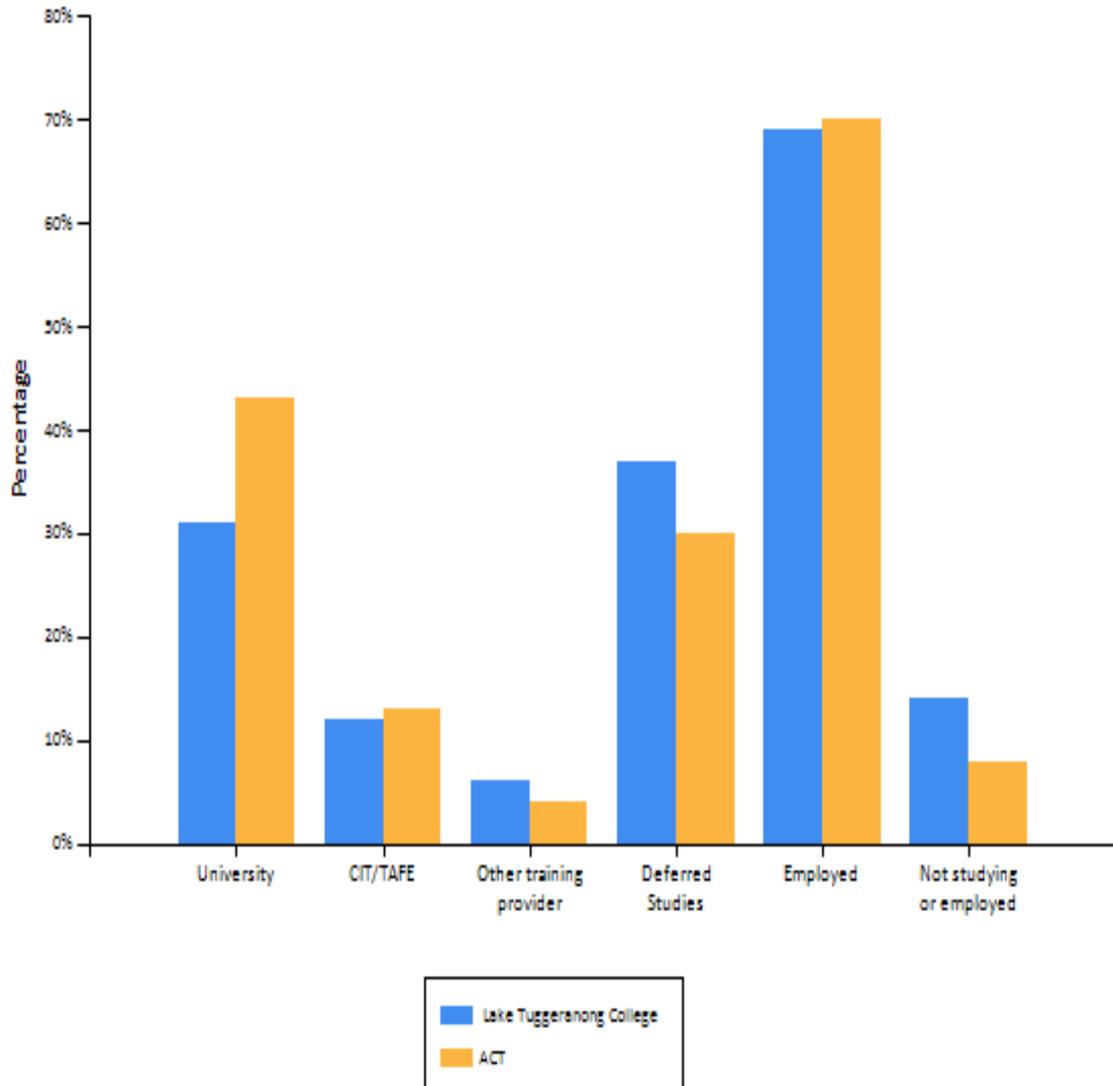
Source: Lake Tuggeranong College VET and Careers database, 2015

There has been a slight decline in the number of structure workplace learning episodes since 2014, and a halving of the number of year 12 students graduating with at least one vocational certificate in the same time period. Student survey data suggests that whilst many students enrol in vocational courses at the college as part of their curriculum, a relatively small proportion go on to complete a qualification. The number of work experience placements continues to grow and to exceed expectations. This is due in no small part to the resourcing and support provided to students through the college Careers team.

Post school destination

The following graph shows the post school destination of college students who were awarded a Year 12 Certificate in 2015. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

Table: Year 12 Outcomes for Students



System	University	CIT/TAFE	Other training provider	Deferred Studies	Employed	Not studying or employed
College (%)	31.0	12.0	6.0	37.0	69.0	14.0
ACT (%)	43.0	13.0	4.0	30.0	70.0	8.0

Source: Planning and Performance Data, 2015

The low levels of university place occupancy continue to be of concern, as does the proportion of students neither studying nor employed, upon graduation. The impact of deferred studies is something that is difficult to gauge or report on and may alter the low university take-up rates in the short term. Generally, the college produces graduands more likely to move into the workforce, CIT or other forms of study, than ACT averages.

This data provides the college leadership group with the challenge of continually seeking a curriculum which ameliorates the underperforming areas, and supports the successes. An avenue currently being investigated is formal follow-up with graduating students in order to gain more timely and personalised evidence of post-college participation.

Performance in other areas of the curriculum

The college completed the implemented the Australian Curriculum in English, History and Science in 2015. This resulted in significant professional learning for staff, and has required an adjustment in the nature of course counselling for new students.

A major effort was mounted to encourage students to bring their own device (laptop or other smart device) and to take advantage of the upgraded wi-fi and incorporation of Google Classroom in our classes.

Lake Tuggeranong College students again excelled in the Canberra Area Theatre awards for 2015, picking up two awards for Noises Off. The awards were in the categories of best youth actor in a featured role in a play, and best youth actor in a leading role in a play.

Progress against School Priorities in 2015

Methodology in evaluating progress

Lake Tuggeranong College had set itself three priorities for 2012-2015: enhancing the professional practice of all teachers; improving outcomes for all students; and strengthening community engagement with the college. 2015 allowed for reflection and resolution of a number of key improvement strategies that had been in place for four years.

In 2015, as in previous years, the school improvement processes were documented in teacher Pathways Plans, Faculty Action Plans and the Annual Action Plan. The work of the PETs - self-selected teams of teachers undertaking action research related to one of the three strategic priorities – was significant in providing data-driven advice to the school leadership team on both current improvement strategies and future priority areas.

Key data sets used in the self-evaluation processes throughout 2015 include:

- Board of Senior Secondary Studies (BSSS) student attainment data sets
- Grade Point Averages (GPAs) and grade distribution data across college course areas
- Data gathered from cohort OLSAT testing

- Student wellbeing data – presentations, student evaluations, student self-assessments
- Careers database of student aspirations and goal achievement
- Stakeholder perception data sets – system satisfaction surveys, locally-developed surveys
- Results of the administering of the National School Improvement Tool (NSIT)
- Enrolment, retention and completion rates
- Process data sets – unit evaluations, teacher reflections
- PET data sets – for example, class changes project, Otis-Lennon School Ability Test (OLSAT) and the ACT Scaling Test (AST)

Self-evaluation during 2015 took the form of:

- School leadership team monitoring of key data sets (above) and indicators
- PET members analysing their action research data sets and reporting back to the school leadership team
- Change 2 analysis of opportunity areas, as part of planning for the next school plan

Priority

Enhance the professional Practice of all Teachers at Lake Tuggeranong College

Target/s

By the end of 2015

- All staff are actively engaged with a Professional Engagement Team (PET)
- All teachers engage in study of college pedagogical practices
- Staff engaged in mentoring/coaching can provide evidence of improved practice

Progress

The college made progress towards the targets set for this strategic priority, particularly in the areas of staff involvement and engagement with the PETs. However, as in previous years, a sophisticated study of college pedagogical practices was only visible in pockets around the college – usually where aspiring leaders and New Educators were located.

KIS: Embed quality school wide practice through instructional leadership

Three guiding actions supported this improvement strategy: mentoring, coaching and lesson observations. To drive this work, a Mentoring PET was established. PET members synthesised a range of mentoring approaches and shared these at staff meetings with colleagues. The senior leadership team formally integrated the findings of the research undertaken by the Mentoring PET into the college coaching and mentoring framework.

In 2015, the college focused on embedding the strategies identified during 2013 and 2014 from 'The Art & Science of Teaching' framework (Marzano). Data from staff surveys suggest

that this was more prevalent during semester one than semester two, with less than 24 per cent of staff explicitly modelling their teaching on the design questions.

The entire leadership group underwent GROWTH coaching training in term four as part of the college-wide adoption of the approach. Further training is planned for key staff involved in college-wide roles for 2016.

Lesson observations continued to be taken up by a majority of staff (at least 65 per cent of staff undertook between three and five observations of their peers in each semester of the year), and whilst a common observation protocol has yet to be embedded, teachers reported positively on the experience as both observer and teacher being observed.

KIS: Implement a quality research based pedagogical approach to teaching

Two guiding actions supported this improvement strategy: the promulgation of action research as a learning tool, and unpacking of a design question focused on student engagement.

The upskilling of teachers in the action research model did not gain the widespread traction intended by the senior leadership group. Only three PET groups produced formal research reports (in the areas of mentoring, quality feedback and student engagement and motivation), involving less than 20 % of teaching staff. Further work in this area is intended for 2016.

A small team of teaching staff worked on developing a suite of unit evaluation techniques – hard copy student surveys and various Google form surveys completed online. These instruments were improved by the inclusion of specific questions relating to student engagement levels. The inclusive teaching PET made recommendations that this aspect of the teaching and learning contract be further explored in the next strategic plan for the college, as early indicators from the action research in 2015 suggest that interventions in the classroom had positive impacts on student self-efficacy – a major motivator for learners.

KIS: Develop a professional learning strategy that builds the capacity of staff

This improvement strategy was actioned through the work of the professional learning PET. The group monitored staff learning needs, and maintained oversight of the online professional learning platform, Staff PD. The team also fed into the senior leadership team contribution to the all colleges annual conference; and strengthened the professional reading library on behalf of all staff.

A pleasing aspect of this work was an increase of over 35 % on previous years of staff confidence in reflecting upon their professional learning opportunities. When this was investigated, most staff indicated that the profile of the professional learning PET was instrumental in making professional learning and reflection more visible across the college.

In relation to our identified targets for this priority, the following shows our progress:

- 100% staff were engaged with a Professional Engagement Team (PET); 45% were actively engaged with a PET
- 65% teachers engaged in study of college pedagogical practices
- All staff actively engaged in mentoring and coaching reflected positively on the impact it had on their practice, although the majority of this group were the leadership team reflecting upon the impact of coaching on their leadership skills.

In 2016, the focus will be on:

- Moving from PETs to professional learning communities (PLCs) as the driver for improved pedagogical practices
- Explicit action research requirements for PLCs
- Embedding GROWTH coaching across the college

Priority

Improve outcomes for all students

Target/s

By the end of 2015

- 100% of incoming students undertake OLSAT testing, common Maths task and common English task
- 70% of classroom teachers report changed practices as result of individualised profiling of students
- AST preparation program attendance and performance outcomes improve on those of 2014 by 10 points
- Student exit goals/outcomes reflect their incoming goals in 85% of all cases

Progress

KIS: Build a culture of data-driven and reflective practice

This improvement strategy was driven by the creation of a college data gallery, the implementation of cohort testing regimes, and the creation of interactive learner profiles. The work was driven by the student achievement PET.

All incoming Year 11 students sat the OLSAT test in the first week of college in 2015. This test instrument was identified in 2014 as an empirically proven way of assessing student verbal and no-verbal capacity, and one which would complement other instruments already in use across the college.

The PET created an interactive database linked to MAZE codes which stored student results in OLSAT, the Queensland Core Skills test, the common English and Maths assessment items, as well as the various AST trials. The establishment of this database was time-consuming and whilst PET members made extensive use of it, most of the teaching staff did not. Building the accessibility of the database is a major strategy into the next school strategic plan.

The positive psychology PET identified gaps in the data set within the college data gallery – predominantly around student wellbeing and engagement. Their action research pointed to the Motivation and Engagement Scale (Martin) as a possible all-cohort instrument to round out the learner profiles of students in the future. This recommendation was accepted by the senior leadership group and will be introduced in 2016.

Learner profiles of specific student groups were intended as part of this year's improvement strategy: improved profiles were established for the international students and students with learning difficulties; but more work needs to be undertaken for Aboriginal and Torres Strait Islander students and gifted and talented students in 2016.

KIS: Strengthen practices and processes to ensure greater student engagement

Two guiding actions supported this improvement strategy: the establishment of student focus groups and the exploration of positive psychology as a platform for cultural change. Two PETs – one looking at stakeholder engagement and the other, a positive psychology team – drove this work and their efforts made significant changes to the way the college functioned in 2015.

The student focus groups occurred four times across the year, as randomly selected groupings of both years 11 and 12. Over the course of 2015, 46 students were involved.

The focus groups worked on the National School Improvement Tool (NSIT) in the beginning of the year, as part of external validation of the college. They also provided feedback on the action research work of the student engagement PET and the positive psychology PET. Their input included recommendations for questions to be included in unit outlines, as well as assisting in the creation of online surveys of students. In the second half of the year, the groups provided input into the formal review of student services in the college, and subsequently, into the design of the Week 1 program for 2016.

The positive psychology PET undertook significant research and professional learning during 2015. A number of sessions were held during staff meetings to share the findings and to guide conversations regarding how this approach might be embedded across the college in the future.

The major contribution of this PET was to make formal recommendations through the Board regarding future directions of the student wellbeing and student services functions within

the college. Members were also part of the formal review of these functions that occurred in the second half of 2015.

KIS: Provide students with appropriate support services to enhance performance

The majority of work undertaken in support of this improvement strategy was driven by the newly created student wellbeing coordinator within student services. The role acted as a catalyst for additional research into new practices and systems supporting students; and it promulgated explicit wellbeing strategies for student take-up.

This strategy had intended to build the number of assemblies and workshops involving students and explore positive wellbeing techniques. This aspect of the role was diminished in the second half of the year by the loss of a key team member and the redistribution of functions. As a result, only limited progress was made. The recommendations put forward by the positive psychology PET, however, included the formalising of how the college brings students together throughout the year.

In relation to our identified targets for this priority, the following shows our progress:

- 100% of incoming students sat the OLSAT; 93% sat the common English task, and 91% sat that common Maths task, thereby building a set of key learner data points
- The target of 70% of teachers using the learning profiles provided by the interactive database was not met. Approximately 15 % of staff accessed the database during 2015.
- The AST attendance levels were averaged at 78% of all AST-intend students. This was approximately 4 % up on previous years, and fell slightly short of the target of a 10 % increase. Staff changes and a disruption to the program of workshops may underpin this outcome.
- Student exit data reported to the careers team was only systematically reported from Term 3 onwards; but it reflected high levels of student goal attainment: 93% of all leavers reported high or very high levels of satisfaction and goal attainment.

In 2016, the focus will be on:

- Increased data literacy of classroom teachers
- Embedding of positive education strategies throughout the college
- A redesigning of the student services functions and processes across the college
- Student engagement in their learning and their college life

Priority

Enhance community engagement at Lake Tuggeranong College

Target/s

By the end of 2015

- All staff participate in planning/executing 25th anniversary events
- Staff, student and parent satisfaction levels increase on 2014 levels by at least 15 points on effective communication item
- The number of parents attending college functions increases on 2014 levels by at least 10 points
- Proportion of the community which actively provides feedback on college performance increases by 30 points on 2014 levels

Progress

KIS: Broaden and strengthen links and opportunities for students within the community

This improvement strategy was actioned through the work of the communications PET and the events PET, and made significant positive impacts on how the college shared its story with its community.

Celebrating the successes of students was the major focus for the communications PET. The embedding of a quarterly e-newsletter (called 'fyi') and the continued enhancements to the college website and social media footprint improved parent satisfaction levels by 26% on this question in the system survey.

Community service was again a difficult strategy to embed throughout the student population. Many students opted instead for Work Experience, and careers interviews suggest this trend is now entrenched amongst students. Renewed focus on student leadership and on giving may well provide an opportunity to increase community service levels in the future.

The 25th birthday celebrations for the college culminated in a formal birthday party in term three. All past principals and many past students and teachers attended, as did the Minister for Education. A range of historical artefacts were promoted, and a revamped alumni presence was created on social media. The event proved highly successful and allowed the college community to connect.

KIS: Enhance effective transitions programs and practices across cluster high schools

This improvement strategy was supported by members of the student services team and careers officers. The college coordinated the southside transitions visits in 2015. As in 2014, the formal subsequent visits to high schools took the form of an initial careers interview followed by subject-specialists counselling incoming students in course selections.

The college conducted a settling in survey of its year 11 students in 2015, at the end of term 1. This information was provided to feeder high schools as part of a strategy to share

information on high school graduates. Feeder high schools found the survey data useful in reflecting on their practices.

In relation to our identified targets for this priority, the following shows our progress:

- 100% of staff were involved in the 25th anniversary events, with over 86 % of staff indicating that the event positively contributed to the sense of community in the college
- Stakeholder satisfaction levels regarding effective communication exceeded targets set: our target was to show an increase of at least 15 points, and we were able to secure a 26-point increase
- Parental attendance at college events were up on 2014 levels by approximately 12 % (excluding the 25th anniversary event), thereby exceeding the target set
- 398 families participated in system surveys in 2015 – an increase of 28.4 % on 2014 levels

In 2016, the focus will be on:

- Improved links between community and student learning outcomes
- More sophisticated transitions programs for incoming students
- Increased levels of parental involvement in college events

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	522712.70	543829.32	1066542.02
Voluntary contributions	10535.00	7210.00	17745.00
Contributions & donations	11258.94	4590.00	15848.94
Subject contributions	16225.45	15134.39	31359.84
External income (including community use)	192.28	243.64	435.92
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	14900.59	13809.70	28710.29
TOTAL INCOME	575824.96	584817.05	1160642.01
EXPENDITURE			
Utilities and general overheads	114967.21	138078.10	253045.31
Cleaning	100120.89	100856.36	200977.25
Security	6857.00	6028.00	12885.00
Maintenance	49444.08	92912.22	142356.30
Administration	25491.31	27010.52	52501.83
Staffing	114520.00	101126.54	215646.54
Communication	5772.68	10679.30	16451.98
Assets	19542.55	19209.76	38752.31
Leases	0.00	0.00	0.00
General office expenditure	38418.26	44754.35	83172.61
Educational	35314.18	29530.71	64844.89
Subject consumables	21237.30	32153.96	53391.26
TOTAL EXPENDITURE	531685.46	602339.82	1134025.28
OPERATING RESULT	44139.50	-17522.77	26616.73
Actual Accumulated Funds	251462.72	314126.54	314126.54
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	295602.22	296603.77	340743.27

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$596.79.

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
Maths textbook project	\$28,000	June/July 2016

Endorsement Page

I declare that the Lake Tuggeranong College Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Jo-Ann Rose, Clare Bell, Ray Haley
Community Representative Michael Fullam-Stone
Teacher Representative Phil Styles, Mark Will
Student Representative: Laura Rose, Jayden Black
Board Chair: Jo-Ann Rose
Principal: Julie Murkins

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature: _____

Date: 5/6/16

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature: _____

Date: 5 June 2016