



# School Improvement Unit Report

## Wellington Point State High School





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# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Wellington Point State High School from 11 to 14 July 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Badgen Road, Wellington Point
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1988
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	1030
<b>Indigenous enrolments:</b>	5 per cent
<b>Students with disability enrolments:</b>	4.75 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1001
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	74.32 (full-time equivalent)
<b>Nearby schools:</b>	Cleveland District State High School, Alexandra Hills State High School, Wellington Point State School, Birkdale State School, Birkdale South State School, Redlands College
<b>Significant community partnerships:</b>	Redland City Council, Queensland Teachers Mutual Bank (QTMB), Cooee Elders, Redlands Lions Club, Peach Consulting
<b>Significant school programs:</b>	Leadership, Enrichment and Acceleration, Elite Sporting Achievers , Encore Arts Excellence, Leo Club – Young Lions



### 1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal and three deputy principals
  - Nine Heads of Department (HOD) and the Head of Special Education Services (HOSES)
  - Business Services Manager (BSM) and administration staff
  - Two guidance officers, Support Teacher Literacy and Numeracy (STLaN), chaplain, youth support coordinator and Indigenous support officer
  - 39 teachers
  - Non-teaching staff - including marketing and communications officer, industry liaison officer, senior schooling tracking officer, attendance officer, information technology support officer, teacher aides and school officers
  - Collegial engagement team and tuckshop convenor
  - Senior and junior student leaders and 72 students
  - Parents and Citizens' Association (P&C) president and secretary and eight parents
  - Principal of Wellington Point State School and principal of Birkdale State School
  - House of Representatives Member, Mr Andrew Laming
  - Councillor Wendy Boglary, Redlands Regional Council
  - Corporate supporter, Queensland Mutual Bank
  - President and secretary Redlands Lions Club



## 1.4 Review team

Alan Whitfield	Internal Reviewer, SIU (review chair)
Kate MacDonald	Internal Reviewer, SIU
Mark Farwell	Internal Reviewer, SIU
Tom Robertson	External reviewer

## 1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



## 2. Executive summary

### 2.1 Key findings

- The school leadership team are committed to the implementation of practices that improve on the current levels of student performance.

Staff members, students and parents state that strong relational leadership, clear direction, collaborative processes and data-based decision making, are the key drivers in the improvement agenda. Staff members communicate a sense of optimism and acknowledge the improvement within the school in recent years.

- An extensive student support network is apparent.

There is strong support in terms of personal support and adjusted curriculum programs for Students with Disabilities (SWD), students with learning difficulties, students in care and Indigenous students.

- The principal has developed and articulated a clear vision for professional engagement aligned to the pedagogical framework.

A range of explicitly planned strategies to build the professional capability of all teaching staff is developed. Many staff members are provided with the opportunity to initiate and lead professional learning initiatives and willingly accept leadership roles

- A clear plan for the development of staff capability in the Art and Science of Teaching (ASoT) is developed.

Professional Development (PD) is focused on building teacher capability and understanding of selected ASoT design questions. Twilight professional learning meetings provide opportunities for all teaching staff to further develop an understanding of effective pedagogical practices. Conversations with teaching staff indicate that the application of ASoT design questions in relation to unit planning and lesson design is yet to emerge as a consistent whole-school practice.

- A range of explicitly planned strategies to build the professional capability of all teaching staff are developed.

The opportunity to initiate and lead professional learning initiatives is provided to many staff members who willingly accept leadership roles. There is an emerging need for the development of instructional leadership capability of key curriculum leaders to support the implementation of the pedagogical framework.



- Faculties and subject areas have year level curriculum plans which include year level overviews or unit plans and assessment plans.

All required curriculum is scheduled with appropriate time allocations using the Australian Curriculum (AC) or Queensland Curriculum and Assessment Authority (QCAA) documents. A whole-school curriculum plan is yet to be developed, published and shared with the wider school community.

- A range of collegial professional learning and development processes are developed.

Plans to embed practice aligned to the pedagogical framework, which includes the collegial engagement team, coaching and mentoring roles, are established. A formal, whole-school observation and feedback program is yet to be implemented.

- There is significant investment in staffing and allocation of instruction time to improve reading and numeracy achievement.

Key staff members are appointed to support the teaching of reading and numeracy and to develop and implement school-based intervention and extension programs.

- Students value feedback conversations with teachers and the interest taken in the progress of each student.

Teachers assist students to effectively monitor their own learning through feedback and the use of a variety of tracking tools at formative and summative junctures. Students indicate that teaching staff provide constructive feedback on student achievement and areas for improvement.

- Considerable efforts are made to elevate the school's public profile within the community and to enhance the communication with the parent body and wider community.

Staff members and students generally display a positive approach and pride in the school. The school motto, mission and vision are understood, articulated and widely circulated in documents, displays and in artefacts. Students, staff members and parents speak highly of the school. All members of the school community have a positive outlook and an optimistic view for the future operation of the school and its programs.



## 2.2 Key improvement strategies

- Ensure that staff members are supported with quality PD, modelling and resourcing in managing the implementation of all aspects of the improvement agenda within their classroom.
- Embed ASoT as the signature pedagogical practice.
- Build the instructional leadership capabilities of curriculum leaders to develop teaching staff capability in implementing the pedagogical framework.
- Develop, implement and publish a whole-school curriculum plan.
- Develop and implement a formal, school-wide observation and feedback process.
- Monitor the implementation of the reading and numeracy strategies and review the impact these have on increased student outcomes over time.



### 3. Findings and improvement strategies against the domains

#### 3.1 An explicit improvement agenda

##### Findings

The school leadership team are committed to the implementation of school practices that improve on the current levels of student performance. Staff members, students and parents state that strong relational leadership, clear direction, collaborative processes and data-based decision making, are the key drivers in the improvement agenda. Staff members communicate a sense of optimism and acknowledge the improvement within the school in recent years.

The school leadership team have developed and are implementing a detailed improvement agenda and can describe the improvements they wish to see in student behaviours and achievement levels. The Explicit Improvement Agenda (EIA) is focused on three key priorities; quality teaching through the Art and Science of Teaching (ASoT), improving Upper Two Bands (U2B) achievement in reading and numeracy, and promoting a high expectations culture for attendance, performance, behaviour and uniform. Teaching staff express the view that the implementation of the improvement agenda, particularly in the area of teaching quality, has reinvigorated whole-school teaching practice.

These priorities are based on an analysis of school and systemic student performance data and supported by targeted resourcing. An effort is made to understand student achievement levels and achievement trends over time.

There is general awareness amongst staff members of explicit improvement measures. Students report an awareness of attendance targets and core school values.

A four year improvement overview outlines key steps for the strategic development of school performance. This plan is drawn from the school strategic plan and supported by a detailed Annual Implementation Plan (AIP) and department action plans, which indicate targets and timelines.

There is a widely held belief by staff members that quality teaching is central to further improvement in student achievement. Staff members articulate a commitment to improving the quality of teaching and learning and recognise that a consistent whole-school approach is required. Plans for improving teaching quality are documented and consistent whole-school teaching practices are emerging.

High expectations of student attendance, performance, behaviour and uniform are developed and communicated to the students, staff members and the community through school newsletters and digital media. There is a shared belief that improved attendance and enhanced personal performance levels will be instrumental in improved whole-school achievement. The school closely monitors daily attendance and tracks student engagement in learning.



Clearly articulated strategies for improving student achievement, built on a foundation of maximising learning opportunities through the five core values of *'dynamic, determined, respectful, selfless and united,'* are developed. These values are supported by the consistent, school-wide articulation of *'everyday, everywhere, everyday every classroom'*. Visual artefacts for the core values are displayed at strategic locations around the school.

Progress towards the achievement of the key school priorities are monitored for improvement and regularly evaluated for effectiveness by the school leadership team through systematic reviews of the AIP.

Staff members are committed to providing a caring and nurturing educational environment and a range of measures, including some wellbeing development programs and a skilled support team, are developed to support and encourage students to engage in learning.

Staff morale is positive and staff members report high levels of collegiality and professional support between staff and the school leadership team.

Explicit performance measures for student achievement are set and widely communicated. Targets are set for attendance at 95 per cent, levels of achievement (A-E) at 92 per cent minimum C standard, Year 12 Queensland Certificate of Education (QCE) of 100 per cent of students achieving a QCE, and raising student achievement in the National Assessment Program – Literacy and Numeracy (NAPLAN) U2B performance in reading and numeracy to 30 per cent. Targets stated in the strategic plan, AIP and Investing for Success (I4S) documents are not as yet aligned.

There is an investment in staffing and the allocation of instructional time to improve reading and numeracy achievement. Key staff members are appointed to support the teaching of reading and numeracy and to develop and implement school-based intervention and extension programs.

### **Supporting data**

Strategic Plan 2015-2018, Annual Implementation Plan 2016, Four Year Improvement Plan, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.



### **Improvement Strategies**

Ensure that staff members are supported with quality Professional Development (PD), modelling and resourcing in managing the implementation of all aspects of the improvement agenda within their classroom.

Embed reading and numeracy strategies to improve outcomes and review the impact these strategies are having on student outcomes over time.

Realign key strategic documents to ensure that there is consistency in the stated performance targets.



## 3.2 Analysis and discussion of data

### Findings

A whole-school commitment to the use of data to inform decisions is documented in the data plan. The principal utilises global school data to inform the strategic direction, including appropriate resource allocations, and the collaborative direction-setting with the leadership team. Global data is analysed and used as the foundation for setting aspirational school targets for the focus areas of student attendance, student achievement, and NAPLAN student performance in U2B and National Minimum Standards (NMS).

Student achievement data is collected at routine intervals, discussed and reflected upon in 'stop, check, reflect' meetings which are scheduled and conducted regularly between the school leadership team, Heads of Department (HOD) and teaching staff. The level of the consistent application of this practice varies across the school. The use of data to inform classroom teaching strategies is an emerging practice in several faculties.

There is an extensive monitoring process to track student progress towards the CE attainment. The senior school tracking and case management team manages students who may require additional support to attain a QCE. This tracking and appropriate intervention is proving successful in ensuring improved student outcomes. QCE attainment improved in 2015.

Students report that most teachers provide and structure opportunities for discussions of achievement data and the setting of achievement goals, and the strategies to assist students to achieve personal targets. This information is provided and recorded in a variety of formats, including the school feedback to goal setting form and digitally on student tablets.

The school data placemat is completed by all teaching staff for all new classes and, in most cases, is updated at each term. Some staff members complete the standard proformas for this purpose and others have created their own digital versions with slight variations and or enrichments.

Data is collected and analysed for the purpose of identifying, addressing and reviewing the success of student wellbeing programs, such as *Smiling Mind* in Year 7.

Time is dedicated for the development of data literacy skills of staff members and for the discussion of data in leadership meetings, professional learning team meetings and whole-staff forums.

NAPLAN data matched to Similar Queensland State Schools (SQSS) in the U2B indicates that Year 7 students are achieving at a similar level in writing and below SQSS in reading, spelling, grammar and punctuation, and numeracy. The Year 9, U2B performance indicates that student performance is similar to SQSS in writing, spelling, grammar and punctuation and below SQSS in reading and numeracy.



In 2015, NMS performance matched to Queensland State Schools indicates that student performance in Year 7 and Year 9 is above NMS in all the NAPLAN test areas of reading, writing, spelling, numeracy and grammar and punctuation.

### **Supporting data**

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, school data collection and analysis plan 2016, Investing for Success Plan 2016, school improvement priorities 2016, targeted NAPLAN plan 2016, staff, student, parent and leadership team interviews

### **Improvement Strategies**

Build teaching staff capability to analyse student achievement data to inform teaching practice and monitor ongoing student learning.

Embed uniform teacher and student practice in the recording, analysis and discussion of achievement data to inform student academic goal setting.



### 3.3 A culture that promotes learning

#### Findings

The school presents a calm, ordered and welcoming environment. The school leadership team communicate high expectations and the tone of the school reflects a school-wide commitment to learning. Growing levels of trust and respect are apparent within the school community and support for the school leadership team is demonstrated amongst staff members.

Staff members and students generally display a positive approach and pride in the school. The school motto, mission and vision are understood, articulated and widely circulated in documents, displays and in artefacts. Students, staff members and parents speak highly of the school. The community has a positive outlook and an optimistic view for the future operation of the school and its programs.

Positive and caring relationships are identified features within the school, and there is a strong commitment by school staff members to the wellbeing and learning of each student. Students communicate that they feel cared for by the staff and that a supportive environment exists. Staff members are supportive of each other and demonstrate a strong collegial approach to teaching and student support.

The school has clear expectations of how students should behave and interact with one another. A crafted, revised approach to the management of student behaviour is developed. The responsible behaviour team drives the expectations regarding behaviour across the school, and leads the development of approaches for staff members and students.

A colour coded '*step*' approach is developed and artefacts are displayed in every classroom and across the school. Clear concise approaches are supported by a card system, which teaching staff use to prompt students regarding expectations. Positive behaviours are acknowledged through a reward system. '*Swoops*', a card which recognises positive behaviours, is used in concert with the agreed school values of '*determined, dynamic, united, selfless, and respectful*'. Staff members indicate the revised system has simplicity and works with efficiency. Students indicate a clear awareness of behaviour requirements and the operation of the program.

The school seeks to improve student performance through: maximising access to subject areas, flexibility in class timetables and access for students to work at levels that meet specific goals and needs. The school program, *BASE*, operates as an after school homework and study support structure. Staff members are available to students for assistance and support across key subject areas. Senior academic leaders engage in peer support and tutoring for younger students. The chaplaincy program supports this program with afternoon tea and pastoral care. Students speak positively of the impact of this extra-curricular program.

A Special Education Program (SEP) operates on an integrated model where student learning needs and support requirements can be accommodated. Students are case



managed for integration into mainstream classes. The program currently supports 46 students.

Student engagement and wellbeing is addressed through a variety of support mechanisms including two guidance officers, a chaplain, a school-based youth health nurse and a youth support coordinator.

Staff members place an emphasis on student wellbeing, attendance is tracked, and student progress towards the achievement of the QCE is closely monitored. Students in the senior school seeking apprenticeships and traineeships are supported through an industry liaison officer. Senior students may nominate a teacher mentor as a support person in Years 11 and 12.

Aboriginal and Torres Strait Islander students are supported through the services of an Indigenous support officer who works closely with staff members to ensure that the learning needs of this cohort of students are recognised. Cultural events and ceremonies are recognised and acknowledged. This inclusive approach is symbolically stated through the totem at school entrance, which welcomes school visitors to Quandamooka country.

The Parents and Citizens' Association (P&C) is active and works in partnership with the principal to identify initiatives and projects to identify where funds can be best used to support student learning and school outcomes. The community and parents generally have a sense of connectedness to the school.

Efforts are made to elevate the school's public profile within the community and to enhance communication with the parent body and the wider community. All strategies, developed through the marketing and communications officer, are aligned to the stated vision: *'To become the destination high school of choice'*.

The school uses IDAttend to record attendance. The student support team meets regularly and is led by the HOD student services. Referral and case management processes are developed to monitor support and interventions.

At the time of the review the whole-school attendance was 91.6 per cent with 15.6 per cent of students attending for less than 85 per cent of the school year. The school has identified that improved attendance is important and this is explicitly stated in the improvement agenda.

The 2015, School Opinion Survey (SOS) reflects an improved level of staff morale of 98.5 per cent.

In the 2015, SOS parent response to the question 'this is a good school' was at 94.7 per cent satisfaction, an improvement from the 81.4 per cent from the previous year. The staff response to this question is at 100 per cent satisfaction, and the student response is at 90.5 per cent satisfaction.



### **Supporting data**

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, budget overview, school website, school newsletters, School Opinion Survey, staff, student, parent and leadership team interviews.

### **Improvement Strategies**

Continue to develop and embed the positive ethos and supportive environment which is becoming recognised and valued by the school community.



### 3.4 Targeted use of school resources

#### Findings

The school leadership team have given priority to understanding and addressing the needs of students and are creating and deploying available resources to meet identified needs.

An extensive student support network is apparent. There is strong support, in terms of personal support and adjusted curriculum programs for Students with Disabilities (SWD), students with learning difficulties, students in care and Indigenous students. An Indigenous support officer, working closely with the Indigenous community provides academic and personal development support for Indigenous students. The development and implementation of a proactive welfare program is emerging as an area for future consideration.

Students who may require additional support with regard to disengaging from formal learning are tracked and managed by a success coach.

Individual Curriculum Plans (ICP) are developed for each student with a verified disability. The special education team supports the learning and social and emotional needs of this student group. The SEP features a combination of regular classroom and small group intervention with the integration into regular classrooms as the longer term goal for most students.

Students requiring additional classroom support are identified through the analysis of school levels of achievement (A–E) and systemic data. Tracking and case management of students identified for support and intervention is provided through dedicated junior school and senior school tracking and case management teams.

The leadership, enrichment and acceleration, elite sporting achievers, and Encore arts excellence programs provide opportunities for high performing students to engage in a range of challenging and innovative learning activities. Students speak positively of the high level of engagement, challenge and personal growth developed through these programs.

There is some scope for students identified through achievement data to engage in learning in year levels beyond the regular class group.

The school leadership team recognise that information and communications technology (ICT) are important tools to maximise student learning. Four high specification device laboratories are maintained to provide ICT access for specialised subjects. A junior secondary Bring Your Own Device (BYOD) program has commenced in Year 7 with the introduction of tablet devices and is readily accepted by students and parents. This program will expand in further years to Year 8 and Year 9. The school is investigating future options for student devices in Years 10, 11 and 12. The development of eLearning is emerging as a school practice in line with teacher expertise and experience.

The school has refined the process for the preparation of the annual budget. This process is clear, transparent and provides opportunities for program managers to maintain and



develop programs and resources in line with school priorities. Budget expenditure is regularly monitored by the principal and the Business Services Manager (BSM).

At the time of the review the school bank balance is \$447 804 and includes \$100 000 for provisions.

I4S contributed \$311 790 to the annual school budget. These funds are allocated to employ a senior school tracking officer, guidance officer – junior secondary, numeracy analyst and coach, reading coach, junior secondary learning support coordinator, senior school writing extension coach, multi literacy teacher aide and time to support the implementation of the junior school writing strategy. This plan is implemented and regularly monitored. The I4S reading and numeracy coaching initiatives are emerging as areas for further development and expansion.

The professional learning plan is closely aligned with the AIP strategy of building staff capacity in ASoT. This plan is supported by a budget of \$39 758 and the targeted allocation of time for professional learning teams to explore the practical application of ASoT design questions. Teaching staff indicate that this targeted professional learning is focusing attention on the continuous refinement of effective teaching strategies.

In parallel with a plan to market a positive school image, school facilities are being progressively enhanced through a library refurbishment, interior upgrades and renovations, the creation of junior and senior hubs and grounds improvements.

Particular attention is directed to the positive marketing of student learning, school programs and enhancing the effectiveness of school communication. Students, staff members, parents and the broader community speak positively regarding the access to and the range of information available.

There is a strategic intent to maintain and renovate teaching spaces as stimulating learning environments. Staff members acknowledge that the attractive presentation of facilities is an important pillar in building a positive community profile.

Attention is given to the ongoing maintenance and development of well-presented grounds.

### **Supporting data**

Strategic Plan 2015-2018, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.



### **Improvement Strategies**

Continue to implement, evaluate and refine the junior school reading and numeracy strategy.

Develop and implement a cohesive and proactive approach to student welfare.

Build teacher capacity to engage with an eLearning delivery of the curriculum.

Continue the implementation of the marketing and communication initiative.



### 3.5 An expert teaching team

#### Findings

The principal has developed and articulates a clear vision for professional engagement aligned to the school's pedagogical framework.

The school has a range of explicitly planned strategies to build the professional capability of all teaching staff. Many staff members are provided with the opportunity to initiate and lead professional learning initiatives and willingly accept leadership roles. There is an emerging need for the development of instructional leadership capability of key curriculum leaders across the school to support the implementation of the pedagogical framework.

Detailed plans are developed to encourage a culture of continuous professional improvement. The 2016 Professional Development Plan (PDP) outlines a range of whole-school, team-based and optional professional learning opportunities for staff members. Professional learning is explicitly led and enacted by the school leadership team.

Plans for a range of collegial professional learning and development processes are developed to embed practices aligned to the pedagogical framework including the collegial engagement team, and coaching and mentoring roles. A formal, whole-school observation and feedback program is yet to be implemented.

A mentoring program has commenced to support new and beginning teachers in the development of the agreed school pedagogical practice. New and beginning teachers welcome this initiative.

A detailed schedule of meetings is developed for teaching staff and the school leadership team to collaborate in different groups and forums including whole-school, faculty and Professional Learning Teams (PLT). There is a shared understanding of meeting processes including 'stop, check and reflect' to review curriculum units, assessment programs and student progress.

Teaching staff generally teach in the areas in which they are expert and express high levels of confidence in developing and implementing curriculum programs to engage and challenge students.

Teaching staff demonstrate a willingness to review and improve their curriculum knowledge and teaching practice aligned to the pedagogical framework and acknowledge the influence of the school leadership team for leading and modelling a professional learning culture.

The school follows agreed formal processes to support and manage unsatisfactory staff performance.

All staff members have developed a Personal Development Plan (PDP) since early 2015. Plans are developed using formal reflection tools, and agreed planning processes and templates. Most staff members acknowledge that the initial process of developing their



PDP helped them identify professional learning goals. Many staff members have not yet had an opportunity to review their PDP with their line manager since the initial plan was developed and express a strong desire to embed a regular review and reflection process.

### **Supporting data**

Annual Implementation Plan 2016, Investing for Success Plan 2016, Professional Development Plan, Collegial Engagement Team Plan 2016, Art and Science of Teaching Plan 2016, staff and leadership team interviews.

### **Improvement Strategies**

Build the instructional leadership capabilities of curriculum leaders to develop teacher capability in implementing the pedagogical framework.

Develop a sharp focus to continue implementation of planned ASoT strategies to ensure consistent classroom practices.

Develop and implement a formal, school-wide observation and feedback process.

Implement procedures to ensure that all staff members are engaged appropriately in an annual PDP cycle.



### 3.6 Systematic curriculum delivery

#### Findings

Faculties and subject areas have year level curriculum plans which include a year level overviews or unit plans and assessment plans. All required curriculum is scheduled with appropriate time allocations using Australian Curriculum (AC) or Queensland Curriculum and Assessment Authority (QCAA) curriculum documents. A whole-school curriculum plan is yet to be developed, published and shared with the wider school community.

Some curriculum areas explicitly contextualise the curriculum to reflect local contexts and maximise student engagement.

A site specific unit planning template to align curriculum, assessment and the pedagogical framework is developed, which includes the identification of Common Curriculum Elements (CCE). All curriculum areas develop unit plans with some areas making reference to the Curriculum into the Classroom (C2C) resources. A consistent and rigorous approach to ensuring unit plans, with aligned assessment tasks, are monitored by curriculum leaders, is developed in some faculties.

Faculty and subject meetings, including PLT, have scheduled times to review curriculum unit plans and assessment tasks and to moderate teacher judgement against assessment standards. Protocols and practices for the alignment of source curriculum documents to unit plans and assessment review processes varies across the school, with the instructional leadership capability of curriculum leaders.

School curriculum delivery structures are designed to differentiate curriculum programs for students with particular needs. ICP are developed and implemented for identified students.

There is an explicit focus on literacy and numeracy development in the junior school. A number of literacy and numeracy targeted intervention programs, and teacher support processes, are designed and implemented, largely as part of the I4S plan. Class groups in mathematics and English provide adjusted programs with additional teacher and teacher aide support. A numeracy coach provides targeted numeracy teaching materials and support. Literacy support and intervention strategies are provided by a reading coach, literacy extension writing coach and a writing improvement strategy - Point-Evidence-Explanation-Link (PEEL).

A number of differentiated programs to cater for a range of student needs and abilities and community expectations are offered. Selective entry programs of excellence include arts excellence program (Encore), Leadership, Enrichment and Acceleration Program (LEAP) and Elite Sporting Achievers Program (ESAP). The BASE after school homework and study support program is highly regarded by students and parents. Touch football and basketball development programs are introduced to extend the range of differentiated programs.



Assessment and reporting processes are aligned to the curriculum and provide feedback to parents and students. Formal reporting occurs three times a year and provides parents with information regarding achievement, effort and behaviour.

### **Supporting data**

Strategic Plan 2015-2018, Annual Implementation Plan 2016, Investing for Success 2016, professional learning plan 2016, art and science of teaching plan 2016, school curriculum planning documents including faculty overviews, year overviews, unit plans, staff, student and leadership team interviews.

### **Improvement Strategies**

Build the capability of curriculum leaders to lead the development of quality curriculum and assessment programs.

Develop, implement and publish a whole-school curriculum plan.

Implement quality assurance protocols to inform and guide the writing of curriculum programs and assessment tasks.

Aligned curriculum planning with the AC or appropriate QCAA curriculum documents.

Ensure that the curriculum is locally relevant and has capacity to maximise student engagement.



### 3.7 Differentiated teaching and learning

#### Findings

School staff recognise that students are at varying stages in their learning, and that differentiated learning experiences need to be provided. A variety of approaches are developed to ensure that learning adjustments are enacted to meet the needs of each student.

Teachers assist students to effectively monitor learning through feedback and the use of a variety of tracking tools at formative and summative junctures. School developed tracking tools aligned to the ASoT framework; provide a mechanism in many classes to inform students and teachers of the level of instructional effectiveness.

Students indicate that teachers provide constructive feedback on student achievement and areas for improvement. Students value feedback conversations with teachers and the interest taken in the progress of each student.

Extended learning opportunities are available to identified students through enrolment in a number of specialist programs tailored to meet the needs of students with particular talents. These programs include ESAP and Encore, which are whole-school programs, and LEAP which has a specific focus on Year 7 and Year 8. Touch football and basketball are offered as whole-school development programs.

Acceleration is provided to a small number of selected students across a variety of subjects and year levels, through vertical access to the school timetable or through alternative providers. This enables students to progress at a faster rate than usual, and creates the opportunity for optional early enrolment in university subjects during Year 12 studies.

Support for Year 7, Year 8 and Year 9 students with learning difficulties is provided in the core areas of mathematics, science, social science, and English through the provision of a timetabled and specially staffed learning support class in each of these areas. Curriculum adjustments are made to accommodate student needs in these classes.

Students with learning disability verifications are supported and monitored in a range of settings including full integration, complete instruction in the special education unit and for many students, a combination of approaches. ICP are tailored to support each of these students to achieve identified learning goals.

The school data placemat identifies strategies recommended to teaching staff as possible accommodations to assist students at different stages in their learning. The practical application and use of the tracking data to make adjustments to teaching strategies is emerging as a classroom practice.

The school 'stop, check, reflect process' provides a structure and opportunity for professional conversations focused on classroom practice. There is some evidence of teachers using student result data to reflect on the effectiveness of their own practice.



Specialist staff: success coach, literacy extension coach, multi literacy aide, writing strategy coach, numeracy analyst coach and reading coach are engaged to support teaching staff to deliver tailored programs and intensive support for students.

### **Supporting data**

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, professional learning plan 2016, school data collection and analysis plan 2016, Investing for Success Plan 2016, school improvement priorities 2016, targeted NAPLAN plan 2016, staff, student, parent and leadership team interviews.

### **Improvement Strategies**

Develop teacher capability to identify and implement appropriate adjustments to classroom teaching strategies to provide for the full range of students.



### 3.8 Effective pedagogical practices

#### Findings

The principal and deputy principals recognise that highly effective teaching is the key to improving student learning throughout the school. A clear plan for the staged implementation of ASoT over a three year period is articulated, with a specific focus on selected design questions during each phase.

Elements of ASoT are modelled by the school leadership team to support staff members understanding and scaffolding of teacher capability growth. Staff members indicate a measure of comfort and acceptance of the framework and appreciate the artefacts that are designed to support understanding.

The school leadership team communicate clear expectations regarding the effective teaching strategies in the school. These expectations are communicated to staff members at a variety of forums and through a range of media.

Teaching staff report that the deployment of ASoT as a pedagogical framework has been reinvigorated across the school and is emerging as a whole-school pedagogical practice.

Some members of school leadership team spend time working with teaching staff and providing feedback to improve teaching strategies. Walk throughs are conducted with variable focus and intent and feedback is sometimes informally provided to teachers. A whole-school approach to observation and feedback is yet to be implemented.

A clear plan for the development of staff capability in ASoT is apparent. PD is focused on building teacher capability and understanding of selected ASoT design questions. Twilight professional learning meetings provide opportunities for all teaching staff to further develop an understanding of effective pedagogical practices.

Evidence-based teaching strategies aligned with the pedagogical framework are being implemented in many classrooms. Conversations with teaching staff indicate that the application of ASoT design questions in relation to unit planning, lesson design and delivery is yet to emerge as a consistent whole-school practice.

There is a broad awareness that continuous student achievement improvement is a focus across the school. The school leadership team articulate high expectations of student performance, particularly in the school's focus areas of reading and numeracy. Designated coaches are supporting teaching staff to introduce a range of strategies including *The Reading Café*, Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) and *Polya*<sup>1</sup> to enhance student

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<sup>1</sup> Polya, George. *How to solve it: A new aspect of mathematical method*. Princeton university press, 2014.



outcomes. These strategies are part of the school's identified improvement agenda to achieve the ambitious student outcome targets in the U2B.

### **Supporting data**

Annual Implementation Plan 2016, professional learning plan Terms 1-3 2016, art and science of teaching plan 2016, art and science of teaching unit planning template 2016, student data placemat, student tracking sheets, Investing for Success 2016, staff, student and leadership team interviews

### **Improvement Strategies**

Embed ASoT as the signature pedagogical practice.

Develop and implement consistent whole-school expectations of unit planning and lesson design aligned to the pedagogical framework.



### 3.9 School and community partnerships

#### Findings

The school actively seeks ways to enhance student learning and wellbeing through the development of strong school and community partnerships. Through partnering with parents and families, other education institutions, local businesses and community organisations, the school engenders support and access to resources and services which contribute to opportunities for students.

An active P&C contributes to the school priorities through strategic initiatives focused on improving facilities to enhance student learning. The P&C operates the school canteen and uniform shop. The P&C collaboratively plans with the principal regarding projects and initiatives they can support to improve aspects of the school for students.

There is a very strong and positive relationship with partner primary schools who acknowledge the efforts made by the school leadership team, including the sharing of resources and practice and through visitation by classes to the school. The school has developed and conducts a comprehensive transition program to Year 7 and uses excellence programs to attract enrolments.

The school newsletter is published monthly and sent electronically to all families within the school and to subscribers. The electronic sign board is used on a daily basis to promote key events and school messages to the community. The school has built a strong social media presence through Facebook, which is reported to be a useful medium for communication with the wider community. Instagram is utilised and the school has an established webpage. Marketing the school and its programs has become more focused and deliberate through the appointment of a marketing and communications officer.

Partner organisations articulate a commitment to common goals and universally acknowledge the strong support and high levels of engagement with the school.

The partnership with the Redlands Lions Club and their support of the Leo Club is noteworthy. Students report that this relationship provides mentoring and support to the office bearers in the school club, and helps facilitate access for students from all year levels to participate in events, and support community projects and charities.

A recently established partnership with the Queensland Teachers Mutual Bank (QTMB) benefits the school through material support for numerous events and activities, including the open day and sports carnival. The partnership facilitates opportunities for students to be mentored and enabled industry exposure and experience for students. Future plans for the partnership include opportunities to enrich student leadership experiences.

The Indigenous support officer provides a valuable link between school and the Aboriginal and Torres Strait Islander community. The school celebrates and acknowledges key events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) week and reconciliation week. The Indigenous support officer works closely with school staff in tracking the progress of Indigenous students. Further



support is provided through the monthly barbeque for families and through access to Cooee Elders who engage with students who may require additional support...

Chaplaincy services are provided to the school through support from local churches, the P&C and the general community. This program provides afternoon tea for the BASE program, a morning breakfast program and supports students across the school.

Partnerships with parents are strengthened through various school events and celebrations which are held regularly.

The local councillor and local federal member speak positively of the school's reputation within the local community and of the supportive environment provided for students.

The established partnerships have the capacity to add significant value to the school community and student learning outcomes. Formal processes, established to periodically monitor and review the impact of established partnerships on student learning outcomes, are not yet developed.

### **Supporting data**

Annual Implementation Plan 2016, school website, school newsletters, interviews with staff, leadership team, student, parent, and community and business representatives.

### **Improvement Strategies**

Develop monitoring and management processes to ensure that key partnerships are effective in operation, delivery, and support robust student outcomes.

Investigate further opportunities for strategic partnerships which contribute to the development of the school community and support the learning outcomes for students.



#### **4. Follow-up timelines**

- School to publish the executive summary on their website within two weeks.
- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.