



ACT
Government

Narrabundah College

Report of Review

Student-Centred Improvement Framework

ACT Education Directorate

Student-Centred Improvement Review Details

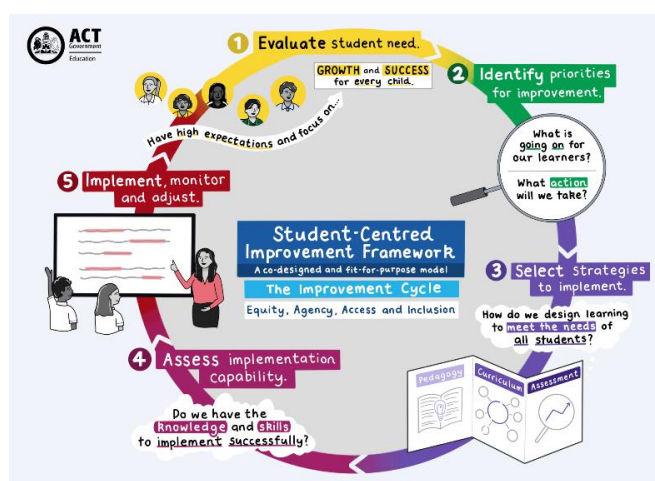
<i>Review date</i>	7 August 2025
<i>Principal</i>	Megan Altenburg
<i>Current improvement priorities</i>	Improve student engagement in learning Improve student wellbeing
<i>Report date</i>	12 August 2025
<i>Review team</i>	Lead reviewer: Craig Edwards, Executive Leader, Student-Centred Improvement and Leadership Executive Education Leader: Samara Chisholm Co-reviewers: Diana Whymark, Principal, Melrose High School and Lyndall Henman, Principal, Hawker College
<i>People spoken to</i>	Staff: 45 Students: 8 groups of students approximately 6- 8 in each group Community consultation in conjunction with evidence from Annual Satisfaction and Climate Survey.

Pre-review visit

On 4 June 2025, the review team conducted a pre-review visit at Narrabundah 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
Leading	Collaborative culture
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. What are the agreed approaches to teaching and learning across the college?

Findings

- Students, parents, and teachers reported high academic expectations of the school and the expertise of school staff which was further evidenced by high levels of student engagement and school attendance data.
- Leaders, teachers, and students spoke about the consistent approaches to planning, assessment, moderation, and scaling occurring within faculties.
- The review team was provided with evidence of consistent course documentation such as programs of learning, and unit planners.
- The review team observed teachers and leaders implementing the International Baccalaureate (IB), French Baccalaureate (FB) and Board of Senior Secondary Studies (BSSS) certification frameworks.
- Some teachers spoke about how data, collected as part of their professional learning communities was used to inform teaching and assessment.
- Students described variability of feedback practices across the college and expressed a desire for timely, useful feedback to support their learning.
- The review team observed an inconsistent understanding and application of the vision for teaching and learning across the college.

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: Collaborative culture

Lines of Inquiry

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

1. How do college staff work collaboratively in response to student need to improve student outcomes?
2. How is inclusion, student agency, and a sense of community fostered at the college?

Findings

- The review team saw evidence of approaches to collaboration through professional learning communities.
- The review team heard from teachers and leaders about strong approaches to collaboration within faculties to provide a consistent learning experience for students within individual courses.
- Students appreciated the ability to choose their courses as an opportunity to exercise agency in their learning.
- Students articulated that opportunities to have agency in their learning are course dependant.
- Students spoke about the Student Governance Group (SGG) as an avenue to discuss key issues with the principal.
- The review team was provided evidence of a universal process, supported by Student Services and Student Support to ensure appropriate adjustments to assessment are made across the college. This was supported via conversations with teachers and students.
- Parents identified communication for parents about college opportunities (learning, career, wellbeing, and events) is an area that could be improved.

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. What wellbeing data is used to respond to student need and evaluate the effectiveness of supports?
2. How does the college engage with and respond to student voice in a culturally responsive manner to strengthen student wellbeing?

Findings

- Students spoke highly of their teachers, and their willingness to provide academic assistance to support their wellbeing.
- Teachers shared that while they had access to information regarding adjustments and special considerations for students, there was a strong desire to have greater access to wellbeing information to support them to respond to student need.
- Supports for individual students offered by Student Support and Student Services are highly valued by staff and students.
- Students could articulate the range of supports available at the college including Student Advisors and School Psychologists.
- Students and staff spoke about how N Group class topics provide information relevant to students. These include topics, in response to student survey feedback, such as healthy relationships, financial literacy, and culture awareness.
- Students spoke about their appreciation for UN day as an opportunity to celebrate the varied cultural backgrounds of the school community and expressed a desire for similar opportunities.
- There are a variety of extra-curricular clubs and activities, some are student led. Students expressed a desire to expand these offerings.
- The college Study Hub is valued by students and highly utilised after school where college alumni are available for tutoring.

- The library space is well utilised by students and resourced in response to student wellbeing and academic needs. Evidence provided showed that over 700 students are accessing resources through the Library's Google Classroom.

Recommended next steps

- Refresh the vision for teaching and learning at Narrabundah College, carefully considering the wellbeing needs of all students.
- Refine collaborative routines in professional learning communities, aligned with the strategic improvement agenda, responding to student need in a timely manner within faculties and across the college.
- Build upon existing systems of support for student wellbeing to ensure transparency and access to information so all staff can appropriately respond and support students.
- Strengthen and broaden opportunities for student voice in all aspects of school life to further support the sense of college community.