

Narrabundah College

Network: South Canberra/ Weston

Impact Report 2018

The purpose of this document

This document flows directly from our Action Plan for 2018 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2018 our school supported this Strategic Indicator through – Priority 1, 2 and 3 (see reporting for detail):

- *Improvement in quality teaching, assessment tasks and feedback*
- *Continuation of resourcing in learning support for all students*

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2018 our school supported this Strategic Indicator through – Priority 1 and 3 (see reporting for detail):

- *Continuation of Quality teaching Rounds in teams*
- *Selected staff volunteer to present Action Research Plans at PLC meetings*
- *Establishment of PLC meetings*

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2018 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):

- *Continuation of identifying students that require ISP and/or ILPS*
- *Expansion of resourcing student support area and discussion on different models*
- *Continuation of resourcing Study Hub*
- *Introduced and encouraged staff to complete Cultural Integrity Course*

Reporting against our priorities

Priority 1: Develop Assessment Strategies to Improve Student Outcomes

Targets or measures

By the end of 2018 we will achieve:

- 100% of all assessment tasks will discriminate between T and A levels where required across all curriculum areas.
- 100% of Aboriginal and Torres Strait Islander students awarded ACT Senior Secondary Certificate.
- Commitment to promoting a culture of learning as evidenced by unit evaluation feedback and evidence from Satisfaction Surveys.
- Reduce % of students requiring ongoing assessment tasks support through Student Services.

In 2018 we implemented this priority through the following strategies.

- The Executive Team have monitored unit outlines and assessment tasks for difference between T and A assessment items. This process is built into college assessment cycles to ensure 100% compliance.
- In 2018 this target was not reached as 2 out of the 10 students were enrolled but never attended, despite many and various attempts to engage with the students. We encouraged staff to undertake the Cultural Integrity Course to better understand needs specific to indigenous student's needs. The other 8 students all achieved a Senior Secondary Certificate.
- Learning support investigated extending resources to alleviate student anxiety and better support wellbeing. Strategies include oral presentation training, scaffolding exemplars and investigation of a 'wellness space'. Satisfaction Survey (SS) question 'I can talk to my teachers about my concerns' fell 5.8% between 2017 – 2018 with lowest level of satisfaction. Clearly the college needs to work more on this. SS question "I feel safe at this school" fell from 87.8% to 82.3%. Again, this could be part of the college and national mental health challenge that requires more work.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
I feel safe at this school		89.34%	87.8%	82.3%		
I can talk to my teachers about my concerns		63.9%	62.8%	57.1%		

School program and process data

- The Executive Team have monitored unit outlines and assessment tasks for difference between T and A assessment items. This process is built into college assessment cycles to ensure 100% compliance.
- All staff check special consideration, indigenous and ISP student lists to ensure these students are receiving the support required.

What this evidence tells us

- SS data indicated that students 'feeling safe at the college' had fallen. Also, 'I can talk to teachers about my concerns' had fallen. The College Modernisation program (removal of old buildings and ongoing construction around the site may have had an impact here. The data also appears to represent a change in student needs regarding mental health at the college.
- The college needs more staff to complete the Cultural Integrity Course

Our achievements for this priority

- This represents a clear challenge to the college to find better strategies to support students with their mental health. Investigate more support staff to address improvements in scaffolding assessments and establish a PLC group to investigate mental health and student wellbeing in 2019.
- A group of staff have now completed the Cultural Integrity Course. More staff to complete this course in 2019. Lists of these students to be regularly monitored by staff for assessment and attendance.
- The College underwent a major modernisation process in 2018. Students and Staff moved into the new Learning Village by the beginning of Term 3. This was a challenge to the whole school community but was managed with minimal disruption to the delivery of the curriculum.

'Our school's contribution to whole-of-system Strategic Indicators'

- *Continuation of resourcing in learning support for all students*
- *Encourage staff to complete Cultural Integrity Course*

Challenges we will address in our next Action Plan

- The improvement in quality teaching, assessment tasks and feedback to all students.
- Also, we believe we need to expand our focus to include student and staff wellbeing.
- Establishment of PLCs to identify strategies to address student wellbeing
- Encourage more staff to complete Cultural Integrity Course.

Priority 2: Improve Student Use of Feedback to Enhance their Learning

Targets or measures

By the end of 2018 we will achieve:

- 90% of students report effective use of targeted feedback to enhance their learning. Data source: Unit evaluation questions on feedback from baseline of 2016.
- All faculty areas will implement formal feedback sessions to whole moderation groups or class groups. Data source: unit evaluation summaries from each faculty.
- Study Hub will deliver targeted sessions on feedback from all faculty areas.

In 2018 we implemented this priority through the following strategies.

- Formal feedback day introduced as part of college timetable at end of every session which includes student presentations about certification requirements.
- All staff use data collected from unit evaluations, surveys and assessment to improve feedback to students. This is becoming problematic as students are not completing unit evaluations to a statistically significant level. Looking to introduce an ACT college wide unit evaluation in 2019 to improve this data check.
- All staff collaborate to share practice at faculty and PLC meetings with specific discussion of improvement strategies.
- Look at establishing separate PLC groups to develop strategies for better feedback for students.
- The question of 'teachers give useful feedback' is at 62.9% which is slightly down on all colleges (67.1%). Clearly need more work here and will look for strategies for improvement in 2019.
- Study Hub resourced twice a week and the question 'students are equipped with capabilities to learn and live successfully' is a new question for 2019. Hoping for useful data in 2019 to report on.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers give useful feedback		70.7%	71%	62.9%		
Students are equipped with the capabilities to learn and live successfully	N/A					

School program and process data

- All staff to continue to give timely feedback for students and strategies. Look to establish PLC groups to further support this in 2019.
- Look for further data via College ACT wide unit evaluations in 2019 as unit evaluations not completed satisfactorily.
- Continue Study Hub and other programs to equip students with capabilities to learn and live successfully.
- We will analyse SS surveys for new question to use in 2019.

What this evidence tells us

- We have made small gains in students saying teachers give useful feedback at NC, but, low in comparison to ACT colleges. We will continue to address this via strategies including the establishment of PLC groups in 2019.
- Small proportion of students completing unit evaluations, so these are not a good measure for analysis. Will look for further evidence from new ACT college wide unit evaluations which are to be used in 2019.

Our achievements for this priority

- Despite a focus on feedback students perception data shows a decrease in the response to the question 'Teachers give useful feedback'. We have discussed and analysed why this response has decreased and will ensure in 2019 teachers name feedback when it is occurring.

'Our school's contribution to whole-of-system Strategic Indicators'

- *Improvement quality teaching, assessment tasks and feedback to all students*
- *Continuation of resourcing Study Hub*

Challenges we will address in our next Action Plan

- Identifying strategies for the improvement in quality teaching, assessment tasks and feedback to all students.
- Strategies for all students to complete unit evaluations
- Continuation of resourcing Study Hub
- Look to establish PLC groups to help strategies to help equip students to learn and live successfully including feedback.

Priority 3: Improve the Quality of Teaching and Learning to enhance Student Outcomes.

Targets or measures

By the end of 2018 the college will achieve:

- 100% of staff include action research evidence of tracking one student (T-1-S) in their Teacher Performance and Development Plans (TPDPs). Data Source: TPDPs
- 100% of staff to take part in the QTR as a small group and effect changes to their teaching practice based on their reflections and feedback. Data Source: Teacher Performance and Development Plans (TPDPs) and Mid-Cycle reviews.
- 85% of students affirm improvement in access to quality teaching and learning. Data Source: Unit evaluations.
- Successful implementation of new courses: AC, IB and VET across the college.
- Four survey questions about quality teaching and learning are required to be asked in all student unit evaluations.

In 2018 we implemented this priority through the following strategies.

- Staff took part in QT teams across the college. We trialled faculty QT teams but found not all faculties completed this successfully. SS show a rise in 'my teachers motivate me to learn in 2018 63% compared to system wide 69.1% in 2018.
- All staff completed new TPDPs. Will look to work on 'Action Research Plans' in 2019 to look at an area of teaching to enhance and improve student learning.
- SS about 'teachers explain what we are learning about and why' to be analysed in 2019.
- Implementation of AC and IB curriculums. One staff member VET trained and looking at courses for students to complete with community partnerships.
- Established PLCs to further enhance QT and improve student learning.

Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers explain what we are learning about and why	N/A	N/A	N/A	N/A		
My teachers motivate me to learn		66.8%	64.4%	63.0%		

School program and process data

- All staff to be part of faculty QT teams - look to school wide teams in 2019
- All staff to complete TPDPs. Look to complete 'Action Research Plan' as part of TPDP in 2019
- PLC meetings that focus on student learning through targeted professional conversations.

What this evidence tells us

- Low level of satisfaction in teachers motivating students to learn. Needs to be addressed through the establishment of PLC groups, QT and TPDPs action plan in 2019.
- Faculty based QT not as successful as college wide. Will move to college wide in 2019.

Our achievements for this priority

- Teachers motivating students to learn has improved.
- All staff complete college wide QTR.
- TPDPs addressed Action Research Plans to enhance ways of improving student learning.

Challenges we will address in our next Action Plan

- Teachers to strengthen the focus on improving student's motivation to learn.
- QT Rounds to become College-wide again and establish PLC groups to investigate how students are learning and why.
- Continue TPDPs to enhance student learning (use Action Research Plans as basis)

'Our school's contribution to whole-of-system Strategic Indicators'

- *Continuation of Quality teaching teams*
- *Teacher engagement in Action Research Plans that improve student learning outcomes*
- *PLC meeting focus developed to improve teaching practice and student learning.*