# UC SENIOR SECONDARY COLLEGE LAKE GINNINDERRA
# Annual Action Plan Report 2018

## Context

In 2018 the college has completed year 3 of the Strategic Plan 2016-2019. Review of the plan and its impact is due in 2019. The 2016-2019 plan for improvement was built from a combination of the commendations from the 2015 review report (eg the development of strategic partnerships, a strong inclusive education model and a positive culture within the college), and recommendations from the review such as being explicit about improvement, enhancing data systems and creating explicit expectations of high quality teaching. The Future of Education conversation was finalised in 2018 with the launch of the ACT government Future of Education Strategy and the ACT Education Directorate Strategic Plan 2018-2021. These strategies will inform the action plans for 2019 and beyond.

The single Registered Training Organisation (RTO) for the Belconnen network of schools has the principal of UCSSC Lake Ginninderra as Chief Executive Officer (CEO). The first full year of operation continued to require considerable principal and executive officer time. The regulator - Australian Skills Quality Authority (ASQA) – has exercised greater oversight of RTO adherence to *Standards for RTOs 2015* ('The Standards') requiring considerable focus on compliance across the 8 sites comprising the RTO. Considerable consultation around the third-party agreements which connect the schools involved much principal time from several schools. It is expected that executive time in 2019 will focus on governance arrangements for the RTO in addition to the usual work on continuous improvement.

The virtual learning environment known as G Suite has complete acceptability by teachers, students and almost all parents. G Suite is also referred to generically as 'Google Classroom' and its use by teachers continues to become more sophisticated and focussed on student engagement. The rollout of Chromebooks from the ACT Government has assisted students to use the functionality of google classroom in 2018 to their educational advantage.

## Methodology

Self-evaluation of the 2018 Annual Action Plan's (AAP) contribution to targets in the 2016-19 improvement plan was conducted by broad consultation and the collection of data. Evaluation of progress and noting any gaps in actions was conducted by the two persons occupying the principal role with deputy principal involvement. Progress against the plan was also assessed by executive teachers, teachers and board members representing students and parents who provided feedback verbally and via an online google document.

An executive conference prepared some initial assessments of progress on the priorities of the AAP and each of the key improvement strategies which are aligned to the nine domains of the National School Improvement Tool (NSIT). This plan design aligns the NSIT domains with actions in the annual plan. Data collected included satisfaction surveys and other data noted in the AAP which is collected during the year per a data plan. The initial assessments of the executive of progress were followed up at individual meetings between executive teachers and principal/deputy. The Student Community Group (SCG) review of 2018 and their planning for 2019 was also used to inform the annual review.

The feedback collected was made available to executive, teachers and board via an editable google document. The board also (via its community representative) developed a mapping of the Future of Education strategies and Directorate Strategic Plan against the college improvement plan which indicated a strong alignment with all three plans at the school level. The board and P and C were kept informed by the principal on matters relating to the annual plan.

# 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 for the 2018 AAP with strategic priority one were designed to approach the targets listed above. The satisfaction target is being reached as indicated in progressive data below.

| | 2015 This school | 2015 School type | 2016 This school | 2016 School type | 2017 This school | 2017 School type | 2018 This school | 2018 School type |
|---|---|---|---|---|---|---|---|---|
| Overall I am satisfied I am getting a good education at this school. | 79.5 | 82.7 | 75.7 | 81.6 | 79.7 | 80.1 | 83.7 | 82.2 |

Data: Satisfaction Survey

A relevant key performance indicator from the strategic plan was that the proportion of students enrolled from the PEA would increase. The following table from the Data Tool shows progress on this indicator:

| Network and School | Percentage of in area students | Number of public students in priority enrolment area | Number of students in area | Number of students out of area |
|---|---|---|---|---|
| 2015 University of Canberra Senior Secondary College Lake Ginninderra | 31.48% | 405 | 193 | 420 |
| 2016 University of Canberra Senior Secondary College Lake Ginninderra | 29.98% | 409 | 197 | 455 |
| 2017 University of Canberra Senior Secondary College Lake Ginninderra | 28.94% | 405 | 193 | 473 |
| 2018 University of Canberra Senior Secondary College Lake Ginninderra | 32.57% | 405 | 184 | 381 |

Data: School Data Tool

Teacher professional learning (PL) goals were derived from the 2018 AAP and recorded in Teacher Performance and Development Plans. All experienced teachers including contracted teachers continued to be 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. Contract teachers were supported to access PL relevant to the school plan and their teaching areas. Some increased sophistication in mentoring is expected to occur in 2019 with the commencement of the UC Affiliated Schools clinical model. It is expected that teachers PSTs and students will all benefit in a learning capacity from the change which will be in Science subjects in 2019.

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

The measure of year 11 Grade Point Average (GPA) target was refined in 2017 to take account of achievement in competency based (C) courses. The comparison was made between the GPA of matched students from each semester so that like was compared with like. This process was repeated in 2018.

| GPA | 2017 | 2018 |
|---|---|---|
| Semester 1 | 2.86 | 2.84 |
| Semester 2 | 2.86 | 2.85 |

Data: Academic Records ACS

In both years the calculation results were practically identical for semester 1 and semester 2. Calculation was done at the school level, but it is hoped that future iterations of SENTRAL or the ACT Certification System (ACS) will provide this output. The result indicates that there is opportunity in 2019 to continue a focus on this target. Some progress has been made in enabling student achievement as the table below indicates a reducing number of students with no recordable achievement in each semester. Each of these students is case managed in student services.

| | 2016 | 2017 | 2018 |
|---|---|---|---|
| Number with Semester 1 & 2 GPA = 0 | 30 | 18 | 5 |

Data: Academic records ACS

A related key performance indicator is that attending students who are not 'on track' for graduation decreases each year. Data for letters sent to families is shown in the table below. Not 'on track' is 12.2 points (17 required) beginning semester 2 of year 12. At risk is defined as below 14 points.

| Number of letters sent | 2016 | 2017 | 2018 |
|---|---|---|---|
| Not 'on track' | 20 | 25 | 13 |
| At risk | 22 | 19 | 17 |

Data: School data student services

The target of increasing the proportion of students under 17 who remain enrolled from one year to the next was found in 2016 to be very like the college population statistic for enrolment. In 2018 an analysis of certification rates was seen as a more important statistic to examine whether students under 17 during all of year 11 are at greater risk of not graduating. Students listed as year 12 turning 18 in 2019 i.e. 17 years at the end of 2018 graduated at a rate of 76.9% compared with an overall rate of 71% for all students listed. In 2019 other sub groups of the year 11 cohort will be targeted to improve graduation outcomes. The academic information held in SENTRAL will be promoted to teachers as a data source for identification of students who may be at risk of not graduating.

ILPs (required for students with disability) have been added to SENTRAL in 2018 which has improved teacher access to the adjustments which need to be made for the students in their classes. Teachers are supported with relief teachers to participate in ILP meetings and hear parent perspectives to assist teachers in establishing an understanding of student learning needs and to respond by making appropriate adjustments for students with disability. Modified (M) courses have been used to support students with a mild to moderate Intellectual disability in achieving academic outcomes in many classes. Most students identified for inclusion support have anxiety or depression as the disability being supported. A total of 9 teachers including the year coordinators in 2018 were supported to attend PL to learn practical discussion techniques for students in wellbeing conversations. Early (week 1) 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**

The Professional Learning Community (PLC) structure modified in 2018 to focus in all teaching areas on Formative Assessment and Feedback. A few of the PLC team focus areas in 2017 were retained as separate projects with identified teams in 2018. These areas which were evaluated as priorities in 2018 were:

- Online learning
- Academic excellence

In 2019 the positive behaviours for learning (PBL) focus area will become a priority for development.

In assessing the progress on the 2018 PLC focus of feedback, students' perception was captured in the college's Student Perception Of Teaching (SPOT) survey which is administered each semester.

Results which relate to feedback are shown in the table below:

| SPOT Question with AITSL standard | | % Always plus Most of the time | | | | |
|---|---|---|---|---|---|---|
| | | 2016s1 | 2016s2 | 2017s1 | 2017s2 | 2018s1 |
| Q14. | In this class, we have a say in what we learn and do. (4.2) | 53.2 | 54.1 | 53.5 | 56.5 | 52.7 |
| Q15. | My teacher talks to me about my work to help me to understand my mistakes. (5.2) | 74 | 76.1 | 74.8 | 78.2 | 75.3 |
| Q16. | My teacher writes notes on my work that help me to improve. (5.1) | 61.6 | 66.1 | 63.2 | 69.6 | 65.3 |
| Q17. | When we study a topic, my teacher makes connections to other subjects or classes. (3.3, 3.4) | 51.1 | 51.9 | 49.9 | 58.8 | 50.4 |
| Q30. | I ask for help when I need it. (4.4) | 71.4 | 71.8 | 71.6 | 73.8 | 70.7 |
| | **n** | 1792 | 1163 | 1652 | 984 | 1040 |

Data: SPOT school survey data

It can be seen from the data collected that a continued focus on feedback may be beneficial to improvement of student learning in 2019.

College induction processes for new teachers and for teachers new to college were developed in 2018 to a higher and more formal level. The purpose is to quicken teacher ability to concentrate their efforts on teaching and learning. The processes will be communicated to all staff in 2019 to ensure a uniform approach to induction across all teaching areas.

**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 2018. As an example of teacher development, the college sourced and paid for the following VET qualifications in 2018 for teachers:

- Progress toward new Cert IV Training and Assessment TAE40116 - replaces TAE40110 – was completed by end 2018 for compliant delivery in 2019 of VET certificates.
- Progress towards Certificate III Live Entertainment to support the production of musical and drama productions.

Key roles continued to be identified as requiring succession plans eg Certification, VET certificate delivery and suitable additional staff identified and developed for the continuity of course delivery.

Specialist teachers such as PE and Sport have completed PL with elite sports institutions such as AFL clubs in 2018 while others have attended conferences run by their professional associations in areas such as Technology, Mathematics and Science. These conferences are focussed on the growth of teacher expertise in teaching. Teachers in the Learning Support Unit (LSU) and in Inclusion Support have been supported to grow their expertise and knowledge in disability education especially in mental health and personal development. Other teaching areas such as English and Arts attend strong professional networks which enable collaboration to improve expertise.

*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 2018 AAP for strategic priority two were designed to approach the targets listed above. Teacher attitude to excellence statistically represented the chief improvement priority in 2018. Teacher figures had the largest differences from like schools and also differed from student and parent responses. Staff, student and parent results for ACT statements: *Teachers at this school use results from system testing and system processes to inform planning* and for *Overall I am satisfied this school has high expectations in all that it does* are shown in the table below.

| | Sub group | 2015 This school | 2015 School Type | 2016 This school | 2016 School Type | 2017 This school | 2017 School Type | 2018 This school | 2018 School Type |
|---|---|---|---|---|---|---|---|---|---|
| Overall I am satisfied this school has high expectations in all that it does. | students | 70.48% | 78.33% | 66.57% | 77.93% | 75.53% | 76.27% | 79.80% | 77.28% |
| | parents | 86.30% | 81.38% | 83.33% | 80.80% | 82.54% | 79.97% | 81.08 | 81.67% |
| | staff | 86.67% | 90.48% | 76.27% | 86.25% | 69.09% | 87.79% | 77.36% | 86.44% |
| Teachers at this school use results from system testing and system processes to inform planning. | staff | 56.67% | 66.89% | 74.58% | 70.07% | 71.15% | 76.59% | 68.09% | 68.31% |

Data: Satisfaction Survey National items

Figures for staff on both statements indicate improvement in 2018. It is expected that increased training by ESO of principals, deputy principals and executive teachers will further improve the figures for data use in 2019 towards the 100% target. The results for the high expectations statement indicate overall improvement for staff, students and parents. These statements will remain a focus for actions in 2019.

The target for student perception of teacher expectation was met in 2018 and is aimed to be higher in 2019.

| | 2015 This school | 2015 School type | 2016 This school | 2016 School type | 2017 This school | 2017 School type | 2018 This school | 2018 School type |
|---|---|---|---|---|---|---|---|---|
| My teachers expect me to do my best. | 87.65% | 87.56% | 82.07% | 86.38% | 88.27% | 86.90% | 90.46% | 88.65% |

Data: Satisfaction survey ACT items

The student target for school identification has also been met in 2017 and exceeded in 2018. Figures for this aspect of the student survey were reported on a different Likert scale in earlier years.

| | 2015 This school | 2015 School type | 2016 This school | 2016 School type | 2017 This school | 2017 School type | 2018 This school | 2018 School type |
|---|---|---|---|---|---|---|---|---|
| School identification | - | - | - | - | 3.68 | 3.63 | 3.73 | 3.59 |

Data: Satisfaction survey ACT items

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

In 2018 the focus of staff meetings has been improvement in learning via the PLC focus on feedback. The use of staff meetings for administration purposes has been reduced. A rotation of meetings was developed to facilitate the PLC activity. Refinement of the PLC model will be included in the 2019 annual plan.

For students seeking university entrance, the timetable change which kept the 8th line, H line, free of classes to allow more time for student programs gave greater focus to the AST preparation program and to ESL tutorial support; the UC Connect bridging program to university in semester 2 was resourced more intensively in mathematics and English; the student leadership group obtained a more direct community focus with a change of name (Student Community Group) leading to increased numbers of students participating - some of these students also led other special interest student groups within the school which contributed to social-emotional learning for students; the pastoral care program continued to evolve in its contribution to social-emotional learning with a larger focus on mental and physical health in 2018 than in 2017 with Menslink presenting to all students and the Sexual Health Lifestyles and Relationships program (SHLiRP) also presenting to all students.

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

In 2018, the Education Support Office (ESO) has provided in leadership capability workshops for school leaders an approach to using data to interrogate student progress which will influence the direction of PLC teams in 2019. Some examples of use and application of data by PLCs in 2018 are:

Mathematics: Identified issue with algebraic manipulation skills in year 11 students. In response created a series of consecutive weekly worksheets that covered the core algebraic manipulation skills. Support sessions were offered and the results recorded weekly. The baseline was established in week 1 worksheet and the same worksheet was provided in week 4. Used to inform students of the expectations of the base skills of the course. In the data we noticed a significant improvement in core algebraic skills from week 1 to week 4. This is seen in the change in the mean. Plans for 2019 include repeating the intervention to determine if a similar improvement occurs again. Also the process may be repeated for other core areas in the mathematics curriculum.

US Bound Athletes: Collection of data around GPA calculations for US bound athletes identified issues related to obtaining the 2.3 GPA required to become NCAA eligible. Flagging this issue prompted key staff to make grade and curriculum comparisons with other Australian education directorates and the USA. Meetings were organised with NCAA & NBA representatives and motion has been moved for ACT student grades to be more accurately converted to equivalent US grades. This will improve student GPA's and provide opportunity for US study to more students.

Records of presentations are collected in a Google classroom where suggestions for future work are also recorded.

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

A key performance indicator for this improvement strategy was the stabilisation of the proportion of ATARs above 80 at 30% or more.
The trend across 4 years is shown in the table:

| | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|
| % ATARS > 80 | 20.9% | 34.3% | 39.4% | 32.7% |

Data: BSSS supplied

Training for the ACT Scaling Test (AST) taken annually by students seeking an ATAR for university entrance was formalised in 2017; data shows that participation in training programs has increased. The effect on the KPI above is still to be determined with certainty. A value adding assessment is to be devised in 2019.

Another numerical KPI is the movement of graduating students to 90% of the cohort.
The trend is shown below:

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| % cohort with Senior Secondary Certificate | 87.1% | 87.5% | 85.8% | 89.0% | 76.1% |

Data: BSSS supplied

Reasons for the decline in 2018, statistical aberration or school processes, will be investigated.
Two actions taken in 2018 are expected to make an impact over time in student and parent perceptions. First, a team has implemented an Academic Excellence Program. The program works with high achieving students to foster success and academic pathways. The program encompasses testing to identify strengths, meetings with mentors, an individual excellence plan and tutorials in academic techniques. 2019 will be the first full year of the program. Second in conjunction with this program, award systems were modified in 2018. The award certificates were designed to a more modern and professional standard. Awards were recorded using the SAS Wellbeing function. The Student Community Group also implemented monthly awards. Nominations and award winners were published in the school newsletter. Awards were presented at school assemblies to indicate parity with sporting awards.

*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. All the target sub-groups excepting LSU graduated at the same rate as the whole student body. There were two LSU students in year 12. One graduated with a Senior Secondary Certificate and one with a statement of achievement.

 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. There were 32 commencing students all of whom achieved a Senior Secondary Certificate. 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 2018.

As part of the pastoral care (SG) program all students were delivered a unit on 'Building Cultural Awareness' as a part of the holistic social and emotional learning program. The lesson covered the definition of culture, issues of racism and violence, the meaning of the acknowledgement of country, cultural grief protocols and the significance of the indigenous culture of Australia. The lesson introduced the 'Harmony Day' event which was held on the 21st March 2018 and involved musical performances and a cultural cafe.

**Intentional design, enhancement and implementation of all areas of curriculum**

In 2018 there has been improved communication with families regarding academic progress and absences. Parents are receiving daily text messages and fortnightly absence emails. Staff in student services track student academic progress including points received and achievement of the English minor graduation requirement.
Through involvement in Belconnen Mathematics Network high schools were informed about gaps in student mathematical understanding particularly for students entering Methods and Specialist courses. Support and guidance provided to feeder high school to implement Australian Curriculum 10A elective course to close this gap. Student draft submission via google docs has improved significantly in number. This has built staff capacity to comment and provide suggestions prior to student assessment submission allowing students to submit higher quality work. Staff have set assignment work on google classroom using the 'create a copy for each student' capability which allows staff to access each student's assessment progress.
There has been increasing use of hyperdocs and google sites to support learning and in 2019 the implementation of plagiarism software.
Art and Design workshops were run in term four 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 Kingsford Smith Secondary School brought students to the Lake Ginninderra site for leadership and performance events during the year.

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

Distance education for the continuation of otherwise interrupted study was implemented in 2017 and continuation 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.

Cultural integrity awareness has resulted in increased inclusion of indigenous perspectives in learning areas. For example, the Tourism and Event Management course used the Tidbinbilla nature reserve visitors centre to educate students on tourism and also local indigenous knowledge. UC Vocational College has indicated in 2018 that they will cease offering support as an RTO for the college program of education for outdoor recreation pre-service teachers trained by Lake G teachers. Options for 2019 will be explored.

**Partner with people, institutions and organisations for the benefit of the students, the staff, the school, and partners**

The Principal worked with UC and ESO to participate in the UC affiliated schools model. This model will commence in 2019 providing improved student learning outcomes through teacher development school-based research and innovation in curriculum and pedagogy.

Students continue to be enrolled in the university bridging program, UC Connect. Student pathways to university are fostered through the students attending sessions at University of Canberra and attending tutorials run by staff at the college.

Staff have utilised new available technologies to enable sharing of resources. For example, team drives have been set up on google drive. Next level sharing has also occurred in some faculties such as PE where executive staff across schools in the Directorate have set up their own google drives.

Science Extension & Enrichment (E2) is a program run at the College for students in feeder primary and high schools to extend knowledge skills and enthusiasm for sciences. This program will articulate in 2019 with the Future Skills Academy being based at Lake G.

The following agencies work within the Wellbeing Program model: Menslink, The Australian Federal Police, Domestic Violence Crisis Service, Sexual Health and Family Planning, Mental Illness Education ACT, The University of Canberra, Former Lake Ginninderra College students, Cervical Cancer Foundation, ACT Policing, ACT Fire and Rescue and the Australian National University. All of these are considered partners with Lake G.

*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