Cavendish Road State High School

School Review Report

School Improvement Unit

Queensland Government

Contents

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.

3. Snapshot of previous school review

This is the first review of the school undertaken by the School Improvement Unit (SIU).

The last review carried out at the school was conducted by the Australasian Schools Accreditation Agency (ASAA) in **Semester 2 2015**. The 2015 Semester 2 School Data Profile identified the school's Index of Community Socio-Educational Advantage (ICSEA) as 1060 with the school having a February enrolment of 1483.

The panel determined the following outcomes to be achieved over the next four years.

- Identify and market an aspirational 'brand' for the future that builds on the current quality foundations.

- Build on the work which the school has commenced through the implementation of ASoT as the pedagogical framework to enhance and challenge professional practice and sharing.

- Redesign the roles, responsibilities and deployment of the non-teaching workforce to provide quality paraprofessional support to all students.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

School leaders are committed to the development and implementation of a strategic whole-school approach to improving student learning outcomes, and have established a dynamic and positive learning culture. Leaders describe a strong and united commitment to aligned and challenging curriculum, collaboration and collective efficacy, and an unrelenting, data-informed focus on student learning growth as the foundation for future improvement.

The school's motto, '*Nin Sine Pulvere'* is derived from the works of the Roman poet Horace, and translates to "*Nothing without dust*". This motto forms the basis of a powerful narrative referencing Roman chariot racing, aligning dust with effort and proposing that nothing worth pursuing can be achieved without courage and hard work. The executive principal has revived the original intent of this motto and is using it to drive a strong message of aspiration, aligned to the school vision, '*To achieve and celebrate success through a commitment to individual excellence*'.

The school has five core values, referred to as the 5 Cs – *Courtesy, Consideration, Cooperation, Commitment* and *Challenge*. These values are referenced through school media, in assemblies, through induction programs, in the daily vernacular, and are used to shape understanding and identity around what it is to be a Cavendish Road State High School student. The school community has adopted the term 'Cav Roadians' to capture the essence of these values, and this term is constantly referenced to inform a sense of belonging and to nurture strong and emotive alignment to school identity. Students, staff and the community consistently identify with the proud sense of being a Cav Roadian.

The explicit improvement focus for 2019 is described as measurable learning growth for every student, teaching excellence, and student engagement – cooperation, courtesy and consideration. The improvement agenda is communicated to staff members in staff and faculty meetings, and through school documentation, to students on school assemblies, to parents at Parents and Citizens' Association (P&C) meetings and through a range of multimodal media strategies.

Under the *measurable learning growth* initiative, the school is planning to enhance the data literacy capability of teachers to promote data-informed teaching and targeted intervention practices. A new leadership position Head of Department – Teaching and Learning (HOD T&L) has been established to drive a rigorous, data-informed process of monitoring learning support, target resources and intervention where required.

The school has implemented a collaborative engagement team model under the *teaching excellence* strategy. Teachers and leaders have nominated into teams to conduct a collaborative inquiry, based on defined strategic focus areas – Curriculum, Teaching and Learning, Wellbeing, Culture, and Innovations and Partnerships. This agenda identifies a drive for enhanced professional capability and a commitment to collective efficacy, pedagogy, staff observation and feedback processes.
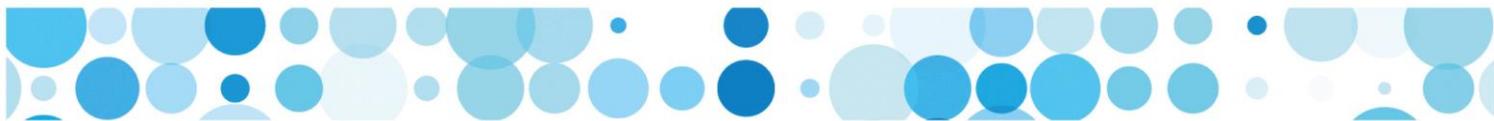
The third component of the improvement agenda identifies the goal to *improve student engagement* and broaden reference to the four pillars of tradition, innovation, excellence and community. There is a strong drive to promote positive culture, belonging and pride, and to enhance the focus on pathways and student performance.

When speaking with teachers and leaders regarding the school's EIA, most identify literacy – Eagle and Wolf'[1] as a focus. Other responses include writing, boys' literacy, engagement, moving between (achievement) levels, uniform, making sure people are moving, behaviour, 'Faces on Data', engaging boys, moving 'B' to 'A', inclusivity, getting better at being better, getting better at everything. 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.

Targets are established to facilitate monitoring of initiatives and celebrate success of elements within the school's improvement agenda. These targets are documented within the context of the improvement agenda, and are shared with the community via P&C forums and the school website. Some teachers could discuss A to C targets relating to reporting outcomes. Leaders identify other targets related to respective leadership portfolios. A broad sense of targets informing engagement and progress within the agenda is yet to be realised.

The school has a commitment to a broad range of improvement strategies within the identified improvement agenda. Teachers and leaders describe variation in the level of ownership and implementation within faculties and across the school. 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.

School leaders and staff communicate clear and high expectations regarding the levels of student engagement, attendance and outcomes. Teachers speak of a recent re-calibration of expectations for student presentation and uniform as a positive contributor to the maintenance of high standards. They particularly note that high levels of leader visibility through this period of concentrated effort are a positive contributor to perceptions of unity and support. Students identify with a strong sense of belonging in being a Cav Roadian. Some students indicate they are adjusting to the recent lift in expectations regarding dress code with a limited degree of enthusiasm. Most acknowledge that these expectations are very much in line with the school's identity and values. Students consistently express pride in their school and a strong aspiration toward future success.

Improvement strategies

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

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[1] Queensland Curriculum & Assessment Authority. (2015, June). Beyond NAPLAN -How to read challenging texts. South Brisbane, Queensland, Australia: QCAA.

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

Implement rigorous Quality Assurance (QA) procedures to ensure clear and consistent alignment with articulated expectations.
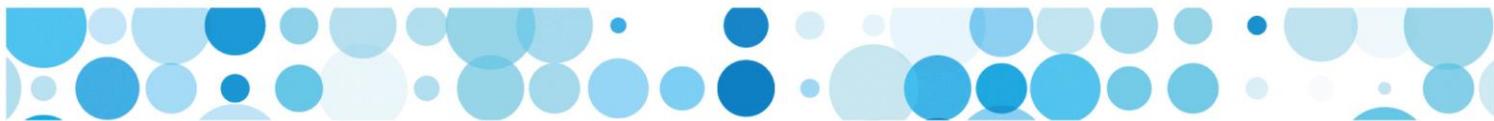
4.2 Analysis and discussion of data

Findings

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.

The school has developed and is implementing a plan for the systematic collection of a range of student outcomes data to inform teaching practice, planning and strategy. The detailed school data plan outlines a range of data sets to be collected. It describes the source tools to be used, the purpose for collecting data, the timing of collection, who is responsible for collection, who is responsible for the analysis, where the data is stored and how it is to be utilised to improve teaching and learning.

Teachers speak of using data to understand their learners and to establish starting points for improvement. They identify the use of OneSchool dashboard as the primary source of reference for performance data at the commencement of the year. Teachers describe referencing achievement and engagement data, in conjunction with National Assessment Program – Literacy and Numeracy (NAPLAN) data to identify learning progress and alignment with age-appropriate learning. Some discuss completing the class dashboard strategy at the start of the year and others describe the use of notations in mark books. 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.

A new HOD T&L position is recently established to focus on tracking and monitoring learning growth, to identify learning support requirements, align educational support services, and target intervention as required. Students targeted for intervention have identified needs resulting from English as an Additional Language or Dialect (EAL/D) backgrounds, interrupted learning, non-verified disabilities or disengagement. TrackEd is utilised to track student performance across Years 7 to 9. A one-page learning support student profile is generated for all identified students to assist teachers with identification and targeting of appropriate adjustments and differentiation requirements. The HOD T&L uses TrackEd data to target case management support resources including Support Teachers Literacy and Numeracy (STLaN), EAL/D team and literacy and numeracy coaches.

TrackEd is used to inform the Student At Risk (STAR) reports that are generated to inform fortnightly sector meetings with deans, HODs, deputy principals and the wellbeing team. Deans are assigned to each year level to specifically target student wellbeing. Part of this role includes a focus on attendance and engagement. Student services staff process attendance data, with deans monitoring to target intervention and support where required. The dean of year teams – junior secondary and senior secondary, meet with their respective sector HOD Friday Period 1 on a fortnightly basis, and collectively with the HOD-wellbeing on alternate weeks. Deans speak of using cohort-based data placemats to identify and track students requiring support or at risk of disengaging. Teachers are encouraged to send positive postcards home and to record positive recognition in OneSchool. A systematic
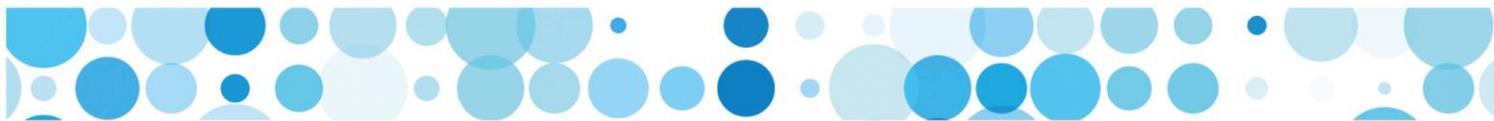
process to collect wellbeing data to inform the work of deans and the wellbeing team is yet to be established.

From Years 10 to 12, a tracking and monitoring process provides staff with a tool to assess ongoing alignment of student performance data against Queensland Certificate of Education (QCE) eligibility criteria. The deputy principal-senior schooling and HOD-senior schooling lead the senior secondary team to closely monitor student progress and plan intervention strategies where required, in order to optimise student engagement and performance toward attainment of the QCE. The analysis of senior school results and extensive tracking of performance has led to consistently positive QCE and Vocational Education and Training (VET) outcomes for students. The school has realised successive QCE or QCIA attainment of 100.0 per cent of the Year 12 cohort over the past five years. The percentage of students who achieved outside of the OP 1-15 range, but successfully completed a VET certificate II or higher, has increased from 78.5 in 2014 to 90.4 per cent in 2018.

The school has developed a school data and tracking spreadsheet to provide a more granular data cut based criteria set out in Instrument-Specific Marking Guides (ISMG). This will facilitate faculty and individual performance review against assessment criteria. The initiative is still being developed and is currently being advanced with the Year 11 cohort. The school has plans for eventual school-wide implementation to support reporting, planning and goal setting.

The senior secondary team have implemented a student mentoring program to initially target students at risk of not attaining their QCE. A comprehensive process to support engagement with data and scaffold the mentoring relationship is established. Reports from Overall Position (OP) Analyser and a tracking spreadsheet are used to inform this process.

Some teachers speak of the collection of pre-test data to inform planning at the commencement of new units or lessons.

Some HODs and teachers report that discussion of student achievement data occurs periodically in meetings with line managers. They indicate that time is dedicated to engaging in data analysis with line managers to track learning progression, and with teachers to build data literacy capability and encourage reflection on effective teaching strategies. Other teachers indicate that this process is variable and suggest that data literacy skills to engage optimally with the school's improvement agenda are yet to be fully developed.

Processes for the collection of student academic data are established for whole-school, subject area, and classroom levels. School leaders identify established processes for the monitoring of achievement data over time. There is acknowledgement of a continuing need to enhance processes for collection, analysis and discussion of wellbeing data.

The academic progress of students with disability is tracked and monitored by the classroom teachers with support from education support services case managers and the Head of Special Education Services (HOSES). The education support services case management teachers monitor students with an Individual Curriculum Plan (ICP) and students with disability as a key responsibility. Students on a personalised learning plan are tracked by the HOD T&L in collaboration with the learning support team and classroom teachers.
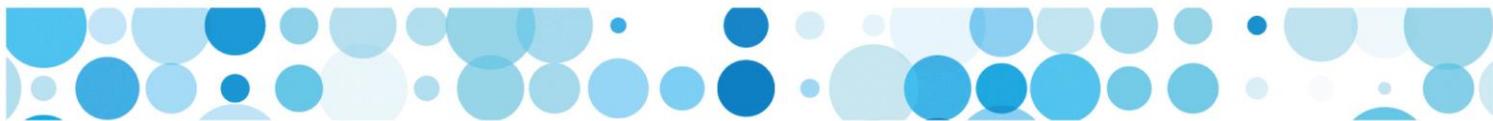
Improvement strategies

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.
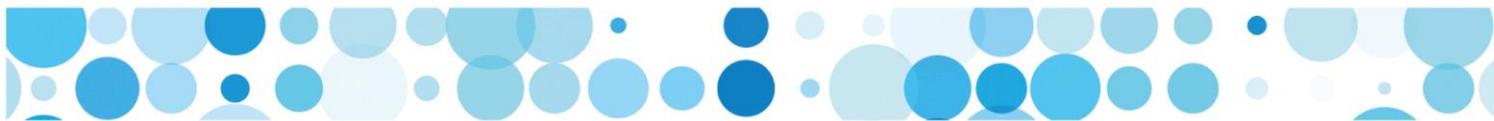
4.3 A culture that promotes learning

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. Classrooms present as orderly learning environments with minimal disruptions to teaching and learning observed over the course of the review. Students universally articulate that teaching and support staff members care about them and are supportive of their learning needs.

The school has identified the implementation of positive education practices to further enhance wellbeing culture within the school as a future improvement focus. This is acknowledged as a significant initiative by the leadership team and is supported by the introduction of the deans of year roles. Teachers speak highly of the impact the deans of year have in providing academic and non-academic support to address individual student needs. There are varying understandings amongst staff regarding the school's approach and the future plans regarding the implementation of wellbeing and positive education initiatives.

The peer support class structure and pastoral care curriculum are well established programs that support the collegial fabric across the school. Staff members and students speak positively of these programs and clearly articulate their purpose. 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. Members of the school's P&C communicate high confidence in the school and are actively involved in supporting the school's continuous improvement journey. Parents report high levels of satisfaction regarding the quality of their child's education, the safe, supportive and disciplined environment, and the focus on student wellbeing.

The school's five core values, referred to as the 5 Cs of *'commitment, challenge, courtesy, consideration and co-operation'* provide students, staff members and the community with the framework for high behavioural and learning expectations. Students and teachers clearly articulate the purpose of these values and how they contribute to being a Cav Roadian.

The school places a high priority on student wellbeing. The wellbeing referral team meets on a weekly basis to review referrals of students requiring additional welfare support and/or individual case management. Members of this team include the HOD–wellbeing, guidance officers, chaplain, HOSES, and Youth Support Coordinator (YSC). Individual support plans are developed and as required, students at high risk are referred to a range of external agencies to access further specialised assistance.

The HOD-wellbeing and deans of year meet fortnightly to plan the upcoming pastoral care curriculum and student engagement activities.

The school has a well-established focus on nurturing a culture of inquiry and creative exploration. In Years 7 and 8 students are able to access the *Academic Explorers Program* (AEP) as an extension extracurricular opportunity. This program is an identified pathway into

the school's *Academy of Ideas*, in partnership with UQ. In addition to this, the school-wide embedding of the principles of philosophy into the junior secondary humanities curriculum provides a foundation for the development of critical and creative thinking skills amongst the student population.

Short-term School Disciplinary Absences (SDAs) have shown an increase from a total of 99 in 2016. In 2017 there were 144 short-term SDAs and in 2018,123 short-term SDAs were recorded. A proactive response to addressing behaviour contributing to SDAs has been implemented across the school as part of the school's Behaviour, Education and Support Team (BEST) program. This program has realised an initial impact on reducing the rate of short-term SDAs to 37 year-to-date in 2019.

The 2018 School Opinion Survey (SOS) indicates that parents/caregivers, students and staff members alike view the school, school programs and learning culture positively.

This is supported with 288 parent/caregiver responses to the 2018 SOS with 97.2 per cent of parent/caregivers in agreement with the statements, 'I would recommend this school to others' and 'This is a good school'. Student agreement with the survey item, 'I would recommend my school to others' is 92.2 per cent. Students participating in the survey indicate 96.9 per cent agreement with the survey item 'My teachers expect me to do my best'.100.0 per cent of staff are in agreement with the statement 'This is a good school' and 99.2 per cent of staff agree that 'Students are encouraged to do their best at this school'. All of these agreement levels are equal to or above the Like Schools Group (LSG) and State Secondary Schools rates of agreement.

Review of and refinement of strategies to continue to improve attendance is viewed by the school leadership team as a priority to further enhance student academic and social outcomes across the school. Attendance processes are embedded with a number of staff members from across the school monitoring and tracking individual, year level and school attendance data. The school uses OneSchool and IDAttend database to record attendance with the school notifying parents of absences through SMS and letters home. The 2019 Semester 1 school data profile indicates a 2018 attendance rate of 93.7 per cent, similar to the 2017 attendance rate of 94.5 per cent. The percentage of students attending for less than 85 per cent of the school year is 9.1 per cent in 2018 and compares to a 2017 rate of 7.4 per cent.

One student with a verified disability is currently enrolled in a part-time program of study. This placement is reviewed on a term by term basis by the HOSES and education support services case manager.

Improvement strategies

Develop and implement a whole-school wellbeing framework that clearly captures and details the broad range of current and future school practices, and associated action plans.

4.4 Targeted use of school resources

Findings

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.

The budget process commences in Term 4 when the executive principal and Business Manager (BM) determine the anticipated revenue for the following year. Project coordinators submit funding requests for consideration. HODs are advised of their allocation for the following year after review and consideration of the competing resource demands. School leaders and program managers are provided with regular Budget Overview Reports (BOR). The budget is regularly monitored by the executive principal and BM to ensure the full range of planned initiatives is implemented in a timely manner. A process exists to facilitate periodic review of budget allocations to accommodate planning for emergent priorities.

At the time of the review the school's bank balance is $2 712 076.

The school's Investing for Success (I4S) agreement reflects funding of $593 448. The 2019 allocation of funds is closely aligned with the school's improvement initiatives. Major I4S provisions include $100 000 to provide an additional STLaN, $100 000 to provide literacy and numeracy coaches each at 0.5 Full Time Equivalent (FTE), $57 921 for an additional 0.6 FTE Speech Language Pathologist (SLP) and $18 000 to support the Eagle and Wolf reading strategy. Adopting the *Positive Education in Schools* program is a significant school priority and $55 000 is allocated for Professional Development (PD) in this area.

Several other strategies regarding the deployment of human resources to support school priorities are apparent. These include the creation of additional resources to employ pre-service mathematics tutors, additional teacher aide – pathways support in the senior school and the provision of additional YSC and guidance officer services.

The school provides dedicated assistance, in terms of personal support and adjusted curriculum programs, for students with disability, students with learning difficulties, students in Out-of-Home Care (OOHC) and Indigenous students. Curriculum is being delivered flexibly for students who are operating below year level, via the provision of full or partial ICPs, mapped against the Australian Curriculum (AC).

The Closing the Gap grant provides support to Indigenous students in academic and general wellbeing needs. I4S funds target an additional provision of $17 710 for further teacher aide support for Indigenous students. An additional 0.3 FTE is used to support EAL/D students. I4S funds additionally provide $65 000 for teacher aide tutors to support targeted students.

Targets to measure the success of the strategies, detailed in terms of student outcomes, are outlined in the I4S agreement.

A number of academy programs operate across the school and fees beyond those listed in the Shared Resource Hiring Scheme apply in some instances including Year 8 and Year 9 Football Academy – $250, Year 7 and Year 8 Music excellence academy – $55, and Year 11 Biology Academy – $140.

School leaders place a high priority on the professional learning of staff members. A PD budget of $102 000 is allocated to build teacher capacity in line with the identified improvement agenda. This is augmented by a further $4 000 for non-teaching staff PD. A systematic application process for external PD is established. PD opportunities to support the school's improvement agenda are regularly provided in-house. Staff members speak favourably of the opportunities they are afforded to access professional learning. The school receives an allocation of $46 430 to support the beginning teachers mentoring program.

There is acknowledgement of the need to systematically monitor and evaluate the effectiveness of all resource allocations to ensure they are achieving positive outcomes for students and are appropriately responsive to the identified needs of staff and students.

Staff members articulate general satisfaction at resourcing levels provided in classrooms and specialist teaching spaces to facilitate curriculum delivery and student learning.

Teacher aides indicate that they enjoy working in the school and feel valued in their work. Several teacher aides are used in classrooms to support the learning of targeted students.

Considerable attention is given to the maintenance and development of the grounds and facilities. The school was opened in 1951 and ongoing maintenance provides a challenge. There has been a proactive focus on ensuring learning spaces are attractive and conducive to learning. The school grounds are neat and present a quality image to the school community.

There have been some significant infrastructure projects undertaken recently. A department-funded multi-purpose facility has been completed at a cost of $7 million. A new performing arts block is under construction. The school has worked proactively with the facilities branch of DoE to ensure planning for these significant new facilities will meet the emerging requirements in future years.

A supportive P&C currently operates the canteen and uniform shop. The P&C makes annual contributions to support school activities. The P&C recently made a special contribution of $100 000 to enhance the school's resourcing of the multi-purpose facility.

The student council engages in fundraising activities for selected charities. The student council financially contributes to some school projects.

Most teachers express satisfaction with the provision of Information and Communication Technology (ICT) across the school. A laptop program underpins the use of digital learning across curriculum areas. A Bring Your Own Device (BYOD) resourcing model is adopted in Year 10 and Year 11. Students in all other year levels are able to hire a device from the school at a cost of $400 per year. The school has largely outsourced ICT support services to an outside agency. There is a small amount of teacher aide support provided in addition to the much valued volunteer teacher aide support four days per week. The school's ICT
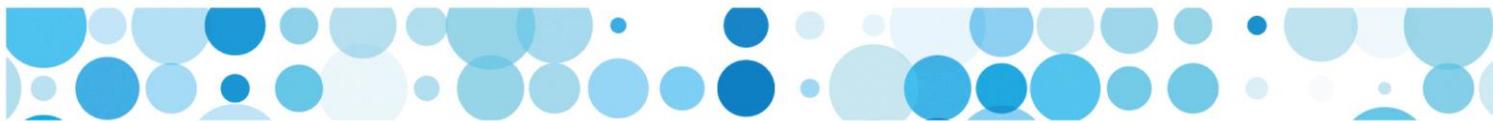
support budget is $300 00 per year. Six students are enrolled in ICT traineeships at the school. The school's bandwidth was recently upgraded.

Improvement strategies

Build a school-wide monitoring and review process to measure the effectiveness of the allocation of school resources in promoting enhanced student learning outcomes.
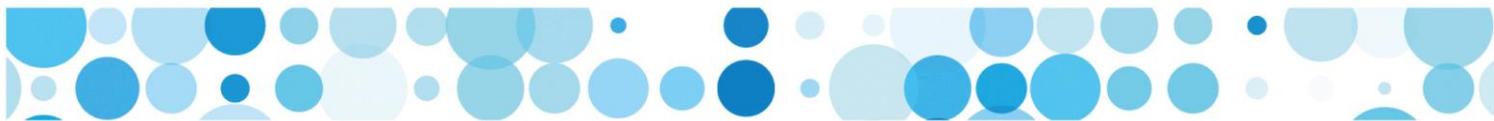
4.5 An expert teaching team

Findings

The executive principal expresses a commitment to building the capacity of all leadership teams. The senior leadership team members are strengthening their capacity to be systemic leaders of learning. School leaders view the development of staff members into an expert and collaborative school-wide teaching team as central to improving outcomes for all students.

The roles and responsibilities for the new leadership structure are documented. This structure has formalised existing leadership roles including those of the associate principals and the four deputy principals. This enables staff members to identify specific members of the leadership team and their area of responsibility within the school.

The school's Annual Performance Development Plan (APDP) practice follows some of the processes endorsed by the DoE. All teachers write personal development goals in consultation with their HOD. A system to track these goals or inform the professional learning plan is yet to be established.

The teaching staff 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'.

School leaders lead and model professional learning in the school. This has occurred in the staff members' professional development days in January and in subsequent in-school development activities and twilight sessions.

The school encourages staff to engage in professional learning and provides some whole-school and optional learning opportunities. There is currently a whole-school professional learning plan that outlines basic professional learning activities. Staff members recount a process of visiting each other's classrooms as part of a Professional Learning Team (PLT) initiative in 2017 and 2018. A systemic program to support observations and feedback and develop teacher pedagogical practices is yet to be established.

Conversations with staff members and school leaders indicate that a Mentoring Beginning Teacher (MBT) program has been provided to staff new to the school. These sessions include a wellbeing focus, observations and professional learning activities.

Most school support staff members participate in regular meetings with school leaders. They are provided with training opportunities and most participate in the formal APDP process.

The management of unsatisfactory staff performance is undertaken in accordance with agreed guidelines if and when it is required.

Improvement strategies

Develop, implement and review a whole-school professional learning plan that is informed by and supports the school's improvement agenda, and staff APDPs.

Develop the capability of the leadership team as instructional leaders to build a culture of coaching, observation and feedback focused on improving classroom practice.

Develop protocols for classroom observations and feedback aligned to the school's EIA.
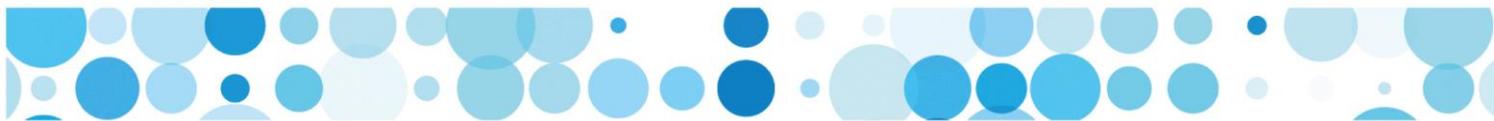
4.6 Systematic curriculum delivery

Findings

The senior curriculum offers a wide range of relevant subjects and pathways. Alliances with tertiary institutions including Griffith University and UQ provide opportunities for students to access university subjects whilst at school.

The new QCE system is on track for implementation. Teachers have had access to professional learning and time to prepare. They feel well supported by the school in this process.

Curriculum planning processes and documentation reflect significant 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. Most 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 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.

There are opportunities for students to accelerate learning in addition to a range of signature Programs of excellence including in academics, sports, creative arts and in partnership with UQ and Griffith University.

There is a focus on the development of literacy and numeracy outcomes, particularly in the junior school.

Faculties allocate teacher coordinator positions to plan assessment in consultation with fellow year level teachers. Assessment is being used to backward map unit planning in some faculties.

A number of VET courses are being offered by the school. These are targeted at students on non-university pathways.

A peer support program is a component of the school's curriculum. The program is well liked and appreciated by teachers and students. It is designed for students to be grouped from Year 7 to Year 12, with the same teacher timetabled on the class for up to six years.

School leaders support teachers in collaboratively developing, implementing and reviewing ICPs for identified students. Education support services staff indicate that teacher capability regarding ICP development and implementation processes is growing.

Resources are deployed to support students with disability and their learning needs so that students have a relevant curriculum and meet with success.

Moderation of student work occurs at the school each term in some faculties. The types and rigour of moderation practices vary across faculties. Whole-school moderation processes to support the consistency of teacher judgements and the accuracy of reported results are yet to be clearly apparent.

Improvement strategies

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.

Collaboratively develop agreed school-wide curriculum, assessment (including moderation) and reporting documentation, systems and processes, to support the delivery of quality, aligned and challenging curriculum.
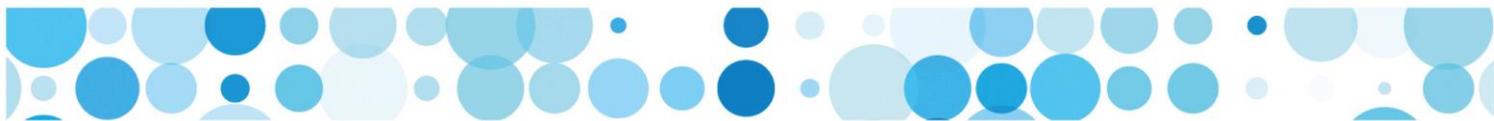
4.7 Differentiated teaching and learning

Findings

School leaders express a commitment to success for all students. They articulate the importance of classroom teachers' understanding of and addressing the needs of individual students in their day-to-day classroom teaching.

The school's differentiation policy identifies three target groups – gifted students, learning support students and students with disability.

Structural differentiation is apparent in the school's broad range of excellence programs for highly capable students. These include the Academic Excellence Program, Music program, the Academy of Ideas, the Football Academy, the Instrumental Music Excellence Academy, the Netball Academy and the Touch Football Academy. These selective programs are intended to address the needs of high achieving students in a range of fields and have traditionally attracted a significant number of students who are 'out of catchment'. Those involved in the academies speak favourably of the opportunities that these programs provide. There is a level of concern expressed by others that the learning opportunities are not available to all students.

Structural differentiation is apparent in the curriculum organisation with some accelerated classes in Year 8 and Year 9 mathematics. These students will complete their AC curriculum programs a year earlier than other students. A Year 10 mathematics accelerated class will complete their program at the end of Semester 1 this year.

The degree to which differentiated teaching and learning occurs within individual classrooms varies significantly across the school. Examples of highly sophisticated and effective practice are apparent in some classrooms. Many students indicate that, in some classes, teachers teach the same curriculum to all students with similar levels of individual support.

Teachers acknowledge that students are at different stages in their learning. When they describe their differentiating practice in classrooms, it is most often in terms of incidental, general support to specific students during a lesson rather than as deliberate, early and sustained intervention.

Many teachers express a desire to further build their repertoire of differentiated teaching and learning strategies to respond to the learning needs of all students, including high achieving students, in junior and senior secondary.

The development of a data culture is an emerging agenda. Teachers describe accessing the classroom dashboard from OneSchool as part of the process of getting to know individual students. Some teachers use a differentiation placemat. There is some review of student achievement data at faculty level. The use of data to systematically determine gaps in student understanding and as the starting point for student learning is not yet common practice in the documentation and delivery of the broad curriculum.

Strong whole-school processes exist for providing assistance to students who require additional learning support and specialist intervention.

Currently 11 students with a verified disability in addition to four other students are supported with an ICP. ICPs are developed for students who are working at least two years below their year level. ICPs may be partial or cover a student's full curriculum program. These plans are developed in close collaboration with parents. ICPs are written by the class teacher with support from the student's case manager who works with teachers to support the implementation of specific differentiation strategies. These students work towards the achievement of their goals by accessing learning in the mainstream classrooms. ICPs and support provisions are documented on OneSchool. Student achievement against their ICP is monitored by their inclusion and classroom teacher. A separate system to track the outcomes of all ICP students is implemented by the HOSES.

The HOD T&L leads team members in implementing processes for identifying students who require additional support or program modifications to support learning success.

Strategies include the provision of literacy and numeracy extension classes in Year 7 and Year 8, in place of the study of a Language other than English (LOTE). Targeted intervention occurs in Year 9 and Year 10 with boys-only and girls-only classes operating with a focus on completing the curriculum with particular attention to student learning styles and engagement strategies. Support profiles are prepared and regularly updated for each student identified as requiring further support. These profiles are available to teachers in G drive and in the learning support provisions in OneSchool.

The degree to which teachers embrace the opportunities to differentiate the teaching and learning in their classrooms in order to meet the needs of their students varies. A whole-school reasonable adjustment plan is recently developed, to map appropriate adjustments across the curriculum.

Personalised learning plans are implemented for all students identified in the Nationally Consistent Collection of Data (NCCD) as having a disability under the Disability Discrimination Act (DDA) in addition to other students requiring adjustments to curriculum delivery.

The school has a number of students from culturally diverse backgrounds and 3.2 per cent of students identify as Aboriginal and/or Torres Strait Islander. These students are supported by an Indigenous Liaison Officer (ILO) and teacher aide support. EAL/D students are supported by a specialist teacher working with students in their regular class. The EAL/D teacher liaises with classroom teachers to plan scaffolding and adjustments for some students.

There is variability in students' knowledge of their current progress from Year 7 to Year 10. The setting of achievement goals and discussions of strategies to assist students to achieve personal targets vary from class to class. There is not yet a systematic whole-school practice.

Parents indicate that they are pleased that they receive formal and informal communication from teachers regarding their child's progress. Parent information evenings are provided by the school and written reports are issued each semester. There is presently work being
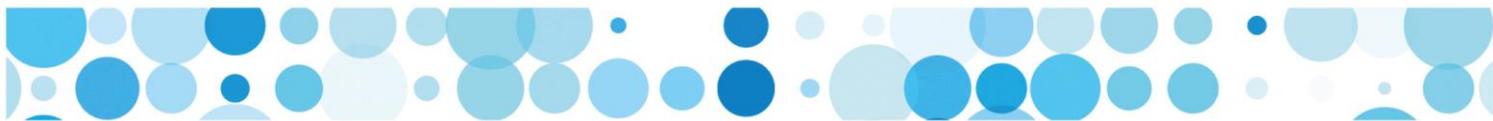
undertaken on providing a more comprehensive and 'fine-grained' report that better articulates student progress over time.

Improvement strategies

Collaboratively develop a school-wide philosophy and agreed practice to clarify teacher roles and accountability in the appropriate provision of support to students with disability, and students with diverse learning needs that reflects alignment with the DoE inclusive education policy.

Develop processes to share best practice and further develop the skills of classroom teachers to ensure that purposeful differentiation is a routine component of curriculum planning and classroom practice.
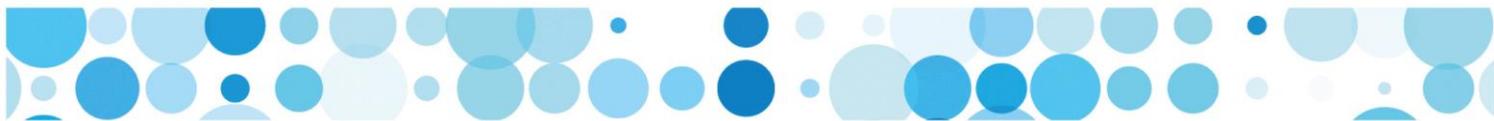
4.8 Effective pedagogical practices

Findings

The school leadership team recognises that highly effective teaching is the key to improving student learning. Since 2015 the school has been implementing Robert Marzano's[2] ASoT, a research-based model, as the foundation for their pedagogical framework. The school keeps informed of research regarding effective teaching practices, developing teacher understandings of Lyn Sharratt's[3] research, *Putting Faces on the Data* and *Essential Skills for Classroom Management*, Mark Davidson's[4] adaptation of Christine Richmond's *Micro-skills for Managing Behaviour*.

The school leadership team establishes and communicates clear expectations regarding aspects of ASoT expected in every classroom. Most teachers speak of using learning goals and some describe the inclusion of success criteria. Clear routines for learning have been collaboratively developed and are broadly referenced as driving some common language and consistent routines. Leaders reflect that recent changing roles of staff members and leaders have impacted upon the operation of ASoT leadership and the continued implementation of the framework.

Teachers and leaders describe implementation of a pedagogical framework to support the initial setting up of routines and classroom goals as embedded practice. Most articulate a need to further develop teaching capabilities to drive the acquiring of new knowledge, practice and deepen learning, and to form hypotheses. They suggest that these skills are the platform for continued growth in student learning outcomes for all, including highly capable students.

Most teachers comment they are aware of, and understand some 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 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.

Teachers reflect on a previous peer observation and feedback process linked to PLTs and Professional Learning Communities (PLC). This process was established in 2017 to enable teachers to request and receive individual feedback on their pedagogical practice, as determined by the current focus design questions. High value was attributed to this process, with teachers suggesting that it was a vehicle for continued development of their teaching

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[2] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

[3] Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!.* Thousand Oaks, CA: Corwin Press.

[4] *Micro-skills for Managing Behaviour,* created by Christine Richmond,1995, rewritten by Mark Davidson 1997 and reviewed 2009 using the Essential Skills for Classroom Management Framework *described in Better Behaviour Better learning (BBBL),* Education and Training and the Arts.
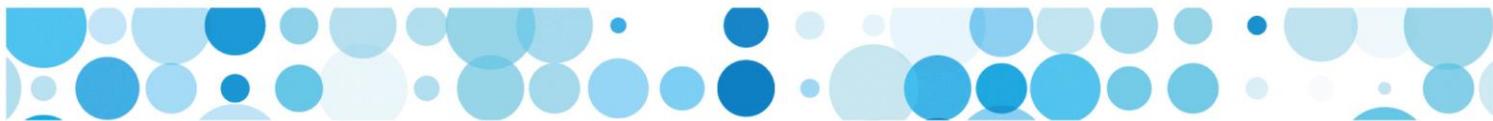
practices. They indicate that this process is yet to be reconstituted for 2019, after a number of leadership role changes.

The school has established a range of strategies to support the teaching of reading and writing and have provided PD, coaching and modelling to staff to support implementation. Teachers indicate varying degrees of confidence and commitment in implementing the key literacy strategies of *Eagle and Wolf* and the *Seven Steps to Writing*.

A considerable commitment to flipped classroom delivery is currently being implemented in science and mathematics faculties. An innovative approach to resourcing this initiative is supported through the in-house design and construction of a light board. This is utilised to produce video resources to complement printed subject coursework. Questions are strategically designed to scaffold student engagement with new knowledge acquisition, practising and deepening, and hypothesising, in alignment with ASoT Design Questions 2, 3 and 4. Teachers use the flipped approach to facilitate the knowledge acquisition component at home, allowing more class time for deepening the learning associated with each topic. Teachers articulate a clear alignment between their flipped classroom strategies and the school's pedagogical framework. Students and teachers attribute a high value to this learning model and believe that it affords greater opportunity for deepening learning.

Individual teachers speak of a range of additional stand-alone pedagogical practices, including visible literacy and flipped classrooms. They speak highly of these initiatives and are able to describe a range of learning benefits and expected improvements in student learning outcomes.

Staff and students describe a range of practices to provide students with regular and timely feedback on learning. Some teachers speak of working with students to establish personal learning goals. Consistent school-wide processes for structured feedback are yet to be established.

Improvement strategies

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.

Prioritise leadership of the pedagogical framework, long-term strategic planning and QA processes to ensure ongoing momentum and value within the improvement agenda.
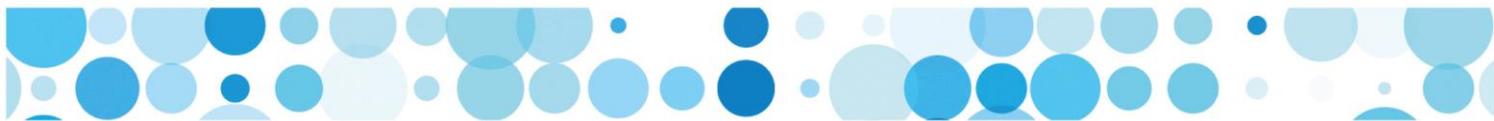
4.9 School-community partnerships

Findings

The school continues working with community and training organisations, and other educational institutions based on their capacity to contribute to improved student outcomes. There is an authenticity to the partnerships in terms of the benefits for all stakeholders and through the longevity of these networks. This is particularly apparent with the variety of Academy programs in academic, sporting and creative arts pursuits. A number of program leaders identify an opportunity to further build on the existing partnerships and develop potential links with relevant community, business and training organisations to support enhanced opportunities and outcomes for students.

There a wide range of organisations that partner with the school to support and enhance the learning outcomes and experiences for students. These organisations are committed to the purposes and objectives of their partnership and contribute to the school in a variety of ways. These significant community partners include Brisbane ROAR, All Sports Physiotherapy, Netball Queensland, QLD Technical and Further Education (TAFE), UQ – School of Historical and Philosophical Inquiry, Queensland Symphony Orchestra, Jazz Music Institute, OSMAC and Police-Citizens' Youth Club (PCYC). 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.

Parents of the school speak positively of the high standard of the educational opportunities and experiences offered to their child. They positively acknowledge the levels of care and support afforded their child. Parents articulate that there are clear support processes and professionals in place that their son or daughter can access if required.

The executive principal recognises that the P&C is proactive and conducts a number of fundraising ventures to provide monetary and resource support to the school. The P&C coordinates the school uniform shop and canteen. Most recently, the P&C contributed $100 000 to the school in support of the new multi-purpose sports facility. P&C members articulate a desire to work closely with school staff in systematic and meaningful ways to enhance outcomes for students. The successful recent review and implementation of new student uniforms reflect this close working relationship.

There is a wide range of external student engagement programs utilised to support students at-risk in the school. Some of these programs include the boxing program conducted in conjunction with the local PCYC, the RAGE program and the BRiTA Futures program. These programs assist identified students to develop their social skills and resilience skills. In addition to this, the School-Based Youth Health Nurse (SBYHN) coordinates the 'Healthy Relationships' program to assist identified students to remain engaged with school and to develop their social skills.

The school actively seeks ways to enhance student learning and wellbeing by collaborating with parents and families, and other educational, health and community organisations. Many of these community partners are an accepted part of the school culture. Key community members speak positively regarding the school's status within the local community.
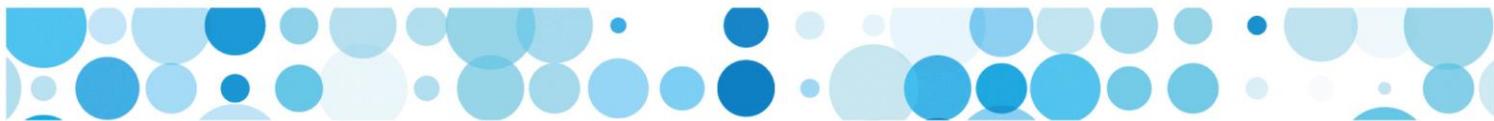
The school has developed strong partnerships with their feeder primary schools to support the student transition program. A coordinated partnership with these primary schools and UQ enables the development of the philosophy curriculum to be implemented across these sites. This partnership promotes shared professional learning to occur and strengthens the relationship between these learning organisations.

Members of the P&C articulate they are appreciative of the responsiveness of school leaders and the teaching team to address concerns, and articulate that the professionalism of school staff and their commitment to the learning and wellbeing of students are appreciated. This is exemplified by the investment in school wellbeing programs to support students across the school.

The school has developed a long and successful partnership with Department of Education International (DEi) to develop an International Students Program (ISP) and study tours. The success of this program provides an additional perspective to learning and diversity in the school.

Improvement strategies

Expand the strategic partnerships and links with the local community to enhance the opportunities and outcomes for students and promote the school within the community.