

Canberra College 2018 Impact Report

Reflection Goal

To affirm active Specific Actions and solicit new Specific Actions supported by professional advice of educators most often engaged in teaching practices with students.

Reflection Activity

From the 2018 AAP consider the Key Improvement Strategies and the relevant Specific Actions you have been directly engaged with.

Priority 1

Enhance the quality of teaching and learning through systematic and evidence based processes to improve the delivery of educational services and outcomes for all students.

Key Improvement Strategy 1

Embed a systematic, inclusive and quality learning and teaching feedback approach for teachers.

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Expand the use of unit evaluation tool to provide pre and/or post feedback to teachers about content and delivery of courses.

This was carried out and worked very well providing detailed and targeted information to teachers and SLC's regarding the delivery of each unit.

Why did it work well?

- The action was planned and developed with input from a wide range of staff.
- The information was fed back in a timely and appropriate manner.

2. A Specific Action would have been better if?

- Includes external site visits to primary/secondary/colleges to observe and implement:
 - learning environments
 - differentiation
 - quality feedback to students

This Specific Action was undertaken in varying degrees by staff. Where it was done as intended it was very worthwhile. Some staff did not explore alternatives to their daily context, rather investigated their daily context further.

Where did it work well?

- Teams adopted processes from other sites (for example Student Services).
- Networking and collegiate partnerships (For example, Language teachers) visited feeder high schools.
- Individual teachers brought in various ideas and strategies into classroom practice.
- Sharing of Walkthroughs was done at Teach Meets throughout term 4 2018.
- School Leaders visited both Alfred Deakin High School and Namadgi School to see initiatives and to facilitate ongoing relationships between high schools and college. Melrose High School and Stromlo High school to be included in 2019.

The focus areas of learning environments, differentiation and quality feedback to students will now form the basis of intra-school classroom based improvements.

- Continue classroom observations and assessment task analysis using the ACT system Quality Teaching Model or school/faculty developed observation/feedback process

These actions are ongoing with a focus on 'students at the centre' - teachers are able to use the information gained from Walkthroughs in 2018 to build into the Professional Learning Committee focus in 2019.

- Teacher feedback template developed and implemented

This action is ongoing to build into Professional Learning Committee focus in 2019. This action will be completed Term 3 2019.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

Further refine the unit evaluation tool and include in an ongoing cycle of improvement in teaching and learning, through the Professional Learning Committee lense. The January 2019 Professional Learning will be Visible Learning. This commitment will strengthen each teacher's skills in assessment and feedback practices and align with PLC planning and 2019 intentions.

Key Improvement Strategy 2

Consolidate a targeted and data driven whole-school literacy strategy.

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Develop a systematic way of delivering key data sets about each student to classroom teachers.

Literacy tests have been conducted with results processed and information returned to teaching staff. Information included individual student results, cohort statistics as well as result trends over recent years.

Concern is the extent to which this information is used to inform teaching practice.

Why did it work well?

Collection of the data was well conducted by the English Staff. We now have data sets for the last three years.

2. A Specific Action would have been better if?

- Build capacity of staff to utilise data to inform their practice

Ongoing professional learning is occurring in relation to effective use of data. Teachers have an understanding of data sets used by system, school and staff. The latter data sets rely on the incorporation of 'small data' with a focus on interpreting student data to improve teaching practice.

- Consolidate and continue reinforcement of the Doug Fisher literacy strategies with particular focus on weaker students.

The Doug Fisher literacy strategies were outlined to staff at TeachMeets and all staff were encouraged to use these strategies. The tutoring program across the college used the strategies in teaching practice. Individually staff used the strategies to varying degrees. These strategies were one of the improvement strategies introduced in 2017 by the then Pedagogy Team.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

- Investigate ways to measure growth in literacy skills of our students regularly during the two years they are with us. Use this information to inform teaching practice and program design.

Key Improvement Strategy 3

Expand teacher capacity to support higher levels of differentiation in core classes to better support the 'mainstream majority'

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Parent/carer workshops "Helping your child with assessment and study at College" to be continued. Ensure online resources and texts are fully understood and utilised by our community.

This was carried out and worked very well providing great support to parents.

Why did it work well?

This has run for a number of years and the format and resources are well developed. It was very well run by the staff involved.

2. A Specific Action would have been better if?

- Narrow the focus on CCOPs groups and staff meeting PL.

CCCoPs groups are ongoing with a refocus to be Professional Learning Communities into 2019. The restructure of Staff Meetings allowed for a more

collegiate and collaborative process for sharing ideas, feedback from staff attended Professional Learning and a forum to workshop.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

- Investigate best practice within our college of teacher capacity to support higher levels of differentiation in classes. Provide opportunity for that best practice to be shared and implemented among all teachers.
- Build capacity of school leaders to 'lead' teaching, learning and pedagogical innovation and best practice.

Priority 2

Review and develop a sustainable school resources model which supports diversity of learning pathways utilising contemporary learning environments.

Key Improvement Strategy 1

Optimise the SRA to sustain the college's financial position and processes used to deliver diversity of pathways.

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Review workload Plan in consultation with workload committee.

The goals of the Workload Committee are to:

- Ensure the workforce has a sustainable workload
- Ensure teachers have a sustainable workload allowing them to focus on their care role of teaching.
- Monitor, review and address workload issues

The committee meets once a term and reviews workload issues within the college both from a teacher's perspective and also those in administration. There are seven staff representatives from both the teaching and non-teaching staff.

Why did it work well?

- The committee members are committed to the goals of this initiative and are great contributors.

What Specific Actions worked well?

- Develop a financial and procurement plan to expand the Science and Technology resources and teaching spaces

A very clear and simple process has been developed to vet and process procurements across the college. An IT Strategic plan has been developed that ensures purchases are made to maintain currency of teaching spaces and resources.

Broad consultation with STEM committee, relevant Directorate stakeholders, TAMS and architectural advice. Canberra College School Board approval to submit a proposal for Innovation Space/STeAM/Multi purpose area submitted to Infrastructure and Capital Works in 2018.

Why did it work well?

Broad consultation and documented planning and design enacted.

2. A Specific Action would have been better if?

- Develop a succession plan to utilise experienced teachers, administrative staff and leaders through a distributed organisational structure.
- While there are instances of succession planning in the college there are many areas where capacity building has not been a priority which could lead to staffing difficulties in future.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

- Monitor class sizes and need to possibly resource another Science laboratory.

Key Improvement Strategy 2

Develop and implement an ICT plan to reflect system and local IT infrastructure upgrades and needs.

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Update the ICT plan developed and monitored by ICT Advisory Committee.

This plan has been completed, revised by executive and made available to staff.

Why did it work well?

The development of the plan included input at meetings by a range of staff members.

What Specific Actions worked well?

- Embed GAFE and other online teaching resources into classroom practice as part of the roll out of ICT devices to all Year 11 students.

Why did it work well?

The development of classroom practice using GAFE has been widespread and well received. The rollout of the Chromebooks has been a seamless process.

What Specific Actions worked well?

- Continue to build the capacity of teachers to utilise ICT as a teaching and communication tool.

The GAFE platform has embedded ICT into teacher practice. The maintenance of reliable and uniform technologies in teaching spaces has enabled ICT to finally become as ubiquitous as the whiteboard.

Why did it work well?

With the implementation of initiatives such as Chromebooks, SAS, GAFE teachers are embedding ICT in daily practice.

What Specific Actions worked well?

- Develop a communication strategy between parents/school communities in line with new Student Administration System.

We now have in place regular, reliable, efficient and accurate communications process with our community using the new administration system Sentral.

Why did it work well?

Despite the poor rollout of SAS staff have persevered to develop what is now a very effective system for communicating information regarding attendance, reports and newsletters.

2. A Specific Action would have been better if?

All actions taken delivered the intended outcome.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

The utilisation of SAS should be a Key improvement strategy for 2020.

Key Improvement Strategy 3

Expand the range of contemporary pathways, including Training, CIT and Portfolio entrance to University.

Reflecting from what you know from your experience in 2018 respond to the following questions.

- Explore further partnership options to deliver a broader scope of vocational courses. This includes engagement with Network High Schools on possible Vocational courses that could be delivered or facilitated through the Network RTO
- Consolidate explicit support structures for Aboriginal and Torres Strait Islander students. This includes the implementation of the Reconciliation Action Plan

1. What Specific Actions worked well?

- Consolidate Network RTO offerings and teacher qualifications to ensure compliance.

All staff have updated their qualifications and are compliant to deliver our VET courses.

Why did it work well?

Staff have been committed to this upgrade. They have been supported to complete their work.

2. A Specific Action would have been better if?

- Develop and expand Science Technology, Engineering and Mathematics (STEM) learning opportunities across the college

While we have maintained students engaged with Interdisciplinary Science and Big Picture projects no new STEM initiatives have been implemented. We are no longer involved with the Questacon maker space. Change of leadership has resulted in a stalling of the development of an innovation space plan.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

Continue to expand the range of contemporary pathways, including Training, CIT and Portfolio entrance to University.

Priority 3

Develop a college culture that values and reinforces wellbeing, strengthens community connectedness to support student and staff performance.

Key Improvement Strategy 1

Review and reinvigorate college wellbeing practices for all stakeholders by further building and supporting productive relationships.

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Reinforce wellbeing for staff. Use of Gomez's Five areas for Wellbeing.

In Term 1 2018, staff was addressed by Antoinette Gomez, the second in a series of presentations designed to assist staff to better engage with the concept of wellbeing and build upon Respectful Relationships presented by Gomez in 2017. This was

followed up during the year with ongoing focus on wellbeing and the use of Gomez's Five areas for Wellbeing.

Why did it work well?

Staff responded well to this program. Outcomes were a renewed focus on staff wellbeing issues.

- Focus on building staff/student relationships iGroup sessions each week with additional pastoral care roles and responsibilities.

A coordinated program of activities and curriculum has been developed and made available to staff for each iGroup session. This material has proven positive in engaging students in iGroup and developing a positive relationship[s within iGroup. Student attendance at iGroup has increased significantly.

Why did it work well?

The curriculum materials are well prepared, presented and distributed. Staff and students have responded well to the curriculum materials with the uptake and engagement improved.

What Specific Actions worked well?

- Develop of a Learner Profile Information process with easy access and a range of personal attributes, learning styles and information about each student.

This action was developed and presented to staff. It's impact was diminished because much of the information became available in the Sentral Student Profile.

Why did it work well?

The profile did present staff with a centralised data driven report, but was superseded by SAS.

2. A Specific Action would have been better if?

- Develop increased wellbeing literacy. Create/map curriculum links with wellbeing.

For example: Wellbeing is a large part of the new course 'Health and Wellbeing' in HOPE area and in the entire Human Biology course. Plus we also teach some wellbeing in Biology. I believe mental health is taught in Psychology. I do not recall any mapping process or that process being discussed.

- Establish an awards system recognising student "effort" as much as academic achievement

This strategy has not yet been implemented

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

Further develop staff utilisation of the features of Sentral.

Key Improvement Strategy 2

Consolidation of school vision and whole school processes to 'connect, challenge and inspire students.

Reflecting from what you know from your experience in 2018 respond to the following questions.

1. What Specific Actions worked well?

- Professional Learning – focus on Respectful Relationships (RP)
- External facilitator (critical friend) to present PD.
- Reinforce values with explicit exemplars through RP materials as well as all school and community functions

Why did it work well?

Visible learning addressed this in the final session on teacher impact. Presenter introduced ideas around developing Growth mindset in students. On day one teachers were also provided with PL in circle time strategies – to use within the Pastoral Care Program. These strategies have the specific aim of developing respectful relationships in classroom settings.

2. A Specific Action would have been better if?

All actions taken delivered the intended outcome.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

Sustain commitment to professional learning to build staff capacity with Respectful Relationships

Key Improvement Strategy 3

Review and strengthen administrative processes and procedures to support teachers, induct new staff and provide resources and guidance to students and parents.

Reflecting from what you know from your experience in 2018 respond to the following questions.

- Teacher and student induction booklet revised. Student Booklet revised at the end of 2018 and re-published in digital format for all year 11's in 2019.
- Parent welcoming booklet and student study guide created and published. Parent study guide booklet and supporting information sessions were revised in 2019 and delivered in Term one workshops.
- Learner guides are currently being updated and revised to place on school website.
- Embed protocols and resources to help parents support the learning of their students. We have a committee that presents workshops for parents and a booklet that goes with it. The booklet is reviewed annually following parent feedback. There is also a process underway to produce a website for parents to assist students.
- Consolidate Multi-modal platforms for disseminating information, policies, practices and support structures developed. Multiple calendars were rationalised.

1. What Specific Actions worked well?

Pathways documentation revised and presented to staff.

Process of professional conversations with all staff instigated by school leaders in consultation with Senior Executive. Annual Professional Discussion undertaken.

Leadership expectations raised to cover more school-wide programs/operations. Leadership worked closely to staff classes and student enrolment projections through 2018.

Why did it work well?

The delivery of this strategy included many conversations around the benefits of setting authentic improvement goals.

2. A Specific Action would have been better if?

All actions taken delivered the intended outcome.

3. Suggest Specific Actions relevant to a Key Improvement Strategy you believe should be considered for the 2019 AAP.

Sustain a broad profile of actions to build informed relationships with all college community stakeholders.