Narrabundah College
Board Report
2014
This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

Accessibility
The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2014

Material in this publication may be reproduced provided due acknowledgement is made.

The school website is http://www.narrabundahc.act.edu.au.

Inquiries about this publication should be directed to:

Narrabundah College
Jerrabomberra Ave.
Narrabundah ACT 2604

General Inquiries:

Telephone (02) 6142 3200
About our school

Introduction to School

Narrabundah College is a large and vibrant government co-educational college nestled in beautiful grounds located near the parliamentary triangle. The college has 896 students in years 11 and 12, and offers a challenging curriculum in a caring environment to meet the needs of students in a globalised world. Narrabundah College has an international atmosphere with over 30% of our students born overseas.

The college offers a challenging and diverse curriculum including nine languages offered at Beginning, Continuing and Advanced levels. In 2014 all the languages offered were: Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean and Spanish with over 500 students studying a second language.

In addition to the ACT Year 12 Certificate, the college offers the International Baccalaureate (IB) Diploma and the French Baccalauréat. Narrabundah College was the first school in Australasia to deliver the IB program and it has been delivering this curriculum successfully for over 30 years. The college is a Registered Training Organisation and delivers nationally recognised vocational education and training qualifications in business, ICT, fashion design, media and furniture construction.

The college has maintained a tradition of success and offers a broad and academically rigorous curriculum that is carefully designed to enhance students’ skills in research, critical thinking, communication and self-management in a focused and supportive environment. Study Hub was introduced in 2013: this resource continues to be accessed by large numbers of students to improve their study skills and support their learning.

Further, in our environment, students are also encouraged to become significant contributors to society and take up challenges in areas such as: leadership, supporting charities, managing and improving the environment, value adding to the local community, participating in sports and much more.

Narrabundah College recognises the special needs of students in the challenging senior secondary years and we continue to provide a safe, supportive and caring environment that fosters each student’s personal growth. Our well-resourced Student Services Team advises students on course and careers counselling as well as monitoring and supporting students in their welfare, academic progress and student pathways planning during their two years at this college.

The college continued to strengthen and promote the strong partnerships with our parents/carers and the community, for example: The Parent/Student/Teacher year 11 interviews are now embedded in our calendar to take place in December each year.
The P & C ran another very successful Trivia Night and fund raising Sausage Sizzle at Bunnings both of which were very well supported by our community.

The college has begun a project to build a Lecture Theatre with state of the art technology to cater for the needs of our students in the 21st century.

**Student Information**

**Student enrolment**

In 2014 there were a total of 896 students enrolled at this school.

*Table: 2014 Student Enrolment Breakdown*

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>369</td>
</tr>
<tr>
<td>Female</td>
<td>527</td>
</tr>
<tr>
<td>Indigenous</td>
<td>9</td>
</tr>
<tr>
<td>LBOTE</td>
<td>478</td>
</tr>
</tbody>
</table>

*Source: Planning and Performance, August 2014*

Although many students enrol at the college from the inner south of Canberra, most continue to enrol from outside our priority enrolment area. A significant proportion of the student population comes from a non-English speaking background.

**Student attendance**

The following table identifies the attendance rate of students by year level during 2014. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

*Table: 2014 Semester 1 attendance rates*

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>94.0</td>
</tr>
<tr>
<td>12</td>
<td>90.1</td>
</tr>
</tbody>
</table>

*Source: Planning and Performance, July 2014*

Attendance at the college is consistently monitored, with rolls marked every lesson and electronic rolls updated weekly. The Student Services Team, in collaboration with classroom teachers, case-manage attendance issues, working closely with our students and their families.
Staff Information

Teacher qualifications
All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2014 Qualification of Teaching Staff

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: School Data

Workforce Composition

In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August pay report. For reporting purposes it includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.

Table: 2014 Workforce Composition Numbers

<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>11</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>3</td>
</tr>
<tr>
<td>School Leader C</td>
<td>11</td>
</tr>
<tr>
<td>Teachers</td>
<td>62</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>89</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2014

There are no indigenous staff at this school.

Volunteers

Volunteers make a significant contribution to enriching our extensive curriculum. In 2014, volunteers donated considerable hours to assist the college with the delivery of languages such as: Korean, Chinese, French and Italian. There was also volunteer support for theatre productions, and specialist speakers in such faculties as: English, Humanities, Science and Theory of Knowledge. This year’s number of volunteer hours is 1500.
School Review and Development
In 2014, the ACT Education and Training Directorates Strategic Plan 2014-2017 provided the framework and strategic direction for the school’s plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2014 and the School Improvement Framework which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school’s progress towards achieving system and school priorities.

Narrabundah College will be validated in 2015. A copy of their most recent validation report can be found on the school website.

School Satisfaction
Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2014 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, who were invited to take part in an online survey.

Overall Satisfaction
In 2014, 113 parents, 67 staff and 718 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 89% of parents and carers, 97% of staff, and 87% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>93</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about</td>
<td>88</td>
</tr>
<tr>
<td>his or her school work.</td>
<td></td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>86</td>
</tr>
</tbody>
</table>
This school is well maintained. 73
My child feels safe at this school. 99
I can talk to my child’s teachers about my concerns. 86
Student behaviour is well managed at this school. 80
My child likes being at this school. 95
This school looks for ways to improve. 78
This school takes parents’ opinions seriously. 76
Teachers at this school motivate my child to learn. 84
My child is making good progress at this school. 83
My child’s learning needs are being met at this school. 82
This school works with me to support my child’s learning. 72

Source: 2014 School Satisfaction Surveys, September 2014

**Table: Proportion of students in agreement with each national opinion item**

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>91</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>74</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>76</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>70</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>89</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>69</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>76</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>77</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>74</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>65</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>65</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>81</td>
</tr>
</tbody>
</table>

Source: 2014 School Satisfaction Surveys, September 2014

This information can be considered alongside information available on the My School website (http://www.myschool.edu.au).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.
**Professional Learning**

All staff attended a minimum of five days of professional learning in 2014. Three of the days were system based and the other days were faculty based and personal.

During 2014, we presented professional learning sessions for all staff on college and system issues such as: Quality Teaching Rounds, the Curriculum of Giving, and Giving and Receiving Feedback.

**Learning and Assessment**

**Outcomes for College Students**

Year 12 outcomes are shown in the following table in relation to the percentage receiving a Year 12 certificate and the Australian Tertiary Admission Rank (ATAR). It will not include data for those students who were successful in an equivalent pathway organised by the school. The proportion of students is based on the college’s February census enrolment data.

*Table: Year 12 Outcomes for Students*

<table>
<thead>
<tr>
<th>Year 12 Outcomes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of year 12 students receiving a Year 12 Certificate</td>
<td>97.89</td>
</tr>
<tr>
<td>Percentage of year 12 students receiving a Year 12 or equivalent VET qualification (without duplicates) within the school setting</td>
<td>97.89</td>
</tr>
<tr>
<td>Percentage of year 12 students receiving an ATAR</td>
<td>84.60</td>
</tr>
<tr>
<td>Percentage of year 12 students in top 5 percent of ATAR</td>
<td>16.67</td>
</tr>
<tr>
<td>The median ATAR for year 12 students</td>
<td>85.050</td>
</tr>
</tbody>
</table>

In 2014, Narrabundah College students excelled in an impressive range of academic, vocational and activities where they gave back to the community including through leadership, fund raising, connections with local schools and sport. The following results include data from all our students’ results achieved in the ACT system, the IB Diploma and the French Baccalauréat:

- 17 students attained an ATAR over 99
- 87 student students attained an ATAR over 95
- 149 attained an ATAR over 90
- 275 students attained an ATAR over 80
- 370 students attained an ATAR over 65
- The top IB score of 42 equals an ATAR of 99.25
- Our average IB score of 34 equals an ATAR of 91.35
- 413 students attained an ATAR
- 26 students completed the IB Diploma
• 12 students attained outstanding results in the French Baccalauréat including 3 awarded an ATAR equivalent of over 99
• 35 students completed a first unit at ANU Extension which counts towards an undergraduate degree at ANU
• 61 students gained nationally recognised Vocational Certificates; 147 Statements of Attainment were issued and some students completed units at CIT.

**Post school destination**
The following graph shows the 2014 post school destination of college students who were awarded a Year 12 Certificate in 2013. As many of the respondents were engaged in both study and employment, the percentage total is greater than one hundred percent.

![Post school destination graph](image)

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>CIT/TAFE</th>
<th>Other training provider</th>
<th>Deferred Studies</th>
<th>Employed</th>
<th>Not studying or employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>College (%)</td>
<td>58.0</td>
<td>4.1</td>
<td>1.0</td>
<td>33.8</td>
<td>57.6</td>
<td>5.7</td>
</tr>
<tr>
<td>ACT (%)</td>
<td>40.0</td>
<td>13.3</td>
<td>5.9</td>
<td>32.5</td>
<td>73.0</td>
<td>8.1</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, December 2014

Most of our students go onto further studies; while most go onto tertiary studies a small percentage go to CIT/TAFE. Approximately 30% take a GAP year before taking up their post college studies.
Performance in other areas of the curriculum

- One of our students was awarded one of the two Sneddon Hall and Gallop University Scholarships for 2014
- A year 11 student was awarded a Student Citizenship Award by the order of Australia Committee
- We were finalists in the Douse Debating Competition
- A student won gold in the Science Olympiad exam
- Two students received high distinctions in the Australian Maths Competition and nine received a distinction
- Our students came 1\textsuperscript{st}, 2\textsuperscript{nd} and 3\textsuperscript{rd} in the French Language Competition
- Three students won awards at the Mandarin Presentation Awards Ceremony
- 2 students won ACT awards in the National History Challenge
- Several students attained significant success in a variety of Media, Film and Radio Competitions
- One student was second in the NSW/ACT Apex Australian Teenage Fashion Awards
- Our students were ACT Champions in Badminton, Table Tennis (Boys’ Doubles), Mixed Netball, Skiing/Snowboarding
- Our students under the Curriculum of Giving Framework, made considerable contributions to diverse charities and community organisations to make a difference to our world.

Progress against School Priorities in 2014

Priority 1
Improve staff communication and collaboration across the college.

Targets
By the end of 2014:
- Narrabundah College School Survey to indicate improvement with staff agreement to the statements
  - “There is effective communication between teachers and executive staff” to 70% from 66% in 2013
  - “There is effective communication between teachers and their supervisor” to 77% from 75% in 2013
  - “There is effective communication amongst all staff” to 65% from 61% in 2013
- 100% uptake of the Quality Teaching Instructional Rounds.
- 100% of staff collaboration with staff outside their own faculty area through various committees, professional practice and in implementing whole school Curriculum of Giving.

Directorate Priority Areas covered with this priority
Quality Learning, Inspirational Teaching and Leadership, High Expectations, High Performance.
Progress
In 2014 the college continued to action two key improvement strategies within this priority to:
• review workload issues to facilitate time to allow greater cross staff communication
• develop a collaborative and professional learning culture across the school and across networks.

In reviewing workload issues to facilitate time to allow greater cross staff communication the school actioned the following:
• provision of access to a day for marking/preparation during assessment periods in Sessions 1, 2 and 3 for staff teaching a full time load of five lines
• provision of access to at least two days of marking for beginning teachers/new educators during assessment periods in Sessions 1, 2 and 3.

As a result of these actions the following outcomes were achieved:
• 100% of staff teaching 5 lines were encouraged to access a marking/preparation day. Approximately 14% of staff availed themselves of this opportunity
• approximately 90% of marking was completed before moderation meetings.

In addressing our second strategy of developing a collaborative and professional learning culture across the school and across networks:

• all staff took part in our Teacher Quality Institute (TQI) accredited Quality Teaching Rounds (QTR) in cross faculty groups. In these groups staff viewed colleagues' classes, each gave and received formal feedback then effected changes in delivery of curriculum after consultation with peers and executive teachers.
• a cross-college framework for a Curriculum of Giving was developed after consultation with staff and students. New programs were initiated e.g. expanded partnerships with Narrabundah Early Childhood School (NECS) and Koomarri; a new partnership with Calvary John James Hospital and Jerrabomberra Wetlands. Our partnership with Marymead continued.
• staff collaborated in:
  - Cross faculty groups at Staff meetings
  - Cross faculty groups in QTR teams
  - The support and promotion of the Curriculum of Giving Framework
  - The Review of Open Day and Night, including the development and implementation of a Marketing Framework and Plan. Staff supported and initiated improvements to this event.
  - The delivery of AST preparation for students

As a result of these actions the following outcomes were achieved:
• In the 2014 School Satisfaction Survey:
  o 72% of teachers agreed with the statement “I get constructive feedback about my practice”. This was down from 75% in 2013 but above the 2014 all ACT colleges' result of 63%.
The result for “Staff at this school focus on improving the quality of the school’s teaching and learning practices” was 84%, down from 90% in 2013 but slightly above the 2014 all ACT colleges’ result of 83%.

- 96.4% of staff (80 out of 83 teaching staff) engaged in cross college Quality Teaching Rounds
- 100% of staff were involved in other cross college collaborations.

These actions in 2014 resulted in the following progress against our identified targets for this priority:

1. Staff responses to the 2014 School Satisfaction Survey were as follows:
   - “There is effective communication between teachers and executive staff” rose from 66% in 2013 to 70% in 2014. These results show that we were able to achieve our target of 70%.
   - “There is effective communication between teachers and their supervisor” rose from 75% in 2013 to 82% in 2014. These results show that we not only achieved our target of 77% but exceeded it.
   - “There is effective communication amongst all staff” remained at 61% in 2014 as for 2013. This result did not achieve our target of 65% but exceeded the 2014 all ACT colleges’ result of 56%.

2. There was a 96.4% uptake of the Quality Teaching Instructional Rounds. We were very close to achieving our target of 100%.

3. We achieved our target of 100% of staff collaborating with staff outside their own faculty area through various committees, professional practice and in implementing our whole school Curriculum of Giving.

Priority 2
Build teacher capacity to deliver quality curriculum through school focus on improving quality teaching and learning practices

Targets
By the end of 2014:
- Narrabundah College School Survey to indicate improvement with:
  - staff agreement to the statement “I am satisfied that this school has high expectations in all that it does” to 89% from 87% in 2013
  - student satisfaction with the statement “My teachers provide me with useful feedback about my schoolwork” to 74% from 64% in 2013.
- Maintain current high student achievement in proportion of students achieving Year 12 Certification, ATAR results and VET certification as reported in the annual ACTBSSS Year 12 Survey.

Directorate Priority Areas covered with this priority
Develop a school wide commitment to quality pedagogical practice through instructional leadership.

Progress
In 2014 the college has continued to action three strategies within this priority to:
• develop a school wide commitment to quality pedagogical practice through instructional leadership
• consolidate partnerships with network schools to promote language learning opportunities
• effect innovations/improvements in technology use in delivering language curriculum

In developing a school wide commitment to quality pedagogical practice through instructional leadership the college actioned the following:
• staff were presented with professional learning (PL) in differentiating and making explicit assessment tasks for both Accredited (A) and Tertiary (T) courses.
• exemplar assessment tasks for A units were developed, collected and stored as a staff resource on the school g drive
• all staff were part of a QTR Professional Practice Community
• Class observations were coded, recorded and analysed to establish areas of improvement.

• An ICT community of professional practice was established and knowledge was shared by providing professional learning and/or mentoring of all staff
• We focused on ways to improve student learning through effective teacher feedback. This was incorporated as goal in all teacher Professional Pathways Plans.
• We strengthened the N Group program (our college pastoral care program) to prepare students with planning and time management skills
• We provided staff with PL in scaffolding individual student learning and making reasonable adjustments to student learning as per national Disabilities standards guidelines.

As a result of our actions the following outcomes were achieved:
• 90% of A units had separate unit outlines and assessment items provided to students. This will continue as a focus in 2015.
• approximately 84% of A unit outlines and assessment items were stored in the shared G Drive
• 100% of staff were assigned to a QT teams. 96.4% completed the QTR program.
• 100% of class coding data from the QTR program was collected and evaluated
• 79% of staff were using cLc (Connected Learning Communities) or Life or shared T drive for lesson delivery and student resources
• 74% of students agree with the statement “My teachers provide me with useful feedback about my schoolwork” within 2014 Narrabundah College School Satisfaction Survey. This was an improvement on the 2013 result of 64%.
• all faculties reviewed practices and then effected changes to improve student outcomes. Staff led workshops at Staff Meetings to share improvements in practice, with a particular focus on providing quality feedback. 84% of staff agreed that “Staff at this school focus on improving the quality of the school’s teaching and learning practices” in the 2014 Narrabundah College School Satisfaction Survey.
• 100% of Staff Professional Pathways Plans contained a goal relating to providing quality feedback to students or assistance in course work.
In consolidating partnerships with network schools to promote language learning opportunities the college actioned the following:

• We developed new language courses for all language areas for accreditation by the ACT Board of Senior Secondary Studies (BSSS).
• We developed language network contacts with network schools
• We developed cross network language learning opportunities

As a result of our actions the following outcomes were achieved:

• The languages staff were on writing panels for 27 languages courses in 2014. 96% of these courses were accredited by ACT BSSS for delivery in 2015. The Advanced Japanese course is being revised for re-submission as it was the only course not accredited.
• 297 year 11 students are enrolled in language courses at Narrabundah College in 2015. This is approximately 60% of the cohort.

In effecting innovations/improvements in technology use in delivering language curriculum the college provided Professional Learning to language staff in ADOBE Connect and Life.

As a result of our actions the following outcome was achieved: 45% of language teachers using Adobe Connect and/or Life in their teaching delivery. This will continue to be a focus for the languages staff in 2015

These actions in 2014 resulted in the following progress against our identified targets for this priority:

1. Data in the 2014 School Satisfaction Survey showed that 91% of staff agreed to the statement “I am satisfied that this school has high expectations in all that it does” . This was an increase from 87% in 2013 which exceeded our target of a 2% improvement.
2. Data in the 2014 School Satisfaction Survey showed that student agreement with the statement that “My teachers provide me with useful feedback about my schoolwork” increased from 64% in 2013 to 74% in 2014 an increase of 10 percentage points. This shows the college has met the target.
3. In relation to the Year 12 Academic results our target was to maintain the current high achievement as reported in BSSS data including at least 85% of students attaining an ATAR and maintain our high median. The following results were achieved:
   • 464 students were awarded a Year 12 Certificate. 401 of these students (86.4%) also achieved an ATAR. In 2013 84% of students received an ATAR so we exceeded our target of maintaining high achievement.
   • In 2014, 89% of students awarded an ATAR gained one over 65, which exceeded the 2013 result of 85.6%.
   • 17 students gained an ATAR over 99, which was a decrease from 24 students in 2013.
   • Our median ATAR of students completing the ACT system was 85.05, which is slightly below the median of 87 that was achieved in 2013.
   • A total of 61 students received a (Vocational Education and Training) VET certificate data in 2014. This was a slight decrease from 65 students in 2013 so our target was not met in relation to VET courses.

Priority 3

Better cater for individual needs of students to ensure successful outcomes for all
Targets
By the end of 2014:
• Narrabundah College School Survey to indicate an improvement:
  - of all staff agreement with the statement “I cater for the different needs of all students” to 99% from 97% in 2013 and of student agreement with the statement “this college has a good range of vocational courses” to 68% from 65% in 2013.
  - of student agreement with the statement “I was given adequate advice when choosing courses to study” to 60% from 58% in 2013.
  - in parent agreement with the statement “The individual needs of my child are catered for by the school” to 65% from 60% in 2013
• 95% of year 11 students will have pathways interviews with student adviser or Transition Officer
• Increase of 5% of students undertaking a VET course over the life of the College Plan 2012-15

Directorate Priority Areas covered with this priority
Quality Learning, Inspirational Teaching and Leadership, High Expectations, High Performance, Connecting with Families and the Community, Business Innovation and Improvement

Progress
In 2014 the college has continued to action the following strategies in this priority:
• improve mental health and wellbeing services to students through implementation of Mind Matters
• review and expand support structures and opportunities for students to successfully complete year 12 including increasing VET options and access to outside courses
• develop procedures and practices to provide effective course advice and career development
• develop a targeted strategy for inclusion, achievement and support of Aboriginal and Torres Strait Island students

In improving mental health and wellbeing services to students through implementation of Mind Matters the college actioned the following:
• maintained strong Student Services area
• continued with programs/special talks to target student wellbeing. Staff and students attended workshops on health and wellbeing including Mind Matters PL for Student Services staff and Paul Dillon ran workshops for all students on party safe behaviours. Narrabundah College undertook a college wide Mind Matters survey. We followed procedures and we became a Mind Matters School in 2014.
• provided PL for Student Services staff on mental health/well being
• ensured implementation of National Disabilities Standards guidelines for individual student ‘s learning programs.
• maintained Study Hub program. Student numbers at Study Hub increased for the targeted sessions to support students with essay writing skills, study skills and exam preparation.
• implemented Curriculum of Giving across the college
The outcome of these actions were:

- on average 80-100 students accessed the Study Hub each week (the actual students attending varied). Four special sessions focusing on Essay Writing, English Oral Presentations, Study Skills and Stress Management were conducted and upwards of 200 students attended each of these sessions.
- 88% of students attended N Group regularly
- 100% of year 12 students on the special consideration list had positive outcomes, gaining either a Year 12 certificate and/or an ATAR. Students with disabilities support increased, including the creation of a designated space resourced by a teacher to support their learning. 73 students accessed disability support with the designated teacher.

In reviewing and expanding support structures and opportunities for students to successfully complete year 12, including increasing VET options and access to outside courses the college actioned the following:

- continued to increase the number of students completing work experience (WEX). The profile of WEX placements was raised in 2014 with particular focus on high achievers undertaking placements in the health sciences area.
- investigated flexible courses from CIT
- continued to maintain or increase number of students completing ANU Secondary College courses
- investigated implementing VET Volunteering Course in 2015

The outcomes of this strategy were as follows:

- 200 students successfully completed WEX which was approximately 22% of our student body.
- 37 students successfully completed ANU Secondary College courses in 2014, which was an increase from 33 in 2013. 51 students completed CIT courses.

In developing procedures and practices to provide effective course advice and career development the college actioned the following:

- ensured qualified careers counsellors were available in Student Services
- ensured appropriate advice given for Year 11 courses/packages following receipt of session 1 reports
- continued year 11 parent/student interviews end of year 11
- attendance of whole school at the Careers Market

The outcomes of our actions in this strategy were as follows:

- 700 students attended the Careers Market leading to increase in Careers support. This was 78% of our student body.
- Approximately 95% of students accessed the student advisors
- in the 2014 Narrabundah College School Survey 78% of students agreed with the statement “At this college I know an adult I can talk to about career options”. This shows no change from the 2013 survey data.

In our development of a targeted strategy for inclusion, achievement and support of Aboriginal and Torres Strait Islander students the college actioned the following:

- Monitored the learning programs of Aboriginal and Torres Strait Islander students
• Aboriginal and Torres Strait Islander students were to be supported in visiting New Haven. This excursion did not go ahead.
• Aboriginal and Torres Strait Islander students were encouraged to join the Student Governance Group. None chose to do so.
• The development of a Reconciliation Action Plan was considered but it was decided that it would not go ahead.

The outcome of our action was Aboriginal and Torres Strait Islander student support increased in 2014, including having all students on PLPs. This support included a variety of formats from lunches, guest speakers, tutorial support and other individual support that came from each student’s PLP. 100% of Aboriginal and Torres Strait Islander students had positive outcomes, with our single student in year 12 gaining a year 12 certificate, and all 8 students in year 11 are continuing into year 12 at the college in 2015.

These actions in 2014 resulted in the following progress against our identified targets for this priority:

1. In the Satisfaction Survey the college did not meet the target to improve by 2 percentage points staff agreement with the statement “I cater for the different needs of all students”. Our result in 2014 was 91%, 6% points below that achieved in 2013. This is an area to be reviewed. Student agreement with the statement “This college has a good range of vocational courses” increased to 70% from 65% in 2013. This exceeded our target by 2%.
2. Student agreement with the statement “I was given adequate advice when choosing courses to study” increased by 2 percentage points to 60%, from 58% in 2013. This met our target.
3. Parent agreement with the statement “The individual needs of my child are catered for by the school” increased to 76% in 2014 from 60% in 2013. This substantially exceeded our target of 65% agreement.
4. In 2014 we did not see an increase in the number of students undertaking a VET course in the life of the Strategic Plan 2012-15. In 2014 200 students undertook a VET course compared to 311 in 2013.
5. Approximately 95% of Year 11 students had a pathways interview with a student adviser or Transitions Officer, which met our target.
Financial Summary
The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning
The average expenditure at the school level per fulltime equivalent teacher on professional learning was $334.92.

Voluntary contributions
This school received $75405.00 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 2015 (IB education program)</td>
<td>78125.00</td>
<td>February 2015</td>
</tr>
<tr>
<td>College Refurbishment (painting, carpet)</td>
<td>50000.00</td>
<td>December 2015</td>
</tr>
</tbody>
</table>

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Professional learning
The average expenditure at the school level per fulltime equivalent teacher on professional learning was $334.92.

Voluntary contributions
This school received $75405.00 in voluntary contributions in 2014. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2014.

Reserves

<table>
<thead>
<tr>
<th>Name and purpose</th>
<th>Amount</th>
<th>Expected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB 2015 (IB education program)</td>
<td>78125.00</td>
<td>February 2015</td>
</tr>
<tr>
<td>College Refurbishment (painting, carpet)</td>
<td>50000.00</td>
<td>December 2015</td>
</tr>
</tbody>
</table>
Endorsement Page

I declare that the Narrabundah College Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

39 (4) The school board must give effect to the chief executive’s directions.

44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if:
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.

46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.

47 (2) However, the school board must meet at least four times a year.

48 (10) The school board must keep minutes of its meeting.

49 Disclosure of interests by members of school boards.

49 (3) The disclosure must be reported in the school board’s minutes and, unless the board otherwise decides, the member (The first member) must not:
   a) be present when the board considers the issue or
   b) take part in any decision of the board on the issue.

49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative: Ian Brown  Chris Bai  Penny Clowry
Community Representative: David Learoyd
Teacher Representative: Amelia Ghirardello  Andrew Trost
Student Representative: Grace Gunton  Noemie Huttner-Koros
Board Chair: Dr Ian Brown
Principal: Kerrie Grundy

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school’s operations in 2014.

Principal Signature: [Signature]  Date: 11/3/2015

I approve the report, prepared in accordance with the provision of the ACT Education Act, section 52.

Board Chair Signature: [Signature]  Date: 11 March 2015