

2017 ANNUAL ACTION REPORT

SCHOOL: GUNGAHLIN COLLEGE

NETWORK: NORTH GUNGAHLIN NETWORK

CONTEXT

In 2017 Gungahlin College entered its seventh year of operation with its sixth graduating class. As anticipated, student enrolments increased significantly in 2017 however no PEA student was denied a place at the College. The College Census (February) for 2017 saw an enrolment of 1166 students. It is important to note that there were 491 students in the Year 12 class of 2017. This represented the largest graduating cohort across the ACT.

2017 saw Gungahlin College continue its focus on student performance, student wellbeing and innovative teaching. Cultural diversity and building cultural competencies at the College was a particular focus for the year. Students with wide ranging needs continued to be catered for and staff worked closely with families to ensure the best possible outcomes. It is pleasing to note that 2017 data showed an improvement in students' Grade Point Averages (GPA) between 2016–17 and student V grades were at the lowest percentage level in three years.

North Training, the Registered Training Organisation in collaboration with Dickson College, was realised with full registration and a successful audit completed in 2017. This will provide additional vocational opportunities for students in the Inner North and Gungahlin network.

Thermal conditions at the College, particularly in the summer months remained a significant issue. However by the end of 2017 the Directorate committed to install a louvre system which will bring temperatures down considerably and improve the learning conditions for students in 2018.

During 2017 the College began researching and developing a new model for the delivery of pastoral care. Using the principles of positive psychology, student agency and student voice at its philosophical core, work on planning the new model involved consulting with students, families and staff. The work involved research around possible new structures and timetable changes for implementation in 2018.

Parent collaboration and engagement improved with increased attendance at Parent Forums with strong collaboration and support from the College Board and P&C throughout the year.

For staff, professional learning around improving classroom practice included action research, ongoing reflection and the analysis of student performance data to inform practice. The executive leadership team were also trained in the Growth Coaching model. This model builds executive capacity to support staff professional growth and continuing the cycle of improvement in every classroom. Initiatives for staff wellbeing were also introduced through the ACT Healthier Work Program.

Community engagement was positive in 2017 with a variety of organisations supporting the College throughout the year and in particular, celebrating Year 12 student successes at graduation.

METHODOLOGY

The College 2017 Annual Action Plan was shared with all staff in Term 1. The leadership team, staff and mixed teams worked throughout the year to action the items in the plan. This included the:

- Data Team
- ICT Team
- Professional Learning Team
- Cultural Competency Team (new in 2017)
- Timetable Team
- Staffing and HR teams

PRIORITY 1 – INSPIRING TEACHING

The targets for this priority centred on increasing both student results and teacher performance. Results were measured through perception data in the *2017 School Satisfaction Survey* and the *2017 School Climate Survey*, BSSS data and school data sets.

2020 Targets

By the end of 2020 the College will achieve:

- 90% or more students agree or strongly agree that they are getting a good education at the school. 2017 – 74%
- 85% or more students agree or strongly agree that their teachers motivate them to learn. 2017 – 64%
- 85% of students agree or strongly agree that they like being at school. 2017 – 65%
- 100% of Professional Learning Teams report against an evidence base. 2017 – 100%
- Increasing grade point average growth. Semester 1, Year 11 – 2.69 to Semester 2 Year 12 – 3.03

Improved success for graduates as measured by:

- 95% students receiving an ACT Senior Secondary Certificate. 2017 – 92%
- 30% students receiving an ACT senior Secondary Certificate also receive at least one Vocational Certificate. 2017 – 16.3%

Strategies

1. Promote and share great teaching with a focus on innovation, coaching and mentoring.
2. Develop and embed a culture of pedagogical reflection and improvement based on evidence.

Progress against the priority

1. Student Achievement. It is pleasing to note that whilst the student perception data indicated that there needed to be a renewal of pastoral care programs, the actual student grade point average (GPA) increased in 2017. It is anticipated that with the new RTO North Training, students gaining vocational certificates will increase in the future.
2. A continuous cycle of improvement in teacher practice pervaded the College in 2017. Gungahlin College staff completed over 2,000 hours of professional learning in 2017 and staff development demonstrated an ongoing commitment to research, evidence and professional growth. This included action research work in professional learning teams in collaboration with University of Canberra, promotion and sharing of best practice in collaboration with Dickson College (Teach Meet), and feedback on assessment tasks from Moderation Day. Of note in this strategy was:
 - The capacity building of Directors through leadership training, i.e. Growth Coaching.
 - *GNGC 21 Century Leaders Program* was also offered in 2017 to classroom teachers interested in exploring leadership opportunities.

Evaluation of strategy effectiveness

Results from student and staff perception data reinforced proposals and planning already underway for implementation in 2018. This included the work on:

1. Planning and development for the implementation of a newly developed pastoral care model.
2. Improvements to student environments around the College – ‘hang out’ and study spaces in particular. Budget allocations have been set for these improvements.
3. Increasing mechanisms to celebrate student success through social media and gathering of information throughout the college and community.
4. Instructional practice for classroom teachers and instructional leadership for executive staff.

PRIORITY 2 – SUCCESSFUL TRANSITIONS

The targets for this priority centred on:

- Improving student results in the college years through improving transition from high school to college.
- Improving students’ success in gaining entry into further study or the career of their choice.

2020 Targets

By the end of 2020 the College will achieve:

- 15% or fewer students who have one or more V grades as a proportion of the total cohort in S1. 2017 – 22%
- 95% of students receiving an ACT Senior Secondary Certificate. 2017 – 92%
- 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate. 2017 – 16.3%
- 5% increase in students reporting plans to go on to further study or employment in the year 12 exit survey. 2017 – 93.4%

Strategies

1. Continuous evaluation and improvement of existing processes and programs to assist with transitions to and from College with specific additional attention to Aboriginal and Torres Strait Islander (ATSI) students.
2. Expand knowledge and understanding of Gungahlin College culture through strengthened partnerships.

Progress against the priority

In 2017 it is pleasing to note the following progress against this priority:

- There were fewer V grades in 2017 compared to previous years.
- Gungahlin College had the highest number of students receiving their ACT Senior Secondary Certificate in the ACT.
- The Gungahlin College Data Team was formed to capture information for ongoing analysis and evidence based decisions.
- Alumni programs were consolidated and continued to be a successful form of mentoring for students.
- The College was successful in the registration and audit of its new joint Registered Training Organisation (RTO) North Training, in collaboration with Dickson College.
- Students had a positive experience at the Careers Expo at the AIS (subsidised by the P&C).
- Transition visits to local high schools continued and a successful Orientation Day for Year 10 students enrolled in Year 11 2018 took place. This also included the introduction of a Parent Orientation Forum.
- Gifted and Talented cluster training and moderation took place. Gungahlin College student participation in the ANU Extension Program increased.
- The Cultural Competency Team was formed to improve cultural integrity at Gungahlin College. This included improved communication strategies, translation services, inclusive consultation and increased engagement with community.

Evaluation of strategy effectiveness

This strategy was effective and requires ongoing continuous improvement as the college grows in size and complexity.

Transition from high school to college can be difficult for students who have been at the same school since kindergarten. This is the case with all three high schools – Amaroo, Harrison and Gold Creek. The movement of staff between these three schools and the College within the network has assisted transition programs considerably.

Further parent engagement with college staff and high school parents is planned for 2018 to build relationships, confidence and trust.

PRIORITY 3 – VIBRANT COMMUNITY

This priority is centred on building connections and wellbeing within the College as well as reaching out to the community both formally and informally.

Student attendance results for Connect continued to fall in 2017 which reinforced the proposals and planning already underway for implementation in 2018. Student focus groups were conducted to engage a broader student voice.

2020 Targets

By the end of 2020 the College will achieve:

- 85% or more students agree or strongly agree that they like being at school. 2017 – 65%
- 80% of parents agree or strongly agree that community partnerships are valued and maintained. 2017 – 66%
- 95% of staff agree or strongly agree that staff are well supported at the school. 2017 – 82%
- 35% parents participate in the annual School Satisfaction Survey. 2017 – 13%
- 50% of students participate in the annual School Satisfaction Survey. 2017 – 52%

Strategies

1. Explore and implement new ways to engage the community in the work of the College.
2. Continue to experiment with and establish modes of improving community wellbeing.

Progress against the priority

In 2017 the percentage of students participating in the *School Satisfaction Survey* target was met. However despite increasing attendance at parent functions throughout the year, levels of parent participation in the School Satisfaction Survey were low.

It was pleasing to see that staff feel well supported at the College with this measure being several points above the system average for colleges.

Evaluation of Strategy Effectiveness

There was increased engagement with the local Gungahlin Town Centre through projects which highlighted the work of students, eg Arts commission, Canberra Metro collaborations, McGrath Real Estate community involvement. The local community also donated generously in support of our end of year awards and attended the VIP Graduate Reception to award prizes to successful award recipients.

As stated in Priority 1, work in 2017 to support changes for 2018 centred on culture, community and connectedness. This work supports the *Vibrant Community* priority:

- Planning and development for the implementation of a newly developed pastoral care model for implementation in 2018.
- Increased engagement with parents and carers was a highlight for this priority in 2017. Parent Forums increase in attendance. In particular the addition of the Year 10 Parent Orientation Forum was a great success.
- Improvements to student environments around the College – ‘hang out’ and study spaces in particular.
- Increasing mechanisms to celebrate student success through social media and collection of information throughout the College and community.
- Staff engaged in the ACT Healthier Work program and took part in healthy activities across the College, eg Aqua Spin fitness classes, healthy eating presentations by a nutritionist, boot camp, walking group, indoor rock climbing, cycling, yoga, mindful colouring-in, stretching and roller sessions and discounted gym memberships.
- 2017 Workload Committee Plan actioned and reported on projects for completion in 2017. This required formal reporting to the Directorate to confirm continued funding. It ensures a balance for staff across the College in teaching, administration and whole staff wellbeing.