

## Impact Report 2022

### The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

### Alignment with the *Future of Education and Set up for Success* Strategies

#### Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 1

- Improve student engagement in learning by:
  - Developing a shared understanding of student-centred approaches to learning

#### Foundation: Working together for children, Systems supporting learning

In 2022 our school supported this foundation through – Priority 2

- Improve student wellbeing by:
  - Seeking student feedback on learning and wellbeing
  - Reviewing current Student Services and support structures

### Reporting against our priorities

#### Priority 1: Improve student engagement in learning

##### Targets or measures

By the end of 2025 we will achieve:

- A decrease in the proportion of students receiving D and E grades.
- Student School Satisfaction Survey question: 'Students at this school are equipped with capabilities to learn and achieve successfully' increases from 73% to 80%.
- Student School Satisfaction Survey question: 'My teachers motivate me to learn' increases from 66.2% to >75%.
- Student School Climate Survey data: 'Behavioural Engagement' increases from 76% to >80%.
- Student College Unit Evaluation Survey question: 'I value the learning I take from [my classes]' increases by 5%

In 2022 we implemented this priority through the following strategies.

- Developing a shared understanding of student-centred approaches to learning.
- Established a data team to support improvement.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

*In 2022, 41% of students participated in the Satisfaction and Climate Survey.*

#### *Student learning data*

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
NEW MEASURE: A decrease in the proportion of students receiving D and E grades. (Data source: ACS)	Set 22/23	N/A	Yr11 23%	Yr11	Yr11	Yr11
				Yr 12	Yr 12	Yr 12

#### *Perception data*

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Student School Satisfaction Survey question: 'Students at this school are equipped with capabilities to learn and live successfully'	73%	N/A*	59.1%			
Student School Satisfaction Survey question: 'My teachers motivate me to learn'	66.5%	66%*	53%			
Student School Climate Survey data: 'Behavioural Engagement'	76%	76.3%	78.1%			
College Unit Evaluation Survey question: 'I value the learning I take from [my classes]'	80%	80%	93%			

+ This question was not included in the 2021 satisfaction survey

\* Note this question was altered in the 2021 satisfaction survey to read: "Teachers encourage students to try out new things."

### **Behavioural Engagement**

Behavioural Engagement describes how intensely a student tries their best, both in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and effort. It includes their perceptions that they are able to be a good student.

#### *What this evidence tells us*

The above satisfaction data set demonstrates that student perceptions are trending down. This trend is replicated across the same school type in the ACT. The student climate perception results have grown since 2020, indicating students are engaged in learning and motivated to succeed. This is also reflected in student perceptions regarding the learning experiences they are provided in their units.

The 2020 – 2022 period has been impacted by the COVID-19 pandemic: increasing the complexity of determining appropriate measures and targets for school improvement. Associated with this, the Annual School Satisfaction (and Climate/Wellbeing) survey has had variations in selected questions.

At the end of 2022, the school board has approved variations to selected targets and measures in the School Improvement Plan 2021 – 2025. A new measure developed in 2022 to determine student

engagement in learning at the college is to identify the number of students achieving at the expected standard for their year group. The base line and target for this measure has been determined at the end of this year.

### Our achievements for this priority

#### **Identified pedagogical approach for student-centred teaching and learning**

- As an IB World School, Narrabundah College has committed to using the core pedagogical framework of the Learner Profile and Approaches to Teaching and Learning in all units. Staff have begun exploring the frameworks in 2022.

#### **Established a data team to support improvement**

- Staff from a range of teaching groups have been identified to join a data team to develop a data plan to identify effective data sets for school improvement.

#### **Finalised Improvement Plan for 2021 - 2025**

- In May 2022 a new Principal started at the college. She worked with staff, students, and the School Board to identify appropriate measures and targets to identify targeted actions for school improvement.

#### **Ongoing teacher inquiry into student engagement**

- Staff professional learning community (PLC) teams have maintained a focus on action research into student engagement and wellbeing, based on educational research and class-based data to inform practice.
- The student college unit evaluation tool was re-instigated in 2022 at a college level to ensure student voice relating to engagement and agency in learning has been captured.

### Challenges we will address in our next Action Plan

#### **Implement IB pedagogy within all course areas**

- Train staff in the use of the IB Learner Profile and approaches to teaching and learning at the beginning of 2023.
- Students will also be provided with learning through N group in approaches to learning.

#### **Develop supports for students requiring targeted support in learning**

- Define common expectations of teaching and learning that are grounded in evidence-based research.
- Develop staff understanding of incorporating Individual Learning Plan (ILP) strategies into classroom practice.

#### **Build staff capacity to use various data sources to inform their practice and decision making around teaching and learning.**

- Further differentiation within courses by teachers by providing access to sufficient data to determine starting points for teaching.
- Professional learning in effective action research and role of professional learning communities (PLCs). Data team staff will operate as coaches for the PLC teams.

## Priority 2: Improve student wellbeing

### Targets or measures

By the end of 2025 we will achieve:

- An increase in attendance in N groups by 5%.
- An increased overall attendance in classes by 5%.
- Student School Satisfaction Survey question: 'Overall I am satisfied I am getting a good education at this school' increases from 83% to 87%.
- Student School Satisfaction Survey question: 'I can talk to my teachers about my concerns' increases by 5%.
- Student Climate Survey data: 'School Identification' increases from 64.5% to >70%
- Student Wellbeing Survey data: 'Resilience' increases by 0.4 average points.

In 2022 we implemented this priority through the following strategies.

- Seek student feedback on learning and wellbeing.
- Review current Student Services and support structures.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

*In 2022, 41% of students participated in the Satisfaction and Climate Survey.*

### Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
NEW MEASURE: N Group attendance + (Data source: Sentral)	Set 2022	N/A	Yr 11 71%	Yr 11	Yr 11	Yr 11
			Yr 12 65%	Yr 12	Yr 12	Yr 12
NEW MEASURE: Increase overall student attendance in classes (Data source: Sentral)	Set 2022	N/A	Yr 11 80%	Yr 11	Yr 11	Yr 11
			Yr 12 75%	Yr 12	Yr 12	Yr 12

### Perception data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Student School Satisfaction Survey question: 'Overall I am satisfied I am getting a good education at this school.'	83%	70%	72.5%			
Student School Satisfaction Survey question: 'I can talk to my teachers about my concerns.'	58%	41%	43%			
Student Climate Survey data: 'School Identification'	66%	48.8%	44.8%			
NEW MEASURE: Student Wellbeing Survey data: 'Resilience'	3.1	3.1	3.0			

+ Note this represents a sample of students – not all N groups have been represented in this data.

\* Note this question was altered in the 2021 satisfaction survey to read: "I feel I can talk to teachers about problems at school."

## **School Identification**

Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured by school identification are: whether a student is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; as well as whether they care about the school.

## **Resilience**

Resilience is generally thought of as a positive adaptation after a stressful or adverse situation. A score of 3.5 or above is considered 'high'.

## **What this evidence tells us**

While student perception that they are “getting a good education at this school” has dropped from the base line, this trend has happened at other colleges in the system and Narrabundah is slightly above the levels at other colleges. The Student College Unit Evaluation survey data confirms that at the subject level, 93% of students ‘value the learning’ they receive in classes.

The Student Satisfaction Survey response to talking to teachers “about [their] concerns” is low. The student Board members undertook further research into this aspect and have provided the college with key recommendations to be implement in 2023. The college notes that this perception data is similar to the high schools that have the greatest number of students coming to Narrabundah College

## **Our achievements for this priority**

### **Consultation of students**

- The Student School Board representatives conducted a student developed survey exploring student connection and engagement to provide further clarity on school identification.
  - 105 students responded to this survey.
  - 55.2% were satisfied with the culture at Narrabundah College, however, 64.8% of students felt there should be a change in culture
  - Key recommendations were about non-academic opportunities for student engagement and connection
- The Student Governance Group (SGG) also engaged in a consultation session with N group students and this advice has been tabled for the school leadership to action.
- The SGG restructured the group in Session 2, as a result the group has more opportunities for direct action and consultation with staff.

### **Review of the college’s pastoral care program ‘N Group’**

- Student survey data indicates that students value the N group time.
- The review identified a need to provide practical supports for approaches to learning, wellbeing initiatives and key communication mechanisms.
- The SLC of Student Services and the SLC of the International Baccalaureate have developed a clear program of learning for N Group in 2023 that meets the identified requests from students.

### **Ran successful whole college engagement events**

- In consultation with the College P&C, the school ran a 'Bundah Bulbs' event that was well attended by students. This also allowed for community engagement with the Marymead Plant Sale team selling plants at the event.
- The college was also able to run our traditional UN Day in October. This event was highly successful and allowed students from all of the college programs to come together to raise funds for the Indigenous Literacy Foundation. Students from the Narrabundah Early Childhood School presented an Acknowledgement of Country to begin the event.

### **Established a Reconciliation Action Plan working group**

- The working group developed at RAP using the Reconciliation Australia framework.

### **Challenges we will address in our next Action Plan**

#### **Restructure the college's pastoral care program**

- In 2023, the college is trialling engaging an extra student advisor.
- The SLC of Student Services will oversee the college wellbeing, support program and transitions processes for students.
- The SLC of Student Services will investigate and trial different options for the delivery of N group throughout 2023.
- Initiatives such as developing student learner profiles for all incoming students to the college and refreshing the Being at Bundah day will begin the year by allowing staff and students to engage with each other.

#### **Continue to consult with students regarding wellbeing initiatives**

- In 2023, the SGG will continue to operate using their new framework to provide multiple groups to engage in college wide initiatives.
- The SGG will also remain a consultative group between students and staff at the college.

#### **Enact the college RAP**

- In 2023, the RAP Working group will undertake the actions outlined in the college RAP.
- The college will utilise funding from the Education Directorate to build sustainable actions outlined in the RAP, this includes building strong connections with other schools in our cluster.