

Cavendish Road State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Cavendish Road State High School** from **13 to 18 June 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The executive principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Nigel Hughes	Peer reviewer
Blair Hanna	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Cavendish Road, Holland Park
Education region:	Metropolitan Region
Year opened:	1951
Year levels:	Year 7 to Year 12
Enrolment:	1812
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1085
Year principal appointed:	2018
Day 8 staffing teacher full-time equivalent (FTE):	109.12
Significant partner schools:	Holland Park State School, Seville Road State School
Significant community partnerships:	Brisbane ROAR, All Sports Physiotherapy, QLD Technical and Further Education (TAFE), University of Queensland (UQ) – School of Historical and Philosophical Inquiry, IMEX QLD Symphony Orchestra, Jazz Music Institute, OSMAC, Police-Citizens' Youth Club (PCYC) Youth Development Coordinator, The Boxing Shop
Significant school programs:	Program of Excellence: Football, Touch Football and Netball, Academic Explorers Program, Instrumental Music Excellence Academy (IMEX), Creative Arts Program – new 2020, Ideas Academy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

- Executive principal, two associate principals, four deputy principals, 12 Heads of Department (HOD), Business Manager (BM), Head of Special Education Services (HOSES), six deans of year, 69 teachers, three guidance officers, two teacher aides, two cleaners, six administration officers, Indigenous Liaison Officer (ILO), School-Based Youth Health Nurse (SBYHN), two tuckshop convenors, 33 students, 16 parents, Vocational Education and Training (VET) coordinator, chaplain, numeracy coach and literacy coach.

Community and business groups:

- Parents and Citizens' Association (P&C) president and eight community partners.

Partner schools and other educational providers:

- Two primary partner school principals, UQ School of Philosophical Inquiry representative and CEO of the Jazz Music Institute.

Government and departmental representatives:

- Federal Member for Griffith, State Member for Greenslopes and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
School differentiation plan	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview and balance sheet
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Headline Indicators (April 2019 release)
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school has a warm, positive and caring tone with a strong sense of community.

Staff, students and parents express great pride in the school. Students universally articulate that teaching and support staff members care about them and are supportive of their learning needs. The peer support class structure and pastoral care curriculum are well established programs that support the collegial fabric across the school. A whole-school culture of mutual trust and support is apparent. Senior students display a clear sense of personal accountability for playing their role in leading their peer support class. Parents and families are viewed as integral members of the school community and partners in student learning.

The school strategically uses its resources to meet the learning and wellbeing needs of students in a deliberate and targeted way.

There are school-wide policies, practices and programs established to assist in identifying and addressing student needs. School leaders endeavour to utilise the available human and physical resources to meet student needs and provide the professional resources that staff members require to support teaching and learning.

There is a strong and optimistic commitment by all staff to ongoing improvement at the school.

The school has a commitment to a broad range of improvement strategies within the identified improvement agenda. A systematic, whole-school approach to achieving common understanding and consistent practice regarding elements of the improvement agenda is yet to be implemented. Leaders articulate the need for collective efficacy, driven by united and collaborative leadership, to deliver ongoing improvement in line with future vision at the school.

The executive principal and other school leaders are united and committed to their core objective of improving learning outcomes for all students.

Teacher responses indicate that a clear narrative regarding the improvement agenda is yet to consistently emerge. Some teachers and leaders speak of a need for further clarity and monitoring of practices relating to the implementation of the improvement agenda, to develop consistent engagement and practice, and for targeting professional support.

School leaders identify a need for a coherent, sequenced plan for curriculum delivery to ensure consistent teaching and learning expectations across the school.

Curriculum planning processes and documentation reflects some variation in formatting and rigour, across and within faculties. Most faculties have developed a version of subject-specific unit plans and most are stored on the curriculum drive. Units of work are aligned with the Australian or Queensland senior syllabuses. The school is yet to establish a whole-



school curriculum assessment and reporting plan that aligns to the Department of Education (DoE) P-12 Curriculum, Assessment and Reporting Framework (P-12 CARF).

The school leadership team recognises that highly effective teaching is the key to improving student learning.

Most teachers indicate they are aware of, and understand elements within the pedagogical framework. They describe a perception that the framework development has stalled periodically over previous years, as key leaders or leadership roles changed. A plan to re-engage with the Art and Science of Teaching (ASoT) Design Questions 2, 3 and 4 has been proposed, and is scheduled to commence in Term 3. A long-term, strategic plan to implement and cyclically refresh the school's pedagogical framework is yet to be developed.

The executive principal and other school leaders articulate the belief that ongoing school-wide analysis and discussion of authentic student learning and engagement data is crucial to the school's improvement agenda.

Teachers speak of using data to understand their learners and to establish starting points for improvement. Leaders and teachers identify that it is an expectation that all teachers engage with data to understand their learners, and that a common, agreed process to ensure commitment, consistency and rigour is yet to be established.

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.

The school has developed strong partnerships with the feeder primary schools to support the student transition program. A coordinated partnership with these primary schools and the University of Queensland (UQ) has enabled the development of the philosophy curriculum to be implemented across these sites. This partnership allows shared professional learning to occur and strengthens the relationship between these learning organisations. It is apparent that the personal and direct contact with staff members at the school and the leaders in these organisations is having a positive impact on the success of these partnerships. Partners describe an authenticity to the relationships, in terms of the benefits for all stakeholders and through the longevity of these networks.

Teaching staff members have high levels of expertise in the fields in which they teach.

Teachers describe high levels of confidence in teaching in their fields, and are looking to further develop their skills. Teachers provide examples of innovative practice that promotes alignment with 21st Century learning skills. Students and parents speak of strong and caring relationships with teachers and a dynamic learning partnership with the school. They express appreciation for the dedication of staff and their willingness to 'go above and beyond'.



2.2 Key improvement strategies

Harness the capacity of the extended leadership team to collectively realise the school's shared vision and drive ongoing improvement.

Further refine and clarify the scope of the identified Explicit Improvement Agenda (EIA) to enhance school-wide understanding of, commitment to, and communication of identified priorities, targets and timelines.

Collaboratively develop a whole-school curriculum assessment and reporting plan that aligns to the DoE P-12 CARF, to include three levels of planning, provision of whole curriculum, year or band plans for each learning area, and unit plans.

Develop a systematic approach, and a clear role for instructional leaders, in capability development, coaching, modelling, observation and feedback, to drive effective curriculum and pedagogical practices aligned to the school's curriculum plan and pedagogical framework.

Further develop teacher and leader data literacy capabilities to inform strategy and ongoing teacher practice, and target the learning needs of the full range of students.