narrabundah college
canberra

Narrabundah College Strategic Plan 2016-2020
South & Weston Network

Endorsement by School Principal

Name: Kerrie Grundy

Signed _[signature]_ Date: 22 March, 2016

Endorsement by School Board Chair

Name: Ian Brown

Signed _[signature]_ Date: 22 March 2016

Endorsement by School Network Leader

Name: Wayne Prowse

Signed _[signature]_ Date: 28 March 2016

School Profile

VISION: Discover, Develop, Excel

MISSION STATEMENT: Narrabundah College offers a challenging curriculum in a caring environment to meet the needs of students in an international community.

CORE VALUES:
- Challenging Curriculum
- Caring , Supportive and giving environment
- International Community

We strive to:
- Lead students to become independent, compassionate adults prepared for a life in a rapidly changing world;
- Encourage students to fulfil their potential and to become increasingly responsible for their own learning;
- Deliver a strong academic curriculum which allows for specialisation in areas of particular interest or expertise;
- Provide a supportive, stimulating and challenging learning environment;
- Cater for individual differences in a socially and culturally diverse student community.

We foster:
- Academic excellence;
- Creativity and innovation in our students;
- Student engagement in community

The Strategic Plan is informed by extensive consideration of the college's performance over 2012-2015, including the External Validation process in 2015 through which we reviewed:
- System Satisfaction Survey results from parents, students and staff.
- School Climate Survey results from parents, students and staff.
- ACT BSSS Year 12 Studies
- Data collected from programs run within the college, e.g. Quality Teaching Rounds.
- National School Improvement Tool data as completed by stakeholders from across the college

These have all informed the development of the Strategic Plan 2016-2020.

Strategic Priority 1: Develop Assessment Strategies to Improve Student Outcomes.
Outcomes to be achieved:

Student learning is supported through assessment that provides discriminating and differentiating tasks to maximise learning outcomes.

All Aboriginal and Torres Strait Islander students complete year 12 (ACT ED 2016 Action Plan).

Targets
By the end of 2020 the college will achieve:
- 100% of all assessment tasks will discriminate between T and A levels where required across all curriculum areas. Data source: Unit evaluations
- 100% of all assessment tasks will differentiate within T and A levels.
- 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. Establish baseline data in 2016 for each learning area collect this data.

Key Improvement Strategies	Key Performance Indicators
All staff undertake PL in the development of T and A assessment tasks. Moderate A assessment tasks across the college.	All staff develop T and A assessment tasks for students in their classes undertaking either package. All assessment tasks and unit outlines on G Drive. Moderation Folders. Staff across all faculties moderate A tasks across a number of curriculum areas.
Executive Teachers include this focus on the development of discriminating T and A assessment tasks through Faculty Meetings.	Faculty meeting agendas and minutes indicate this focus. The confidence of staff is evidenced in their ability to develop tasks more independently without the support of the Learning Support Teacher.
Regular PL for all staff by the PALLS team in literacy and numeracy in relation to developing assessment tasks.	All staff use different teaching strategies to develop student literacy and numeracy and this is evidenced in all assessment tasks.
To promote a culture of student wellbeing.	Students use feedback to improve their outcomes. Students become more confident and more resilient: fewer students require ongoing assessment support; increase in the numbers of students accessing SWL and WEX.

Strategic Priority 2: Improve Student Use of Feedback to Enhance their Learning
Outcomes to be achieved:

Effective feedback =feed forward: to embed formative feedback as common practice across the college to enhance student achievement.

Targets
By the end of 2020 the college 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. Data source: Study Hub records.

Key Improvement Strategies	Key Performance Indicators
All staff collect data from formal feedback to improve student learning.	Unit evaluations and Satisfaction Surveys confirm effective use of feedback to improve their outcomes.
Continue to provide staff with PL at Staff Meetings on the effective use of feedback.	All staff use data collected from unit evaluations, surveys and assessment to improve teaching and learning.
Feedback improvement strategies regularly on all faculty agendas.	All staff collaborate to share practice at faculty and staff meetings with specific discussion of improvement strategies e.g. GAFE.
Teachers take responsibility for changing practice to improve student resilience.	More students demonstrate resilience in their academic behaviours such as seeking assistance and making effective use of feedback.

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

Whole College focus on reflective practice to improve teaching and learning as enabled by
- PALLS strategies across all faculties
- Action Research to build teacher capacity

Targets
By the end of 2020 the college will achieve:
- 100% of staff include action research evidence of tracking one student (T-1-S) in their Professional Pathways Plan. Data Source: Professional Pathways Plans
- 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: Professional Pathways Plans and Mid-cycle Review.
- 85% of students affirm improvement in access to quality teaching and learning. Data Source: Unit evaluations.
- All faculties show evidence of high level implementation of PALLS initiatives. Data Source: Executive Team sharing of evidence.
- 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.

Key Improvement Strategies	Key Performance Indicators
To make targeted use of teacher expertise in literacy and numeracy to further the shared responsibility for student learning and success.	All staff are upskilled by PALLS trained staff. Ongoing training for PALLS facilitators.
To promote a self-reflective culture focused on improving classroom teaching.	All staff engage in QTR at least once a year. QT language is evident in formal professional conversations. Mentor teachers use the QT model in conjunction with the AITSL standards.
Implement AC and AC/IB and VET courses across many subject areas.	Staff are upskilled in the content. Leadership by staff to promote differentiated teaching to ensure student engagement and success.