



ACT
Government

Gungahlin College

Report of Review

Student-Centred Improvement Framework

ACT Education Directorate

Student-Centred Improvement Review Details

Review date

2 June 2026

Principal

Priscilla Wray

Acting Principal: Maha Yasin

Current improvement priorities

Improve academic performance for all students.

Increase students personal and social skills to be confident and productive citizens.

Report date

4 June 2026

Review team

Lead reviewer: Craig Edwards, Executive Education Leader, Student-Centred Improvement and Leadership

Executive Education Leader: Stephen Gwilliam

Co-reviewer: Rebecca Turner, Principal, Ngunnawal Primary School

Co-reviewer: Kim McCormack, Principal in Residence, Student-Centred Improvement and Leadership

Co-reviewer: Kris Willis, Executive Education Leader

People spoken to

Staff: 66

Students: 240

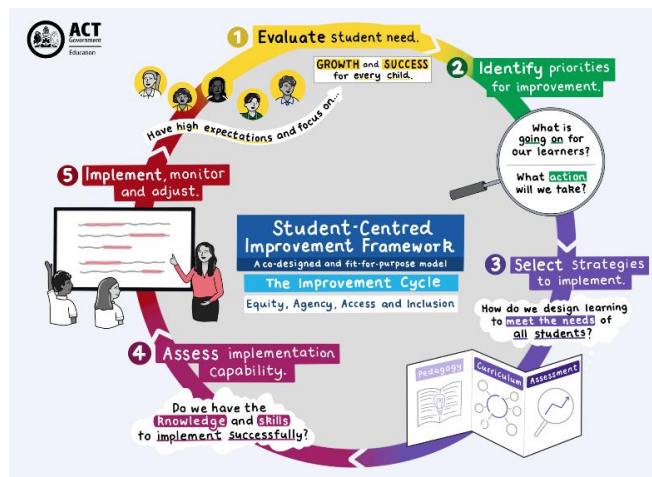
Community consultation in conjunction with evidence from Annual Climate Survey.

Pre-review visit

On 13 May 2026, the review team conducted a pre-review visit at Gungahlin College. The length, format, and lines of inquiry of the external review were based upon evidence collected through school self-evaluation, learning walkthroughs across the school, and discussions with students, staff, and the leadership team. The following Dimensions and Elements were selected as focus areas by the school following self-evaluation:

Dimension	Element
Leading	Effective teaching and learning
Learning	Assessment
Wellbeing	Systems of support

Overview of the Student-Centred Improvement Framework



The new fit-for-purpose Student-Centred Improvement Framework (SCIF) places students at the centre of school improvement cycles, answering what works for whom, under what circumstances and why, through self-evaluative internal review led by effective and targeted use of data and spirals of inquiry, cross-system collaboration, strategic alignment, and external review. School self-evaluation and external review are complementary processes, both focused on improvement. The school self-evaluation process gives schools a means of identifying and addressing priorities, and of ensuring a whole-school focus on improving specific aspects of teaching and learning.

Schools undergo a standard external school review every three to five years, with most undertaking one every four years. The reviews are supplemented by annual student-centred improvement visits and a pre-review visit.

The external review team consists of:

- a principal within the Student-Centred Improvement and Leadership (SCI&L) team
- an ACT public school principal external to the school under review
- Executive Education Leader for the network of the school under review
- an additional external principal may be engaged for schools with over 700 students.

Through the lens of the Student-Centred Improvement Evaluation Tools, co-designed by ACT public education principals, the review team consider multiple sources of evidence provided by the school alongside the evidence gathered through conversations with staff, students, parents, and community members.

The Evaluation Tools are foundational to the improvement cycle, building the processes and practices for sustained positive impact. They are framed by three dimensions 'Learning', 'Leading' and 'Wellbeing' across which schools need to demonstrate improvement. All three are interlinked, with evidence sources and improvement actions likely to impact multiple dimensions over the course of an improvement cycle. Schools will identify elements within these dimensions to target their improvement actions.

Following the self-evaluation and external review, the school receives an internal planning report, outlining key findings against the Student-Centred Improvement Evaluation Tools, and *Recommended next steps* to support the development of their next School Strategic Plan.

Student-Centred Improvement and Leadership Team

Dimension: Leading

Leading for school improvement empowers inquiry, effective practices and collaboration via a strategic vision that centres the school's values and aspirations as well as perspectives of students, families, teachers, and the wider community. Leaders promote a vision for teaching and learning that is inclusive and values student participation and voice. School improvement is fostered in environments ready for change, in cultures of high expectation and mutual trust, and where staff and students are resourced appropriately to perform at their best.

Element: Effective teaching and learning

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How is the vision for teaching and learning enacted to ensure growth for all students?

Findings

- Staff can articulate the vision and talk about how they apply it in their daily practice. Students spoke about supportive teachers who want them to do their best which was evident in student results in the Annual Climate Survey.
- Teachers described how they have drawn on professional learning from the beginning of the year to inform their assessment practices, intentionally applying strategies and concepts from Dr Kathryn Richardson to guide the redesign of faculty assessments.
- Leaders and teachers gave detailed examples of building capability in adapting assessment practices through Teacher Learning Communities (TLCs). They also described one-to-one coaching sessions, demonstrating consistency across faculties and an intentional implementation of the college's instructional leadership model.
- Some teachers could see the opportunity to utilise the TLC model to collaborate more within their faculties to share problems of practice and discuss possible solutions.
- Leaders and teachers frequently referenced coaching plans in relation to a process that builds teacher practice. The college provided detailed examples of these plans which are aligned to the school priorities.
- The college provided evidence of a systematic approach to support tertiary students in the ACT Scaling Test (AST). Ongoing monitoring of the impact of this was spoken about by leaders and is supported by an improvement in 2025 results.

Dimension: Learning

Learning is deeper than the simple acquisition of new understandings, information, knowledge and skills. Learning is fostered in environments of high motivation, engagement and authenticity, enculturating high expectations and reflection, embracing diversity to meet student need. Curriculum and assessment must adhere to obligated standards yet be flexible and targeted enough to uphold the moral imperative of optimising outcomes for all.

Element: Assessment

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How do current assessment processes at Gungahlin College support teachers to adjust their practice to meet the needs of all students?

Findings

- Many teachers and leaders highlighted the intentional work undertaken to refine and redesign assessment tasks, ensuring they more accurately assess the knowledge and skills explicitly taught, rather than serving as an additional learning experience for students.
- Some teachers and leaders acknowledged ongoing opportunities to further strengthen assessment practices through the continued adaptation and modification of tasks, with consideration given to ensure students with low literacy and EAL/D backgrounds are supported to access learning equitably and demonstrate their understanding effectively.
- The review team heard about a wide range of formative assessment practices that are being utilised to monitor student understanding and the impact of their teaching.
- Teachers consistently utilise rubrics alongside assessment tasks and students confirmed that these are provided as part of the feedback process.
- Students spoke about the difficulty of a packed schedule with the move to more in class assessments, stating that they appreciated the instances when feedback was shared within a useful timeframe.
- The leadership team spoke about utilising moderation day data to reflect on how assessment practices are improving over time.

Dimension: Wellbeing

Wellbeing for learning encompasses a student's physical, mental, emotional and social health at school. Wellbeing is fostered within effective learning cultures where students encounter powerful relevant learning, in safe and accessible environments that cultivate belonging, and where there are positive connections between the purpose of students, their educators, their school and the school community.

Element: Systems of support

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How do processes and programs at Gungahlin College work together to promote positive wellbeing for all students?

Findings

- Discussions with staff indicated a strong, shared commitment to supporting all students at Gungahlin College, with all staff demonstrating a clear desire to consult on and enhance systems that effectively support student engagement and wellbeing. The Annual Climate Survey staff results in the *Shared Values and Approach* domain supports a desire to strengthen opportunities for staff agency.
- Teachers were able to clearly articulate the purpose of Thrive, and students demonstrated an understanding of its intent. Both staff and students expressed a strong desire to further contribute their perspectives, with opportunities to collaboratively review and refine the approach to ensure it remains responsive, adaptive, and aligned with their needs.
- Students and staff expressed that it was difficult to build meaningful connections within the time constraints of the Thrive program. Students and staff could see the potential to have additional opportunities for community building.
- Students identified that they each had a trusted staff member they felt comfortable approaching for support, which is reflected in student results from the Annual Climate Survey in the *Staff-Student Relations* domain. While these were not typically their House Coordinators or Thrive teachers, students who had required additional support were aware of these roles.
- Teachers articulated that access to student wellbeing data was up to the individual staff member to seek pertinent information relating to their students.
- Teachers and leaders could see an opportunity to continue to refine processes in the creation and monitoring of Individual Learning Plans (ILPs) to support student engagement and wellbeing.

- The review team noted that the college is committed to offering a wide variety of Vocational Education and Training (VET) courses in order to meet the needs of students. This commitment is reflected in the system wide data on the attainment of VET certificates and qualifications.

Recommended next steps

- Amplify student and staff voice through a culture which promotes high levels of trust, shared accountability and collaborative decision making.
- Strengthen the use of academic and wellbeing data to inform decision making and monitor the impact of teaching and learning on student outcomes.
- Codesign a comprehensive wellbeing approach that is informed by collaboration with all stakeholders. This should include clearly defined roles and responsibilities, transparent processes, and the strategic allocation of human resources to effectively support wellbeing initiatives.