

Narrabundah College

Network: South Canberra/ Weston

Impact Report 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 our school supported this Strategic Indicator through – Priority 1 and 2 and 3 (see reporting below for detail):

- *Continuation of quality teaching, assessment tasks and feedback to all students*
- *Increase resources in learning support area with new model*

Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 1 and 3 (see reporting for detail):

- *Continuation of Quality Teaching Rounds*
- *Establishment of presented Action plans for all staff on TPDPs*
- *Establishment of PLC groups and meetings.*

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2019 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*
- *Continuation of resourcing student support area to include alumni mentors*
- *Continuation of resourcing Study Hub*
- *Continuation of staff completing cultural Integrity course*

Reporting against our priorities

Priority 1: Develop Assessment Strategies to Improve Student Outcomes

Targets or measures

By the end of 2019 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 2019 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 2019 more staff completed the cultural integrity course. All indigenous students received an ATAR and senior secondary certificate.
- From 2016 through 2018 SS data indicated a fall in the question 'I can talk to my teachers about my concerns'. In 2019 we addressed this concern by extending the learning support resource model to include mentors, wellness space and oral presentations in small groups. SS data rose 6.01% from 2018 to 2019. Although this remains one of the items with the lowest level of satisfaction and will continue to be a college and national challenge, the slight rise is however encouraging.
- The SS question response to 'I feel safe at this school' declined over the last two years. During this time the College continued to undertake an extensive modernisation program. This included loss of student parking and recreational areas and the college was a building site for much of 2018 and 2019. Furthermore, in 2019 there was an online incident. We will continue to monitor this data and note the College remains above system average in this area.

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%	77.4%	
I can talk to my teachers about my concerns		63.9%	62.8%	57.1%	63.0%	

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

- We have made some gains in 'students being able to talk to teachers about their concerns', however we have lost some ground with 'students feeling safe at the college'. This tells us student needs are changing and we need to further investigate and find strategies to help support these students.
- The more staff are that can be trained in cultural integrity, the more the improvement in classroom practice. The number of classes underpinned by evidence of cultural integrity is increasing across all faculties.

Our achievements for this priority

- We have made some gains in 'students being able to talk to teachers about their concerns', however we have lost some ground with 'students feeling safe at the college'. The number of staff in student support was increased to improve scaffolding of assessment tasks and will continue in 2020 and a PLC group has been established to investigate the challenge of student wellbeing. This represents a clear challenge to the college to find better strategies to support students with their mental health.
- More staff have now completed the cultural integrity course and lists of students are regularly monitored by staff for assessment and attendance.

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

- *Increase resources in learning support area with more integration between Study Hub and faculty learning areas*
- *Continuation of staff completing cultural Integrity course*

Challenges we will address in our next Action Plan

- Identifying strategies to support student wellbeing while continuing quality teaching, assessment tasks and feedback to all students.
- PLCs to identify strategies to address student wellbeing and work with student support.
- Ensuring all staff complete cultural integrity course leading to better outcomes for our indigenous students.

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

Targets or measures

By the end of 2019 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 This will involve mentors (past teachers and students) who will provide support and feedback to assist students in their learning.

In 2019 we implemented this priority through the following strategies.

- Formal Feedback Day now 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. This was problematic as students were not completing unit evaluations to a statistically significant level. The new ACT college wide unit evaluation introduced to check data on teachers' feedback and will look to improve this in 2020.
- All staff continue to collaborate to share practice at faculty and PLC meetings with specific discussion of improvement strategies.
- The question of 'teachers give useful feedback' showed a rise from 2018 at 62.9% to 2019 at 63.2% after a slide in previous years.
- PLC groups established to look at strategies for better feedback.
- 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 but shows a higher value than other colleges in the ACT (74.1% at NC while ACT colleges at 72.5%). This is a good baseline to check resilience in academic behaviours including seeking assistance and feedback.

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%	63.2%	
Students are equipped with the capabilities to learn and live successfully	N/A	N/A	N/A	N/A	74.1%	

School program and process data

- All staff to continue to give timely feedback for students and strategies from PLCs will be introduced in 2020.
- College introduced ACT wide unit evaluations in 2019. Will check data in 2020
- Continue Study Hub and other programs to equip students with capabilities to learn and live successfully and will check SS surveys.

What this evidence tells us

- We have made small gains in students saying teachers give useful feedback in 2019, but overall this is still a low % and hope to address from PLCs in 2020.
- Small proportion of students completing unit evaluations, so these are not a good measure for analysis at this stage. Will look for further evidence from new ACT college wide unit evaluations which students have just completed for the first time.

Our achievements for this priority

- We have made small gains in students saying teachers give useful feedback. We will continue to work to improve this % via PLCs and other strategies, including Action Research Plans in TPDPs.
- More students completed the new ACT college wide unit evaluations from previous unit evaluations. This should give us data for strategies for improvement in the future.

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

- *Evaluation and Improvement of quality teaching, assessment tasks and feedback to all students*
- *Continuation of resourcing Study Hub*
- *Establishment of PLC groups after extensive consultation with staff.*

Challenges we will address in our next Action Plan

- *Identifying further strategies for the Continuation of quality teaching, assessment tasks and feedback to all students*
- *Continuation of resourcing Study Hub*
- *All students to complete new ACT college wide unit evaluations for baseline data*
- *Establishment and feedback from PLC groups to test strategies that help equip students to learn and live successfully including feedback and staff and student wellbeing.*

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

Targets or measures

By the end of 2019 the college will achieve:

- 100% of staff include Action Research evidence of tracking a minimum of one student (T-1-S) in their Teacher Performance and Development Plan (TPDP). Data Source: Narrabundah College TPDPs
- 100% of staff to take part in the QTR as members of PLCs and effect changes to their teaching practice based on their reflections and feedback. Data Source: TPDPs including 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 2019 we implemented this priority through the following strategies.

- All staff took part in QT teams across the college. We decided to keep this college wide and not faculty specific so staff could experience different teaching strategies from different faculties. Satisfaction Survey (SS) results showed a rise in 'my teachers motivate me to learn' from 63% in 2018 to 69.1% in 2019. Still low level of satisfaction and needs development.
- All staff completed new TPDPs with a focus on 'Action Research' to look at an area of teaching to enhance student learning.
- New ACT wide college unit evaluations to ask students about their learning, classes and teaching.
- Implementation of AC and IB curriculums. Some students completed VET courses using partnerships with outside provider.
- Establish PLC groups to further enhance QT.

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	65.3%	
My teachers motivate me to learn		66.8%	64.4%	63.0%	69.1%	

School program and process data

- All staff to be part of QT teams and PLC groups
- All staff to complete 'Action Research Plan' as part of TPDP
- PLC groups established to improve Quality Teaching and Learning

What this evidence tells us

- Low levels of satisfaction of teacher explaining What we are learning and Why. PLCs, QT and TPDPs to address this in 2020
- Improvements in teachers motivating students to learn, however, still low level of satisfaction. Teachers explain what students are learning and why is lower than system wide data and needs to be addressed.

Our achievements for this priority

- Teachers motivating students to learn has improved.
- All staff complete college wide QT.
- TPDPs addressed Action Research Plans to enhance ways of improving student learning.
- Some students completed VET qualification using community partnerships.

Challenges we will address in our next Action Plan

- Continue teachers improving student's motivation to learn and to use college wide QT and established PLC groups to enhance why students are learning and why.
- Continue TPDPs to enhance student learning - continue action plans

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

- *Continuation of Quality teaching teams*
- *Establishment of presented Action Research Plans for all staff on TPDPs*
- *Further development of PLCs including PLC groups.*