



ACT
Government
Education

Gungahlin College

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 10, 11, 12 and 13 May 2021

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Report Date: 13 May 2021

Report of Review, 2021 prepared by:

ACT Government Education Directorate
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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.

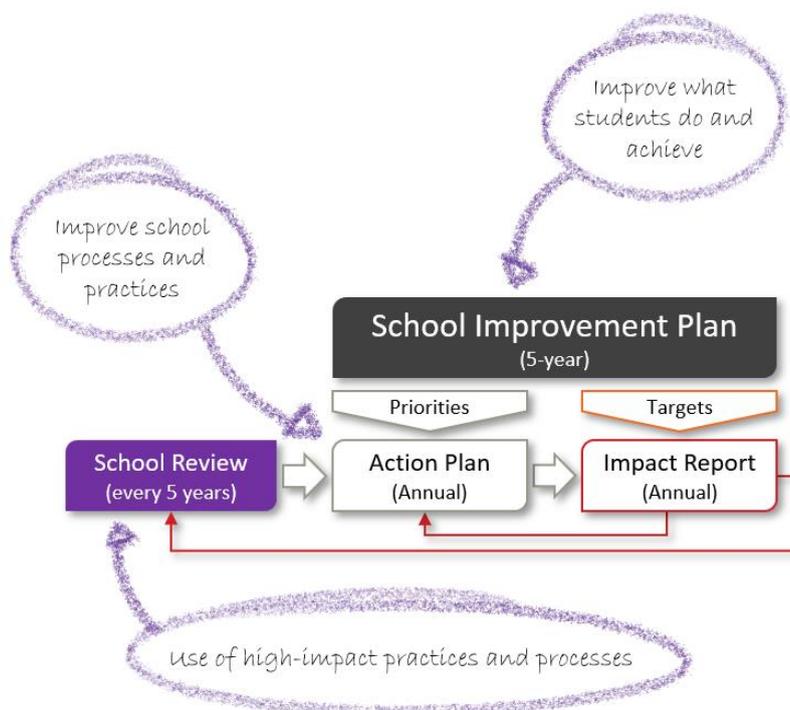
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

- The Gungahlin College Strategic Plan 2016-2020 identifies three strategic priorities: Inspiring Teaching, Successful Transition, and a Vibrant Community. Key improvement strategies to support these priorities focus on pedagogical reflection and improvement; the evaluation of processes and programs that support transition to and from the College; and strengthening the College as a community.
- There is clear alignment between the strategic plan and key improvement strategies documented in the Annual Plans from 2018, particularly in the area of instructional leadership. Improvement plans are informed by evidence-based research, international experience and they are aligned with the ACT Education Directorate strategic indicators.
- Despite significant leadership change and COVID19 interruptions, the College has maintained momentum in implementing the strategies articulated in their improvement agenda by narrowing their vision but staying true to their three improvement priorities. These are widely known by nearly all staff and actioned through goal setting in teachers' Performance and Development Plans (PDPs), school structures and initiatives.
- Annual Impact Reports and Annual School Board Reports provide evidence of reporting against targets identified in the strategic plan from 2016 baseline data. These showed: growth in grade point average over the life of the plan, the highest in 2020; reaching the target for increased numbers of students receiving their senior certificate; reduction in the number of V (Void) grades and an increase in the number of statements of attainments for vocational education and training. Student perception survey data targets were generally not achieved.
- Leaders reflected that the targets originally set did not serve them well as they were not the right measures for the improvement journey initiatives undertaken. Therefore, leaders and teachers reported that target setting had not impacted significantly on their work.
- The College informs its community of the improvement agenda through its wide-ranging social media platforms, the College website, handbooks, and parent forums. Discussions also occur in the School Board and Parent & Citizenship (P&C) meetings where members provide feedback about progress towards the achievement of the strategic plan. Annual School Board Report and Impact Reports for the period of the Gungahlin College Strategic Plan 2016-2020 are available on the College website.
- A school-wide commitment to every students' success is evidenced through the provision of a diverse range of curriculum offerings and by ensuring learning and wellbeing needs are closely monitored to inform timely intervention.

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 data and evaluation plan has been developed. A data and evaluation policy accompanies the plan and articulates the College's belief about using data.
- The Multiple Measures of Data model (Bernhard, 2007) is used to monitor the interrelationship of learning, stakeholder perception, process, and demographics data.
- A nominated team with specialist statistical knowledge collates, interprets, and disseminates summative whole school data. Findings are shared at faculty-based workshops and staff meetings. This team also provides support to leaders by interpreting and providing summaries about the College performance using a range of data sources. The use of data to monitor student growth in learning over time is a developing area.
- The data team is also working to support staff in strengthening their data literacy skills, deliberately focusing their work to support faculties, groups of teachers, leaders, and individuals at point of need.
- NAPLAN performance data, year 10 achievement results and wellbeing data are collected from high schools to support individual students in determining their learning pathway and making a successful transition to the College. Australian Scaling Test (AST) trial data and scaled scores in Tertiary Subjects are utilised to support package choice and predict Australian Tertiary Admission Rank (ATAR) and identify areas for further development.
- Cognitive Abilities Test (CAT4) is used to identify students requiring extension and supports the development of Advanced Learning Plans (ALP).
- The leadership team encourages teachers to use a mix of formative and summative assessment data to inform next steps for teaching. The use of formative strategies across the College is developing.
- Students' career preference information, Australian School Based Apprenticeships (ASBA), Vocational Education and Training (VET) and Work Experience (WEX) data inform transition, course selection, and students' pathway planning.
- Teachers utilise the Board of Senior Secondary Studies (BSSS) assessment database (ACS) to record, moderate and grade student achievement.
- Void (V) grades and attendance data are tracked by faculties and House Coordinators and used to monitor student learning, identifying students who may require additional support.
- Qualitative student feedback data on the effectiveness of teaching practice is collected during and at the end of semester. This supports teachers to reflect on their practice.

- There is also evidence of the collection of process data to monitor the implementation of some key improvement strategies. For example, the professional learning committee collected, summarised, and analysed data about the implementation of the Instructional Leadership Model (ILM).

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

- Gungahlin College's inaugural core values of connect, learn, achieve are highly visible throughout the College and embedded language in key school documentation. They are referenced on the College website through video vignettes of leaders describing these values within the context of high expectations for the achievement of the College priorities, for student learning and for the work of faculty teams.
- Work has recently been undertaken to gain stakeholder input into the formation of a new college vision statement.
- The College Student Wellbeing and Positive and Supportive Behaviour Management Policy identifies guiding principles for the development of a culture that promotes learning. These principles are underpinned by the Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment approach (PERMA) and the Positive Behaviours for Learning (PBL) framework.
- The Student Support Hub offers a range of services to support student wellbeing and academic development. A dedicated wellbeing website portal is available for families.
- Clarity for students, families, and teachers about agreed behaviour expectations including responses and consequences are clearly evidenced in the College student academic and staff handbooks. Reviewers observed calm and focused classrooms.
- The model of pastoral care and wellbeing is centred around a House structure using a Response to Intervention (RTI) approach and continuity of care. A diverse range of universal, selected, and targeted support strategies have been identified to respond to student need. House coordinators monitor attendance, social development, and academic progress, advocating and intervening for the learning and wellbeing of students. Some students reported that weekly house meetings would be more effective if conducted in a quieter area, with an increased teacher/student ratio and opportunities to engage in a greater range of enriching experiences. Students value being able to make times for one-on-one meetings with coordinators and the strong, supportive positive and caring relationships they have with staff.
- A strong professional collegial culture and belonging is evident across the College. Teachers describe their faculties as highly supportive, mutually respectful, and inclusive.
- The College pays close attention to encouraging parents to support their children's learning through forums, orientation experiences, connect days and presentations for senior secondary accredited and tertiary package attainment.
- Limited parent feedback was available to the review team. However, parents spoken to

would all appreciate receiving course and the College information as early in the year as possible and having a dedicated parent portal for easy access to their own child's assessment requirements and timelines. They all believe that the College is highly supportive of challenging learning and individual wellbeing support.

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

- The College uses the RTI model to make informed decisions about the allocation of resources to identify student learning and wellbeing needs. A documented referral process provides key information about how teachers can refer students for additional support.
- Cluster high schools provide a range of evidence to support a smooth transition. This evidence coupled with embedded monitoring processes and the use of some diagnostic tools also supports the College to respond to need. Leaders are also considering further screening processes to capture baseline data for all students enrolling.
- Significant resources have been allocated to support the College wide focus on inspiring teaching. This includes investing in its leadership structure, offering targeted professional learning and allocating time in all teacher programs to convene their Teaching and Learning Committees (TLC).
- The Transition Program for new students is resourced by the Careers and Student Services teams. The Transition Program is supported by a detailed timeline and action plan. This program enables the College to seek information from feeder schools and support newly enrolled students and families.
- There is a well-resourced Student Services team including a School Leader C, nine House Coordinators, school administration assistants, youth worker and a fulltime psychologist. Class teachers and students consistently recognised the effective support they receive from the House Coordinators when following up concerns about student engagement and wellbeing.
- The College has worked with deliberate intent to centralise staff in a dedicated space (the Hub) to maximise resources and services.
- 45 Inclusion Support Program (ISP) students with specific learning needs have an Individual Learning Plan (ILP) and these involve parental input. In addition to the role of Learning Support Assistants (LSA) supporting these students in classes, inclusion support case managers coordinate learning and wellbeing support for each of the ISP students. There are clearly documented procedures and processes for inclusion support.
- The College identifies students with English as an Additional Language/Dialect (EAL/D) needs as they enrol through their profile information. This information and language proficiency ratings informs discussions with teachers about the needs of each students. All identified students have an individual learning plan and the inclusion team monitor and support the implementation of these plans. A Defence support mentor also supports students from defence families.

- Specialised programs are also in place to provide individualised support for students who are not performing to the best of their ability and/or exhibiting signs of disengagement (B program). The C program offers an alternative program for students who have significant difficulties engaging with the full curriculum in senior secondary schooling.
- The Elite program offers students the opportunity to pursue their gifts and talents. Students in these programs who spoke with reviewers reported that their learning is challenging and engaging.
- The development of learning areas has undergone change in recent years due to the growth in student enrolment. In 2020 the College completed six infrastructure projects (\$1.2m) to improve and expand capacity. These initiatives were strongly supported by the local community.
- The Information and Communications Technology (ICT) infrastructure is well maintained and provides ubiquitous access for learning and administration purposes. ICT professional learning for staff is a priority as well as trialling and implementing innovative learning experiences. The College continues to promote flexible curriculum delivery models including online learning.

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

- School leaders have been working with strategic intent to build a professional learning community. This is evident through the development of a range of initiatives that have been carefully planned, underpinned by research, and documented in detail so that expectations and processes are clear. Approaches are being refined as leaders have reflected on progress to date, feedback from staff and consideration of next steps.
- A professional learning framework, presented diagrammatically, captures the intent of collaborative learning in a supportive environment underpinned by the principles of instructional leadership. This is complemented by a comprehensive Professional Learning Plan (PLP) with an associated budget that clearly articulates the full range of whole of college professional learning and tailored professional learning for individual and group need. It also captures the organisational structures that enable this learning. An ILM has also been developed and documented.
- There are visible links between the school's improvement agenda, the PLP and the ILM.
- Cross faculty TLC teams have been in operation since 2018 to encourage staff to work collaboratively, share practice, and learn from each other. Teams meet regularly and share conversations about effective pedagogical practice. Teachers have been encouraged to explore these practices, identify a strategy to focus on, observe each other and consider the feedback provided. More recently teachers have been encouraged to reflect on the impact of their teaching by considering feedback provided by students.
- Teachers reported a variety of experiences through their involvement in TLCs. A number of teachers could describe how they trialled some of the strategies discussed, were observed, and received constructive feedback that supported their growth. Others reported fewer opportunities to engage in the process as described in the ILM.
- A high priority has been placed on the provision of school based and external professional learning for the College's identified 'instructional leaders' team which has centred on instructional and adaptive leadership and Growth Coaching.
- Opportunities have been provided for teachers to take on a variety of leadership roles. For example, TLC leaders are classroom teachers.
- The College has established processes to support the induction of teachers who are new to the school or profession. New educators are assigned an experienced teacher mentor.
- Leaders hold annual professional discussions with teachers and individual performance and development plans are aligned to the Australian Professional Standards for Teachers

and the Strategic Plan 2016-2020.

- A number of staff described opportunities to network with colleagues in other colleges, through professional associations and contributing to course development for the BSSS.

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

- Gungahlin College has an extensive curriculum approved by the ACT Board of Senior Secondary Studies (ACT BSSS) which offers students a wide selection of tertiary, accredited and modified courses of study. A very wide range of extracurricular offerings is available, and students reported that the choices on offer at the College is one of its many strengths.
- The College is a member of the North Training Registered Training Organisation (RTO) and offers a suite of Vocational Education and Training courses at Certificate one, two and three levels. Students can also choose to undertake an Australian School Based Apprenticeship (ASBA).
- The College provides comprehensive information and regular guidance for students and their families to support them in making decisions about and revisions to their curriculum pathways. Examples of strategies in place include transition activities, course information sessions, enrolment interviews, information on the College website, access to staff in the Student Services Hub for guidance and support by classroom teachers and their leaders.
- An Academic Handbook and Unit Outlines provide clarity about the goals of courses, a content overview, the assessment tasks, and accompanying criteria.
- Teachers have a degree of autonomy about how they translate BSSS courses into Programs of Learning. Teachers shared with reviewers how they collaborate within their faculties to develop assessment tasks, moderate, and discuss course implementation.
- Reviewers noted significant variability within and across faculties in how teachers plan and document scope and sequences for learning, identify essential learnings and embed the general capabilities and cross-curriculum priorities.
- A number of staff described the value of being able to collaborate on course development and refinement within their faculties as well as opportunities to contribute to course development for the BSSS.
- Student subject materials, learning tasks and resources are made available online primarily in Google Classrooms.
- In line with BSSS requirements, there is a strong focus on designing quality assessment tasks that enable students to effectively demonstrate their knowledge and understanding.
- A Career and Transitions (CaTS) Plan documents these services and how they are embedded in the College's curriculum and organisational structure.
- 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. Leaders reflected their intent to continue to explore how this cross-curriculum priority can be further embedded.

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

- Leaders, through the development and implementation of strategies like the Assessment for Learning Action Plan, are encouraging teachers to tailor their teaching to student need.
- Student access to a diverse and comprehensive range of curriculum offerings and specialised programs enables students to tailor a learning package aligned to their interests and their needs. Multiple learning/training pathways are available to all students.
- Some courses routinely embed student voice and interest to design and personalise learning experiences. This was particularly evident in creative and practical based subjects.
- Teachers across the College expressed a keenness to find ways to include student voice and choice in their courses whilst still satisfying course requirements. Some faculties and individual teachers are also using a range of strategies to determine starting points for teaching in courses and using this evidence to refine their teaching programs. This balance continues to present a challenge for many teachers and has impact on how learning is differentiated for students within each course.
- Regular summative assessments of learning are undertaken to monitor learning achievements. A number of teachers are experimenting with a range of formative assessment strategies and reviewers observed this in practice in many faculties.
- Differentiation of assessment tasks was commonly referenced as a key strategy.
- Pockets of exceptional practice in differentiation were observed by the review team. There are variable interpretations of what constitutes differentiation across the College. The routine use of a range of evidence to inform differentiation practices is not yet evident.
- Students identified as gifted and/or talented have an ALP that identifies areas for development of higher order thinking and opportunities for challenging activities.
- The College offers a range of 'Elite Programs' to support highly capable students. Students can also access university extension programs.
- The Inclusion Support Staff Handbook includes information about differentiation and accompanied by examples of classroom strategies.
- Reports and feedback on learning are directed to the students.

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

- Leaders demonstrate a very clear understanding that improving teaching practice is the key to improved learning outcomes. The significant investment in establishing a strong learning culture for staff driven through a range of carefully crafted strategies (as described in the Domain 5 findings) is evidence of this understanding.
- There is also strong evidence of leaders keeping abreast of research into effective teaching practices, working together and actively promoting a range of teaching strategies.
- Throughout the life of the College's Strategic Plan 2016-2020, teachers have been encouraged to explore and experiment with strategies articulated in the College's Assessment for Learning and 'Teacher Toolkit'. Teachers come together in their TLC groups to share their experiences. A number of teachers expressed value in being able to observe practice and learn from their approaches.
- Promoting a culture of feedback has been the College focus evidenced through the intent of the ILM. This describes a cycle for learning where teachers are encouraged to reflect on feedback from both colleagues and students, set goals and implement these. Some students reported that they could not always see any change or action as a result of their feedback.
- Expectations have been established in relation to the timely provision of feedback to students in ways that makes clear the actions they need to take to make further learning progress. Students reflected in their conversations with reviewers that there is considerable variability across courses in the level of detail, timeliness, and clarity of feedback that they receive.
- Some students expressed a desire for rubrics to be explicitly unpacked before commencing an assessment task as the language, at times, is not clear. They also expressed a desire for the increased use of exemplars to support their work.
- Unit outlines and documented course requirements provide clarity for students about what they are expected to learn and be able to do. Reviewers cited learning intentions and success criteria in some teacher planning documentation and Google Classrooms.
- Staff are exploring the 8 Ways Pedagogy¹ to enrich cultural understanding of working and learning together.

¹ Every place, every People, has its own unique pedagogies. These 8 simple ones are merely a starting point for dialogue. Each school engages in a different way and produces its own unique frameworks for Aboriginal education through dialogue with the community about local ways of doing things. (<https://www.8ways.online/>)

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 Strategic Plan 2016-2020 identifies the importance of establishing a vibrant community. This is reflected in a suite of partnerships which are enhancing learning opportunities for students and supporting wellbeing in a wide range of curriculum and co-curricular settings.
- Leaders have worked with strategic intent to develop a systematic and targeted approach to connecting young people with a wide range of organisations and guest speakers to support student learning and wellbeing. There is evidence of the College using feedback and data to evaluate the effectiveness of approaches and then refining these partnerships. This work has resulted in the enactment of the community transition program. It is enabling a coordinated approach through the careful curation of the plethora of possible connections to ensure more authentic opportunities for students to connect meaningfully.
- The College is also working strategically to source and coordinate a wide range of services and programs to support their students. Examples include: a strong connection with Rotary who are particularly active in supporting and providing funding for the Brekky Club; the engagement of Menslink and MIECT to support mental health, and participation in the Smith Family financial literacy program.
- Gungahlin College is located in the centre of the township. It is surrounded on nearly all boundaries by businesses. It also shares facilities with the public library and Canberra Institute of Technology (CIT). Memorandums of Understanding frame these partnerships.
- Leaders place a high priority on encouraging and maintaining mutually beneficial connections with these surrounding businesses, industry, and municipal resources to maximise opportunities for student connections to employment and further training.
- There is evidence of the brokering of new partnerships with strategic intent. Working closely with the Belconnen Community Centre, the College has secured additional resources and opportunities to support young people who will benefit from extensive external support as well as what is afforded to them in the school.
- The College works very closely with its local cluster schools to support transition, connecting with a wide range of people and programs to facilitate a smooth start to the College life. There are also opportunities to share teacher and student expertise. A strong example arises from the Performing and Visual Arts faculty which coordinates several

marquee events through the year.

- Graduating students are encouraged to return to the College and volunteer their expertise/time to work in classrooms.
- North Training is the joint venture Registered Training Organisation (RTO) operated by Dickson College and Gungahlin College for the provision of Vocational Education and Training (VET) in the North/Gungahlin schools' network.
- Supporting the senior secondary curriculum, the College connects with a very broad range of workplaces, other education institutions and government organisations. Staff regularly engage academics from local universities, other guest speakers and representatives from government bodies to support learning in the classroom. Examples of links that support academic learning include the John Monash School, EduSTEM, CSIRO and connections to Performing and Visual Arts organisations.
- A range of digital platforms including social media applications are utilised to communicate with students and their families.
- The College is partnering with Yurbay to support the strengthening of the embedding of Aboriginal and Torres Strait Islander histories and cultures. Staff and students have the opportunity to learn on Country.
- Gungahlin College has a link with Canberra Metro which has provided opportunities for students to engage in authentic learning experiences.
- The College also takes advantage of opportunities to encourage student to pursue certain pathways, for example the hospitality 'Hot Start' Initiatives.

Commendations

- Gungahlin College has created a welcoming, harmonious, vibrant, and inclusive environment to support learning and wellbeing where students are well-known and valued. There is a demonstrated understanding by all staff that the key to successful learning is through positive and caring relationships. A very high priority has been placed on providing multiple opportunities for students to connect to their college community and beyond.
- The College also places a very high priority on supporting the wellbeing of their students. There are comprehensive processes and strategies for this. The centralised student services hub reaches out to students and external providers in a coordinated way to maximise impact. It offers a wrap-around service.
- The principal and executive team are united and committed to improving learning and wellbeing outcomes. They have paid close attention to articulating improvement priorities and sharing improvement plans to build cohesion. The ways in which they have kept the three priority areas alive during a time of significant change is to be commended.
- School leaders are also commended for their commitment to the development of a professional learning community characterised by a culture of collaboration and teamwork, ongoing professional learning and opportunities for classroom-based learning, mentoring and coaching.
- The College provides an extensive range of curriculum offerings which enable students to access and engage in learning that meets their interest and needs. This includes a range of specialist programs that support students to pursue their talents and be challenged at their point of need. Whole school data is utilised by the leadership team to inform human resource allocations, planning for professional learning, intervention and support strategies for student learning and training.
- Significant resources have been committed to the development and implementation of the House system to support student success. This structure, and the critical work of the House Coordinators ensures students, and their families have advocacy to support wellbeing and learning.
- The commitment to strengthening the College as a vibrant community is reflected through the involvement of students across the range of partnerships and community-based programs. In particular, the school wide approach as reflected in the community transition program reflects the College's commitment to this goal and continuous refinement.
- The work undertaken by the College to make strong connections with their feeder schools, sourcing a range of information that supports pathways choices and the ongoing monitoring of student learning and wellbeing across transition points is evidence of the commitment of staff to supporting every young person in their care.

Affirmations

- The development of a Professional Learning Plan and associated budget aligned to

school, and system priorities has provided a framework that is guiding the ways in which the College approaches the building of an expert teaching team.

- Teacher openness to experimenting with different teaching strategies, working collaboratively with colleagues, and reflecting on their practice is affirmed.
- Teachers are also affirmed for their efforts in exploring and implementing a range of strategies to support a culture of reflective practice through assessment for learning.
- The College offers teachers a range of valued leadership opportunities and supports them through professional learning and mentoring to build their leadership skills.
- Through the work of the dedicated data team and the clarity of expected practice, as described in the College data and evaluation plan, the College is building a data culture.
- The review team affirms teachers' commitment to designing differentiated summative assessment tasks.
- The College's learning environment supports the wide range of curriculum offerings. The maintenance and enhancement of flexible learning spaces is acknowledged by all stakeholders.
- Transition connections with local schools continue to benefit college programs and enrolment.

Recommendations

- In the development of the next improvement plan for Gungahlin College, set explicit targets for student achievement that can be measured, actioned by teachers, and rigorously monitored at regular intervals. These targets should be well communicated to the wider college community.
- Continue to build a data culture where the importance of using multiple sources of evidence to measure impact is an ongoing priority. Initiatives and programs should be systematically evaluated for their effectiveness in achieving desired outcomes. Data should also be used to build a culture of self-evaluation with multiple opportunities for staff to reflect individually, within and across teams. Continue to build the data literacy of all staff.
- Continue to develop a whole of college plan for curriculum planning and delivery characterised by:
 - > agreed and shared expectations for how programs of learning will be developed, documented, and enacted from the authorised curriculum
 - > the use of data to determine starting points for teaching
 - > the regular use of ongoing monitoring strategies to support the design of learning experiences that are tailored to students' interests, levels of readiness and need
 - > opportunities for deep learning by emphasising underlying principles, concepts, and big ideas
 - > a strong focus on the development of cross-curricular skills and attributes.

- Continue to build a vibrant professional learning community which:
 - > provides opportunities for staff to work collaboratively in planning and delivering the curriculum
 - > supports teachers in a culture of mutual trust to critically reflect on their teaching and its impact on student achievement
 - > actively encourages networking within and across schools
 - > provides multiple opportunities for mentoring and coaching.
- Continue to develop, refine, and evaluate partnerships to determine their capacity to contribute to improved student achievement and/or wellbeing.