ACT Government
Education

Hawker College

Report of Review, 2020

Date of School Review: 20, 21 and 22 October 2020
Principal of Review School: Andy Mison

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Foreword

2020 has been characterised by extreme weather events and the COVID-19 pandemic. ACT public schools, as community hubs, have been greatly impacted by these events. Despite this, they have continued to deliver high quality education to all students whilst also supporting their communities.

As noted further in this document, school improvement in the ACT is based on a five-year cycle. School Review (Review) considers the entire journey a school has undertaken during this period.

Impact of COVID-19 on School Review

Findings from Review are based on what external and local experts read, see and hear in a school. In preparing findings from Review consideration has been given to the rapid response ACT public schools undertook for the COVID-19 home learning period, and the impact this had on observed practices and processes.

Additionally, due to travel restrictions some Lead Reviewers from the Australian Council for Educational Research (ACER) were unable to lead Reviews on the ground. In these cases streaming technologies, and the support of experienced ACT reviewers, enabled the review to continue. Careful attention was given to ensuring the Review methodology and findings were not compromised.

☐ This Review had an on-the-ground Lead Reviewer from ACER.

OR

☒ This Review had a Remote Lead Reviewer from ACER.

Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.
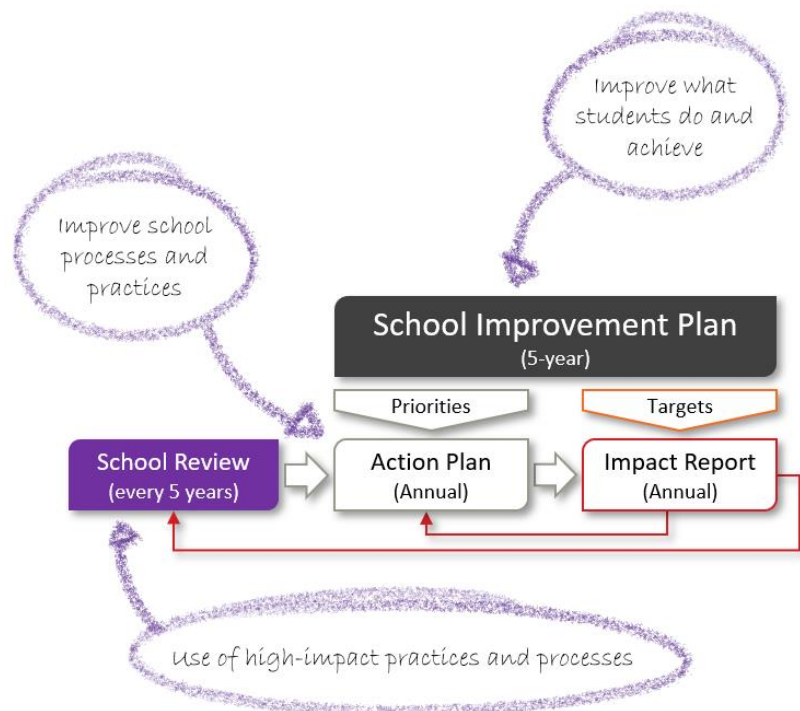
What are Commendations, Affirmations and Recommendations?

Commendations
Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations
Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations
Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor
The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings
- Hawker College has a clearly articulated plan for improvement expressed through two key priorities which are firmly couched in terms of goals for student success in learning. These are: to enable all students to master the essential knowledge and skills of their curriculum package and to enable successful transitions and pathways for all students. They are prominently displayed throughout the college and highly visible on the website.

- Staff have a clear understanding of and commitment to these core objectives and spoke positively about the range of improvement strategies being actioned across the college. Cross-faculty College teams have been created and these groups take carriage of progressing improvement strategies as articulated in the Hawker College Strategic Plan and subsequent annual Action Plans.

- Reviewers noted that key documentation consistently references the college vision, mission, values, and strategic plan priorities. This, coupled, with clear and consistent messaging by leaders, has built a coherent school-wide narrative about improving educational outcomes for students.

- Members of the student leadership group reflected with reviewers about their appreciation for how decision making by staff was driven by what is best for students. They described the multiple opportunities afforded to them to have a genuine voice in the strategic direction of the college.

- A number of whole of college targets are evident: growth in the proportion of students awarded a C or higher grade for courses, improved ACT Scaling Test (AST) results, reduction in the number of V grades, increased numbers of students participating in Vocational Education and Training (VET) and improved student survey satisfaction data. Targets are set based on analyses of multiple sources of data over time.

- Progress towards the achievement of targets is reported annually in School Impact Reports and Annual School Board Reports and captured in infographics on the college website. Leaders reflected that setting meaningful targets to measure growth in learning remains a focus for discussion.

- There is evidence of leaders regularly monitoring the progress of the implementation of key initiatives. Staff reflect on progress at staff meetings twice a year.

- The college drives a strategic agenda grounded in a very broad range of educational research. Senior leaders place a high priority in ensuring that all initiatives have a strong evidence base.

- Members of the Board are provided with regular updates about progress in implementing the College Strategic Plan.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- A college-wide data plan is evident and captures the multiple sources of data to be collected and analysed. It clearly articulates the function of each data set, responsibilities for collection and analysis and includes a set of beliefs about why data are crucial to measuring impact. There is evidence of whole-college data being unpacked by the data team and leaders and shared with staff.

- There is strong evidence of deliberate and timely use of data at multiple levels by senior leaders to inform and track performance.

- Data outlining year 12 academic and vocational certification, success in transition in multiple pathways and careers are shared on the college website. Data trends show a steady increase in enrolments and improvements in Tertiary Entrance Scores, ATAR performance and VET credentialing.

- Student data are routinely shared and analysed in Professional Learning Team (PLT) meetings. Data are predominantly used to identify students who may not have mastered certain concepts and teachers then 'circle back' to revisit this learning. This is building a culture of using to data to measure teacher impact on learning.

- System data and school-based data are used to monitor a range of student performance. Multiple sources include student learning, perception, and college process data. The collation and analysis of wellbeing data was less evident. The current focus on measuring student engagement is providing data that enables leaders and teachers to identify students who may require additional support for their wellbeing.

- An end of semester student unit evaluation survey is administered to provide feedback to teachers on curriculum, pedagogy, and assessment for each course.

- The college data team interrogates data and monitors whole-school targets such as V grades, attendance, and AST performance. The data team also supports teachers across faculties to use boxplots to analyse formative assessment data.

- A student Participation and Engagement (PAE) data collection tool was developed to initially monitor online engagement when students were required to work from home earlier this year. This has now been embedded into weekly practice because of the rich information it provides. This information is regularly monitored by Student Services and the leadership team.

- Staff discussions in PLTs is building a culture of using data to measure impact on learning and wellbeing.

- The use of Excel spreadsheets, Google sheets and college-developed tools supports data collection and analysis.

NSIT Domain 3: A culture that promotes learning

Domain descriptor
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings
- The ethos of the college is strongly rooted in its values of honesty, fairness, excellence and respect. This underpins a culture of quality learning where respectful relationships complement the belief that all students can succeed.

- A calm and productive learning environment and a sense of belonging and pride were characteristics acknowledged by students, parents and staff.

- The college places a high priority on student voice, equity and inclusion. There are three key active groups to promote student voice: the Student Leadership Group (SLG), Gaia Environmental Group and Rainbow Fusion (LGBTQI) Group.

- The college places an emphasis on staff wellbeing. Social clubs, morning teas and teacher awards are in place and a wellbeing team has been established. Leaders are working to model a life work balance. Staff articulated a strong connection to the school and a collegial culture. Their commitment to and enthusiasm for the work of the college is indicative of positive staff morale.

- Staff have engaged in some professional learning about growth mindsets to support student resilience and self-efficacy.

- Comprehensive transitions and career programs are supported by a highly regarded careers team who have received national recognition.

- Students can pursue personal extension to complement their passions through the Honours program. They are able to gain recognition towards their Senior Certificate and the development of a portfolio of evidence for university entrance.

- The college provides some opportunities to engage families through events such as information sessions, parent forums and Principal morning teas. The online habits resource supports families and students to understand college expectations.

- An alumni webpage has been established to connect with past students.

- Flexible learning spaces (Learning Commons) accommodate both synchronous and asynchronous learning approaches and also encourage small group and independent study.

- Whole-of-college acknowledgement of Aboriginal and Torres Strait Islander history and cultures are evident in artifacts and designated events. In the ANZAC Day commemoration, a focus on the stories of Indigenous diggers was complemented by an Indigenous academic as the guest speaker. Aboriginal and Torres Strait Islander students

are supported through designated teacher roles and links to community organisations such as The Australian Indigenous Mentoring Experience (AIME) and the National Rugby League (NRL).

NSIT Domain 4: Targeted use of school resources

Domain descriptor
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings
- A college master plan for the learning environment has been developed and is being actioned to refurbish key spaces to support collaboration and flexibility in curriculum delivery. This includes the establishment of learning commons areas, distribution of library resources across faculty areas, a VET café - 51 Bake, and kitchen garden, multi-discipline staff areas, and recreation and flexible learning spaces.

- The college has been successful in applying for significant Directorate funding to support the reallocation and renewal of spaces while ensuring that the college's capacity for future enrolment growth is maintained. The College Board has also approved the allocation of discretionary funds to this initiative.

- Resources have been targeted to support the priority of successful transitions and pathways. Two specialist teacher positions focus on successful transition to and from the college. A study skills program has been resourced to provide an introductory unit for all year 11 students which focuses on research and organisational skills.

- The college has developed a student transition tool that captures information about students' attributes, learning and wellbeing needs when they enrol. Students who require additional support have an ILP or learner profile.

- Transition strategies include high school visits, identification of additional needs, individual meetings with year coordinators, and opportunities to participate in curriculum activities while in year 10.

- Student progress and wellbeing is monitored by home group teachers and the Student Services team uses a case management approach to respond to individual needs. Resources have been allocated to support the staffing of additional positions in the Student Services team, for example, a youth worker and wellbeing officer.

- The college supplements Directorate funding for students who have additional needs, to support their learning. The Disability Education Contact Officer (DECO) centralises records for learning adjustments through ILPs and offers support to teachers.

- The college has consolidated and increased budgets for professional learning and educational resources to align to the college's improvement agenda. Funds have been allocated to trial commercial literacy and numeracy screening assessment tools.

- A new timetable has enhanced opportunities for team teaching, teacher-teacher and student-teacher collaboration. Timetable changes have enabled flexible modes of curriculum delivery, including common release and team-teaching opportunities. The timetable structure also supports diversity of presentation modes, for example lectures, long lesson practicals, tutorials, and informal student-teacher conferencing.

NSIT Domain 5: An expert teaching team

Domain descriptor
The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings
- Leaders place a high priority on providing opportunities for staff to engage in professional learning, working collaboratively and sharing practice.

- A deliberate recruitment strategy has resulted in a staff profile where the majority of teachers' qualifications, experience and expertise are aligned with the range of courses offered in the college.

- The college demonstrates a clear commitment to building a strong learning community guided by evidence-based principles. College-wide high impact questioning protocols based on the work of DuFour et al., (2006) underpin the way PLTs have been established and guide PLT analysis and discussion of student progress.

- Teachers work in college teams responsible for researching, analysing and proposing practice. Teams have been built around staff wellbeing, the honours program, use of data, supporting new educators, student pathways, assessment, and teaching practice.

- All staff develop performance and development plans with goals aligning to improvement priorities. Teachers and school executive meet at least twice a year to develop approaches and discuss progress.

- The college has a professional learning plan which is supporting continuous professional growth. The learning culture, underpinned by a growth mindset, supports personalised and whole school professional learning.

- College initiatives and professional learning are routinely informed by research that is shared with teachers. In 2018 college leaders engaged in professional learning with Helen Timperley to inform an approach to instructional leadership. Guidelines for how leaders will support teaching and learning has been captured in a document.

- Class observations and feedback have been trialled by some college leaders. These observations have provided teachers with written and verbal feedback. Some teachers had also arranged classroom observations through their PLT.

- Inclusion of Aboriginal and Torres Strait Islander histories and cultural perspectives is reflected in the goals of many teacher professional learning plans. The application of those goals into students learning programs has occurred in the program of practice initiative where strategies such as the 8 Ways of Learning are shared and posted in the dedicated program of practice Google classroom page.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- The college offers a broad curriculum approved by the ACT Board of Senior Secondary Studies (ACT BSSS). This provides students with a wide selection of tertiary, accredited and modified courses of study. Students can access a range of VET courses delivered through Belconnen Training and external registered training organisations (RTOs). Courses offered include hospitality, automotive technology, horticulture, business services and sport and recreation. Additional vocational learning opportunities are offered via Australian School-based Apprenticeships (ASBAs), Vocational Learning Options (VLOs) and other short courses. Students are supported to participate in Work Experience (WEX) placements. Courses of study are delivered in single year or mixed year groupings to maximise flexibility and student choice in their study package.

- The college has developed and implemented a School Curriculum Plan that is underpinned by research with a focus on a 'guaranteed and viable curriculum'.

- The implementation of the School Curriculum Plan has resulted in very cohesive, and comprehensively interrelated layers of planning documentation. The review team observed consistent development of this documentation across all learning areas including programs of learning, unit outlines and assessment templates. College leaders and teachers articulated how they collaborate in learning areas to develop learning activities/briefs and assessment tasks for students.

- Teachers and students used a common language when describing the essential skills and knowledge of a course, including learning intentions.

- For identified students with additional learning needs teachers are supported to make adjustments and modifications that enable students to access and engage with the curriculum.

- The development of strategies for school-wide assessment have been led by the college's AST Team to support improved ACT Scaling Test (AST) results.

- The Honours Academic Program supports students to enrich and extend their learning. To attain Honours graduate status, students complete a minimum of six extra-curricular extension activities across four key areas encompassing academic, community, cultural and leadership opportunities.

- There is evidence that programs of learning and assessment choices in some subjects are inclusive of Aboriginal and Torres Strait Islander histories and cultures and how they have influenced contemporary society. Some themes include the Frontier Wars, family law, industrial law (Wave Hill), and discrimination.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor
The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings
- The PLT structure, underpinned by DuFour's four key questions, provides an inquiry framework for teachers to know where students are up to in their learning and how to differentiate to address their individual learning needs.

- The use of regular formative assessment tasks to check for understanding is expected practice in all courses and teachers could describe to the review team the range of strategies they employ to monitor student engagement and progress e.g. Google forms, pre-tests, quizzes, check-ins, and low stake writing tasks.

- Teachers were able to articulate how they use rubrics and scaffolding to enact the 'low threshold, high ceiling' principle, supporting all students to be able to access learning experiences and assessment tasks as well as ensuring these don't limit students in their learning.

- Teachers were able to describe how they utilise the concept of 'circle back' to revisit learning intentions and reteach essential knowledge and skills if mastery has not been achieved by students.

- The college website provides evidence of multiple opportunities for students to pursue their talents and interests and engage in extension and enrichment activities.

- The restructure of the college timetable has provided for flexible and differentiated use of learning time to better meet student needs. The review team observed teachers working with students in regular classroom settings as well as with individual and small groups of students in learning commons areas.

- The mathematics faculty is using the Response to Intervention model to provide additional support for students yet to master knowledge and skills.

- Presentations to teachers regarding students with ILPs include strategies for meeting their individual needs. Key student wellbeing staff provide additional support to teachers to make adjustments and modifications that provide differentiated learning support for these students.

- Minutes of PLT meetings highlight strategies such as scaffolding, peer mentoring and deconstructing exemplars to respond when students are not mastering knowledge and skills. A number of teachers were able to describe the range of strategies they employ to differentiate the learning.

- Reports are directed at students and include individualised feedback about how they can improve.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor
The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings
- The leadership team keeps abreast of current research about highly effective pedagogical practices. A high priority is placed on attending professional learning, professional reading, and engaging in focused conversations about practice in regular team meetings.

- The practice team has led a consultation process to develop a 'Classroom Practice Model' that should be visible in all classrooms. This model has been informed by a range of key literature. Resources from the quality teacher model and AITSL have also influenced this work. Examples of expected practice include explicit learning intentions, quality and timely feedback, the use of formative assessment and engaging students in cognitive tasks. The model is in its early stages of implementation and strategies are in place to build a collective understanding.

- Leaders are working with deliberate intent to provide regular opportunities for staff to share effective teaching strategies. 'Practice Pops' and weekly awards encourage the showcasing and celebration of best practice. These are documented and then distributed to support college teachers in considering how they might incorporate some of these strategies in their repertoire of practice.

- A range of strategies to ensure that students have clarity about what they are expected to learn and do are evident. Unit outlines are provided to students for all courses. These provide comprehensive overviews of the learning including the specific curriculum outcomes for the semester program.

- The mathematics faculty provides regular learning briefs. These are explicit in describing the knowledge and skills that will be focused on and formatively assessed in short teaching cycles. Other faculties also have ways in which learning is made clear. Students described how these were providing them with unambiguous information that effectively supports their learning.

- The college wide emphasis on identifying the essential knowledge and skills to be developed is providing time in the teaching program for deeper learning and mastery of expected learning outcomes.

- The combined focus on the importance of monitoring student engagement in learning and the building of college-wide understanding about growth mindset thinking is supporting student self-efficacy.

- Students reported that predominantly feedback is detailed and timely and supports them in understanding how they can further their learning progress. They also described how the implementation of blended learning models, coupled with small class sizes supports individualised attention.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- The college principal chairs the Belconnen RTO which involves a long-standing partnership with a range of schools. A Memorandum of Understanding (MoU) is in place for the provision of services for the accreditation of VET and includes clearly articulated expected outcomes. There is industry representation on the standing committee and formalised evaluation processes are in place to monitor and measure impact.

- Hawker College is proactive in connecting with a very broad range of employers who provide apprenticeship, work experience and other vocational education opportunities. Over time, the college has forged strong partnerships with a wide range of businesses.

- Hawker College is an active participant in the Principal's College Council. It facilitates joint development of annual conferences and cross college sharing of ideas, expertise, and initiatives.

- A longstanding partnership with CSIRO Crypto-Mathematics research provides an extension program for students in the advanced mathematics course. Students benefit from regular interaction with a mathematical expert who explores a range of topics designed to challenge and engage students.

- To support student wellbeing, there are connections with a wide range of agencies and organisations coordinated by the Student Services teams.

- Hawker College facilitates involvement in the WINGS (Women in Engineering and Computer Science) project which brings together female students from across the region to encourage them to pursue career pathways in these fields. A number of businesses and universities partner in this program.

- Goals have been set in relation to sustainability practices and the forging of partnerships to support key initiatives has been a priority for the college. An extensive project to create the community garden was enacted through a formalised agreement with Uniting Care Kippax and Greening Australia.

- The partnership with the Canberra Academy of Languages (CAL) has enabled the college to offer additional language courses for students.

- The principal has recently negotiated an agreement with the Canberra City Band. This will result in musical groups rehearsing at the college and the potential for musicians to work

closely with students to support the performing arts program.

- Hawker College has built strong and close relationships with local high schools to ensure students experience a smooth transition.

- A range of connections support other curriculum areas. Examples include the Academy of Interactive Entertainment Artists in Residence from ANU, and the Sidestage company to support performing arts.

Commendations

- College leaders are commended for the way they have developed, and are driving, a coherent and aligned improvement agenda clearly focused on supporting students to be successful learners. College priorities underpin policies, expectations of practice and the way faculties work. The unwavering focus on the importance of student success and resultant strategies to achieve this has built a culture of high expectations and a commitment to excellence. Staff are to be congratulated for their commitment to all students and the way they are embracing improvement initiatives. A sharp and narrow focus on improvement strategies in the latter part of the planning cycle has aligned the collective efforts of all staff.

- There is a strong sense of pride and community at Hawker College. It is a welcoming and friendly environment demonstrated by caring, respectful, and supportive relationships. Students acknowledged that this is a college of choice and commented that they feel "very supported".

- Student voice is authentic and valued. Students described how they have been able to influence the way the college delivers its educational program.

- Staff and students reflected that Hawker College is an inclusive community where everyone is accepted, and difference is valued. Parents indicated that they highly value the diversity of learning and training pathways which is supported by high quality careers and transition practices.

- There is strategic use of financial resources aligned to the environmental master plan to create contemporary and flexible learning spaces. This is complemented by the allocation of funds to purchase contemporary industry standard resources and specialist staffing to deliver high-quality training and learning experiences.

- College leaders, staff and students are commended for their collaboration in reimagining teaching and learning approaches which has transformed the college's timetable and physical layout. This initiative is being realised to encourage flexibility in presentation of learning and further strengthen student-teacher engagement. The new timetable provides scope for team teaching, and enhanced teacher-teacher and student-teacher collaboration through flexible modes of curriculum delivery. In particular the embedded practices in the mathematics faculty are innovative, well thought out and designed to respond to the way in which this generation of students prefer to learn.

- The college has planned, developed, and is delivering a program underpinned by a vision for teaching and learning. There is a direct line of sight from the documented curriculum to the enacted curriculum characterised by a cohesive and consistent approach across all learning areas.

- An award-winning careers and transitions program provides individualised counselling and a diverse range of services that support and connect students to further education, vocational opportunities and work and career pathways.

- The college drives a strategic agenda grounded in a very broad range of education research, and senior leaders place a high priority in ensuring that all initiatives have a strong evidence base.

Affirmations

- The recently developed classroom practice model has captured the evidence-based teaching strategies to be privileged in all classes at Hawker College. The review team affirms the collaboration in its development and the exploration of a broad range of research to identify pedagogical practices most relevant for a college context.

- Staff are committed to continuously strengthening their understanding of how students learn and the most effective ways of responding to learners' needs. The establishment of PLTs where conversations are guided by key questions about student progress in learning is providing staff with the opportunity to share their expertise and learn from each other. To date, the college's approach has been to empower PLT members to determine the direction of their enquiries.

- The college's professional learning plan is clearly aligned to the improvement agenda and is well supported by research.

- Teachers are embracing formative assessment strategies to assist students to understand where they are at in their learning and to provide timely feedback about what they need to do to improve.

- The college has a deliberate and systematic approach to the collection and analysis of students' learning and performance data through a well-documented data plan and designated data team. The data team, comprised of a representative group of leaders and teachers across all learning areas, monitor, analyse and draw conclusions which inform further improvement strategies.

Recommendations

- Develop college-wide targets for improvement in student learning and wellbeing that are well defined, time bound, and measurable. Build collective responsibility for these targets through focused conversations using data to regularly monitor the effectiveness of practice in producing the desired improvements.

- As part of the ongoing refinement of the teaching and learning program continue to investigate and implement pedagogical practices underpinned by a curriculum delivery model that best supports students to learn in ways that meets their needs. These practices should foster deep understanding of concepts and provides multiple opportunities for young people to think critically and creatively, solve complex problems, make evidence-based decisions, and working collaboratively. Continue to pursue opportunities to embed the cross-curriculum priorities.

- Continue to build a strong professional learning community characterised by:
  > leaders who spend time working with teachers modelling, evaluating, and providing feedback on expected classroom practices
  > a culture of collective responsibility for improving student learning
  > PLT meetings where teachers regularly use data to monitor progress in learning and initiate strategies to respond to need, and
  > formalised coaching.