



gungahlin
COLLEGE
connect learn achieve

Gungahlin College Strategic Plan 2016-2020 North Canberra/Gungahlin Network

Endorsement by School Principal

Name: John Alston-Campbell

Signed: 

Date: X / X / 2016
10 June 2016

Endorsement by School Board Chair

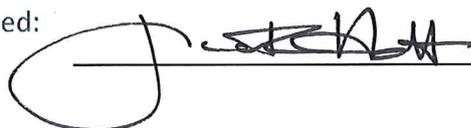
Name: David Vernon

Signed: 

Date: X / X / 2016
31 March 2016

Endorsement by School Network Leader

Name: Judy Hamilton

Signed: 

Date: X / X / 2016
27 / 6 / 16

School Profile

Gungahlin College is a dynamic, inspiring and nurturing learning community dedicated to supporting all students to achieve their individual potential. It is a young school that has already distinguished itself in terms of outstanding student performance, student welfare and innovative teaching for the 21st Century.

We value diversity and the richness it brings to school culture. Equally, a sense of respect, tolerance and inclusivity pervades the atmosphere of the open teaching spaces, classrooms and hallways.

While we have selective programs and are also a high demand school, no student (who follows our enrolment timeline) is denied a place at the college. Equally, we run alternate programs to meet the needs of students who cannot fit or commit to the mainstream.

We value evidence-based decision-making and are working to build capacity of all staff to analyse student performance data. We track our students from enrolment to graduation and beyond, where possible. This ensures that no student misses out on targeted intervention where appropriate and their successes are celebrated.

Our self-assessment began with the validation process where staff, collectively, used the National School Improvement Tool (NSIT) to rate the college against each of the domains. Concurrently, the school leadership and executive teams conducted the same assessment. Finally, the leadership team determined a final assessment against NSIT using consensus and informed by the individual assessments.

To shape our strategic priorities for the period 2016 – 2020, we asked staff, parents and students to rank the recommendations from validation in a series of consultations. Staff also had the option to add recommendations of their own. The subsequent development of this plan made use of both the NSIT self-assessments and the staff consultations in its formulation.

Strategic Priority 1: Inspiring teaching

Outcomes to be achieved:

- sustained educational growth of all students
- highly effective and innovative teachers and school leaders
- data collected in a coherent and consistent manner over the life of the plan

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 (84% in 2015 from School Satisfaction Survey)
- 85% or more students agree or strongly agree that their teachers motivate them to learn (77% in 2015 School Satisfaction Survey)
- 85% or more students agree or strongly agree that they like being at school (78% in 2015 from School Satisfaction Survey)
- 100% of Professional Learning Teams report against an evidence base (not measurable in 2015)
- Increasing grade point average growth between S1, Year 11 and S2, Year 12 (not currently measured)
- Improved success of graduates as measured by:
 - 95% of students receiving an ACT Senior Secondary Certificate (93% in 2015)
 - 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate (27.5% in 2015)

Key Improvement Strategies	Key Performance Indicators
Promote and share great teaching and learning with a focus on innovation, coaching and mentoring of staff	# of Professional Learning Team reports shared via our Professional Learning programs # of teacher reports to the College on external Professional Learning Frequency of items identified as exemplary as a result of the peer review moderation process
Develop and embed a culture of pedagogical reflection and improvement based on evidence (inclusive of system data, BSSS data, school developed tools and regular student feedback)	% of Professional Learning Team plan priorities linked to student performance data % of staff who agree teachers use system data and system processes to inform teaching % of classes who complete end of unit student evaluations

Strategic Priority 2: Successful transitions

Outcomes to be achieved:

- senior secondary education is a preferred post-year 10 pathway for young people
- settled College commencement for students
- flexible and employable graduates
- foundations for lifelong learning established in graduates

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 (23% in 2015)
- Improved success of graduates as measured by:
 - 95% of students receiving an ACT Senior Secondary Certificate (93% in 2015)
 - 30% of students receiving an ACT Senior Secondary Certificate also receive at least one Vocational Certificate (27.5% in 2015)
- 5% increase (on 2016 baseline) of students reporting plans to go on to further study or employment in the Gungahlin College Yr 12 exit survey (not measured in 2015)

Key Improvement Strategies	Key Performance Indicators
<p>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</p>	<p>% of enrolments in each Yr 9 NAPLAN Band (Reading and Numeracy) who go on to complete a Tertiary Entrance Statement</p> <p>% of enrolments in each Yr 9 NAPLAN Band (Reading and Numeracy) who go on to complete a Senior Secondary Certificate</p> <p>% of enrolments in each Yr 9 NAPLAN Band (Reading and Numeracy) who go on to complete a Cert II or above</p> <p>% of ATSI enrolments who go on to complete a Senior Secondary Certificate</p>
<p>Expand knowledge and understanding of Gungahlin College culture through strengthened partnerships</p>	<p># of cluster school joint events/activities conducted each year and reported on</p> <p># of assessment items moderated across cluster high schools involving our Year 10's</p> <p># of documented external partnerships</p>

Strategic Priority 3: Vibrant community

Outcomes to be achieved:

- the College continues to be seen by our community as a place where diversity is welcomed and inclusivity is celebrated
- an enhanced sense of wellbeing and connectedness across the College community incorporating a heightened sense of reward for effort amongst staff
- increased participation of all school community members in the everyday work and special events of the College
- a strong House system incorporating the Gungahlin College ‘Connect’ pastoral care program

Targets

By the end of 2020 the College will achieve:

- 85% or more students agree or strongly agree that they like being at school (78% in 2015 from School Satisfaction Survey)
- 80% of parents agree or strongly agree that community partnerships are valued and maintained. (72% in 2015 from School Satisfaction Survey)
- 95% of staff agree or strongly agree that staff are well supported at the school. (82% in 2015 from School Satisfaction Survey)
- 35% of parents participate in the annual School Satisfaction Survey (17% in 2015)
- 50% of students participate in the annual School Satisfaction Survey (30% in 2015)
- 100% of staff complete at least one ‘Mind Matters’ module annually

Key Improvement Strategies	Key Performance Indicators
<p>Explore and implement new ways to engage the community in the work of the College.</p>	<p>Parent attendance at relevant events eg parents/teacher night, parent forums</p> <p>Audience engagement with social and online media as measured through data analytics tools</p> <p># of engagement activities reported involving external partnerships</p>
<p>Continue to experiment with and establish modes of improving community wellbeing</p>	<p># and participation rate of staff in organised wellbeing activities</p> <p># workload projects completed each year</p> <p>Connect and CEA attendance each semester reported as a % of the student population</p>