Mount Gravatt 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 **Mount Gravatt State High School** from **20** to **23 August, 2018**.

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 consider 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 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

Alan Sampson	Internal reviewer, SIU (review chair)
Bronwyn Johnston	Peer reviewer
John Brew	Peer reviewer

1.2 School context

Location:	Loreburn Street, Mount Gravatt
Education region:	Metropolitan Region
Year opened:	1960
Year levels:	Year 7 to Year 12
Enrolment:	1199
Indigenous enrolment percentage:	1.58 per cent
Students with disability enrolment percentage:	3.59 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1059
Year principal appointed:	2018
Full-time equivalent staff:	91.4
Significant partner schools:	Mount Gravatt State School, Marshall Road State School, Mount Gravatt East State School, Wishart State School, Nursery Road State Special School, Holland Park State High School
Significant community partnerships:	Athlete Development Program Partners, High Resolves
Significant school programs:	Athlete Development Program, Excellence in Dance, Edge program, Science, Technology, Engineering and Mathematics (STEM) program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 71 teachers, two guidance officers, Parents and Citizens' Association (P&C) president, eight parents, 63 students, two cleaners, facilities officer, four teacher aides, two administration officers, Business Manager (BM), canteen convenor and international program coordinator.

Community and business groups:

- Strength and conditioning coach, physiotherapist, Apprenticeships Queensland representative and High Resolves community representative.

Partner schools and other educational providers:

- Principal of Mount Gravatt State School.

Government and departmental representatives:

- School health nurse and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The school community is proud of the reputation the school has in the wider community and commends the high standards set for behaviour and uniform.

The 2017 School Opinion Survey (SOS) indicates 100.0 per cent of staff members are proud to tell others they work at this school. The school enjoys a high standing across the broader district and this has resulted in significant growth in enrolments over recent years.

The tone of the school reflects a school-wide commitment to purposeful, successful learning.

A range of exemplary extracurricular activities and after school hours tutorials are provided by highly committed staff predominantly in their own time. Students and parents are highly appreciative of these commitments from staff members and frequently cite these as reasons for choosing this school for their child.

The school leadership team is clearly committed and united in finding ways to improve student outcomes and has developed an agenda for improvement.

The current Explicit Improvement Agenda (EIA) focuses on the areas of reading and writing, senior outcomes and improving the percentage of 'A's - '*bursting the B bubble*'. Teachers are familiar with the priorities as goal areas. Targets and timelines have been established at whole of school level and most faculty plans have targets and strategies aligned to the school priorities. The establishment, communication and monitoring of classroom level targets by leaders is not yet consistent. Most teachers advocate for additional time to complete the embedding of priorities in a quality manner.

A culture of inquiry and innovation exists within the school.

The school promotion of this culture whereby creative exploration and independent learning occur is reflected in some classes across all faculties. School-wide expectations regarding the culture of inquiry and innovation are not yet apparent. Teaching staff members share strategies and resources within year levels. The identification and sharing of best practice across faculties and year levels are yet to occur.

The Success Team is implementing an instructional approach to drive improvement across the school.

There is a clear line of sight in the instructional approach adopted by the Success Team and some faculty leaders, from the EIA through to the classroom. The team's approach is exemplary in the analysis of data, development of plans and targeting of delivery to support groups of students and case management of individuals. The utilisation of the Success Team's approach to data-based decision making as a model for leaders within the school could yet occur. A consistent formal process of instructional leadership regarding pedagogy accompanied by the corresponding roles and responsibilities of leaders is not yet apparent.

The school leadership recognises that highly effective teaching is the key to enabling student progression.

The school utilises Marzano's[1] Art and Science of Teaching (ASoT) as a pedagogical framework. Professional learning in the framework has been undertaken over a number of years and it remains a key strategy in the school's 2018 Annual Implementation Plan (AIP). Some artefacts of ASoT are apparent in a number of classrooms. All aspects of the framework are not yet explicitly implemented in a consistent manner across the school. Most teachers are engaged in a range of feedback processes to support and promote effective learning. Teachers engage in a peer observation program. Most teaching staff members speak favourably of this process with some teachers requiring more comprehensive and constructive feedback.

School leaders are committed to success for all students and have a whole-school approach to differentiation with class groupings within each year level.

This process is supported by faculties that offer different program offerings targeted at student ability. The Essential Studies Department and the Student Support Team have a key role in supporting diverse learners. The Essential Studies Department could yet lead the whole-school approach to Individual Curriculum Plans (ICP) in consultation with classroom teachers to foster greater awareness of learning adjustments and programming. Strengthening the involvement of teachers in intervention strategies for students with disability and Aboriginal and Torres Strait Islander students by these teams is yet to fully occur.

The school has achieved strong academic outcomes in recent years.

2017 National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates that Year 7 and Year 9 Upper Two Bands (U2B) achievement is above Similar Queensland State Schools (SQSS) in eight of the ten strands. Year 7 and Year 9 Upper Two Bands (U2B) performance is statistically above Nation in nine of the 10 strands. Mean Scale Score (MSS) achievement in Year 7 and Year 9 is statistically above the Nation across all strands. 88.9 per cent of Overall Position (OP) eligible students received an OP between 1 and 15.

The school has developed positive partnerships over time to support student learning and wellbeing, and to create opportunities for students.

The school has a range of partnerships that promote global citizenship and vocational future pathways. Highly committed staff members drive the partnerships and extracurricular programs including Kokoda Challenge, Apprenticeships Queensland, High Resolves and the International Program. The school has a long and proud history of a successful and supportive Parents and Citizens' Association (P&C).

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.

2.2 Key improvement strategies

Review the EIA to clarify expectations and targets for teachers regarding school priorities.

Build the culture of inquiry and innovation within classrooms across the school through the formal identification and sharing of best practice.

Build a consistent and formal process of instructional leadership to ensure effective modelling, monitoring, review and feedback regarding the EIA.

Clarify with staff the implementation expectations regarding the school's pedagogical framework and further develop observation routines to ensure consistent and effective application.

Develop the range of strategies to support students on ICPs and the case management of Aboriginal and Torres Strait Islander learners.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school community is proud of the school's reputation in the broader community and commends the high standards set for behaviour and uniform. In the 2017 SOS 100.0 per cent of staff members agree with the statement 'I am proud to tell others I work for my school'.

The school enjoys a high standing across the broader district and this has resulted in significant growth in enrolments over recent years. Approximately 75 per cent of the student cohort reside outside the catchment boundaries and are required to meet school entry requirements before enrolment.

Discussions with most staff members across the school demonstrate their commitment to enhancing student outcomes and their appreciation of the informal professional support from colleagues and the cooperative nature of the student cohort. Some teaching staff indicate additional strategies could be developed to enhance the student voice in the directions and priorities of the school.

The current EIA focuses on the areas of reading and writing, senior outcomes and improving the percentage of 'A's - '*bursting the B bubble*'. Teachers are familiar with the priorities as goal areas. The explicit integration of these priorities within the planning and practices of teachers is not yet consistent. Most teaching staff members refer to Point-Evidence-Explanation-Link (PEEL) paragraphing and the Seven Steps to Writing Success as the key literacy strategies. Some faculties and Professional Learning Teams (PLT) have developed exemplary practices in establishing and monitoring targets in all priority areas.

Targets and timelines have been established at whole of school level and most faculty plans have targets and strategies aligned to the school priorities. The establishment, communication and monitoring of classroom level targets by leaders is not yet consistent.

Heads of Department (HOD) facilitate PLTs to identify priority areas in line with the EIA and to monitor progress. The rigour and consistency of review vary across PLTs. Formal feedback to teachers regarding teaching and learning and progress against the priorities varies in rigour from department to department.

Most teachers advocate for further time to complete the embedding of priorities in a quality manner and for the streamlining of priorities. Some teaching staff members articulate they commit to the priorities informally when it is appropriate for their teaching.

The explicit consideration of Aboriginal and Torres Strait Islander perspectives in developing the EIA is not yet apparent. The 2017 SOS indicates that 88.5 per cent of teaching staff agree with the statement 'I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas'. This ranks amongst the lowest agreement ratings on the staff SOS.
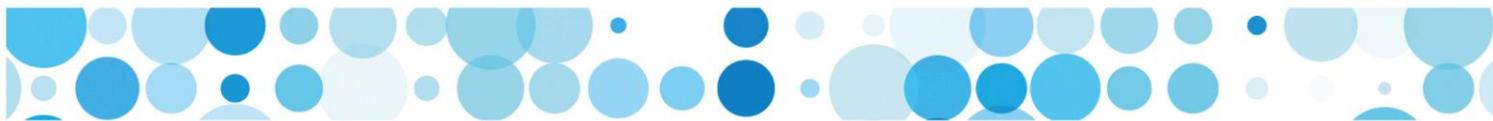
School leaders have recently remodelled the school staffroom and teaching spaces to faculty-based precincts with the intention to enhance the links of Year 7 students and teachers to the whole-school planning and practice. Some teaching staff members indicate the potential for the richness of middle school pedagogy to be lost with such a move.

The executive leadership team is committed to the continual improvement of this high performing school.

Improvement strategies

Review the EIA to clarify expectations and targets for teachers regarding school priorities.

Develop a plan to enhance the provision of support for Aboriginal and Torres Strait Islander students within the school and to provide opportunities for input into school priorities.
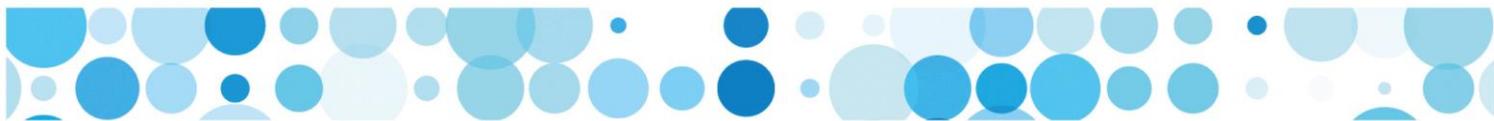
3.2 Analysis and discussion of data

Findings

School leaders undertake analysis of student data to inform strategic direction, as a basis for class composition and to inform some level of planning intervention and support for students. The School Data Plan outlines how data is utilised across the school to inform practice and intervention.

The school closely monitors attendance and behaviour. Deans of students are conversant with the utilisation of attendance and behaviour data to inform interventions.

Student progression measured through outcome data is a strategic priority of the school. Staff members are encouraged and supported to use the school-developed data walls to access collated information regarding the students they teach and to plan differentiated strategies. Staff members' utilisation of the data wall is not yet consistent across the school.

Systemic data sets are supplemented with research-based commercial programs including PAT testing. The school utilises commercial and school-developed surveys to evaluate the effectiveness of programs and service delivery.

Tracking processes are implemented for all senior students. Progress towards achievement of Queensland Certificate of Education (QCE) and Vocational Education and Training (VET) qualifications is monitored, communicated and utilised to inform intervention strategies when and as required. QCE attainment levels have increased from 94.2 per cent in 2014 to 100.0 per cent in 2016 and 2017.

Some teachers demonstrate a comprehensive understanding and application of the utilisation of data to inform planning and delivery. The Success Team and the Year 7 teaching team demonstrate exemplary practices in the analysis of data sets and in the subsequent development of intervention strategies. The allocation of Success Team members to individual faculties provides an opportunity to enhance the data literacy of staff.

The use of moderation processes to ensure the validity of teacher judgements against student assessment varies across the school. A number of faculties demonstrate exemplary practices in this regard.

The 2017 Year 7 NAPLAN participation rates range from 96.8 per cent to 98.2 per cent. Year 9 participation rates in 2017 range from 94.7 per cent to 95.2 per cent, and this compares to the 2008 participation rates that ranged from 96.2 per cent to 97.2 per cent.

MSS achievement in Year 7 and Year 9 is similar to Similar Queensland State Schools (SQSS) in all strands, with the exception of Year 9 writing and grammar and punctuation which are above SQSS. MSS achievement in Year 7 and Year 9 is statistically above the Nation across all strands.

NAPLAN 2017 data indicates that Year 7 and Year 9 U2B school performance is above SQSS in all areas, with the exception of Year 7 writing and spelling which are similar to
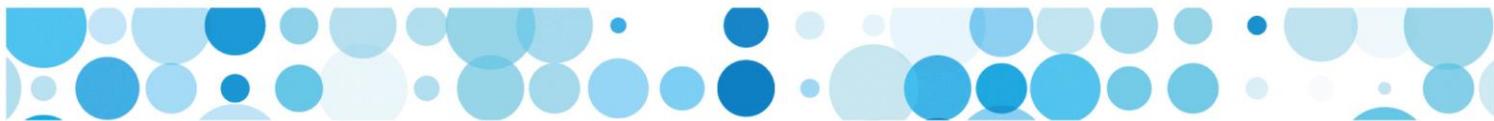
SQSS. U2B achievement in Year 7 and Year 9 is statistically above the nation in all strands, with the exception of numeracy which is statistically similar to the Nation.

Year 7 and Year 9 achievement at or above the National Minimum Standard (NMS) is above Queensland State Schools (QSS) in all strands.

NAPLAN 2017 indicates MSS and U2B performance in Year 9 writing as above SQSS and writing NMS achievement as above QSS. All NAPLAN measures regarding Year 9 writing are statistically above the Nation.

Relative gain 2015-2017 Year 5 to Year 7 and Year 7 to Year 9 is similar to SQSS across all areas, with the exception of Year 5 to Year 7 reading and Year 7 to Year 9 writing which are above SQSS.

The 2017 Closing the Gap report indicates the Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap is 59.2 per cent. The rate of Indigenous students attending less than 85 per cent of the school year in Semester 1 2017 is 39.1 per cent, and this compares with the corresponding attendance rate for all students of 9.1 per cent.

The mean score for Indigenous students in Year 9 writing is 14 scale points above that of their non-Indigenous peers. Care must be exercised in the analysis of this data due to the small number of Indigenous students in the cohort assessed.

Improvement strategies

Clarify expectations with teachers regarding how data is used, to better allow them to know their students and develop appropriate and responsive interventions.
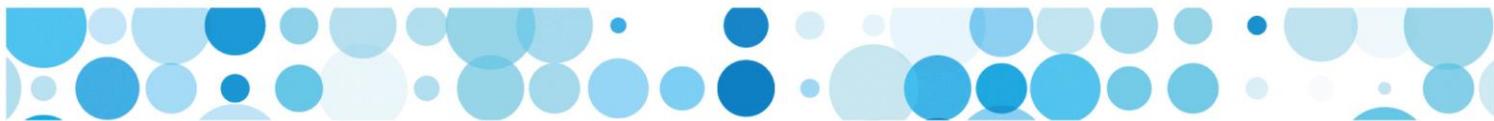
3.3 A culture that promotes learning

Findings

The school ethos is built around high expectations and a commitment to excellence. There is a strong sense of belonging and pride in the school.

Staff morale is sustained at a high level. The 2017 SOS indicates that 80.0 per cent of staff agree with the statement 'I feel that staff morale is positive at this/my school' and this compares to LSG and State Secondary schools' agreement rates for staff of 74.6 per cent and 73.5 per cent respectively. The rates of staff morale at the school have remained above those of the LSG and State Secondary schools across the period 2015 to 2017. 100.0 per cent of staff are proud to tell people they work at this school as indicated in the 2017 SOS.

The tone of the school reflects a school-wide commitment to purposeful and successful learning.

A range of exemplary extracurricular activities and after school tutorials is provided by highly committed staff predominantly in their own time. Students and parents are greatly appreciative of these commitments and frequently cite these as reasons for choosing this school.

There are very few obvious behavioural, attendance or engagement concerns. Deans of students work with school leaders to focus on improving attendance and connectedness to the school. Deans distribute attendance emails to all students on a weekly basis. The 2017 attendance rate of 9.1 per cent of all students attending less than 85 per cent of the school year compares favourably with the State Secondary schools average of 21.4 per cent. The rate of Indigenous students attending less than 85 per cent of the school year is 39.1 per cent.

A strong staff collegial culture of mutual trust and support has been established to promote student and staff wellbeing.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build partnerships with students and parents.

In 2017 36 short-term School Disciplinary Absences (SDAs) are recorded. In 2107 the rate per term per 1000 students for short-term SDAs at the school is 7.5 and this compares to the State rate of 56.9. The rate of exclusions per term per 1000 students at the school is 1.0 and this compares with the State rate of 1.9 per term per 1000 students.

'Let us seek worthy things' (Digna Petamus) is the school motto and is reflected on artefacts across the school. Most teachers and students refer to the school values of '*Respect for Self, Respect for Other People and Respect for the School*' and to the four school pillars of Academic, Cultural, Sport and Community. The values and their application to everyday learning are reinforced predominantly through student parades. An explicit student pastoral care program is not apparent in the junior school.
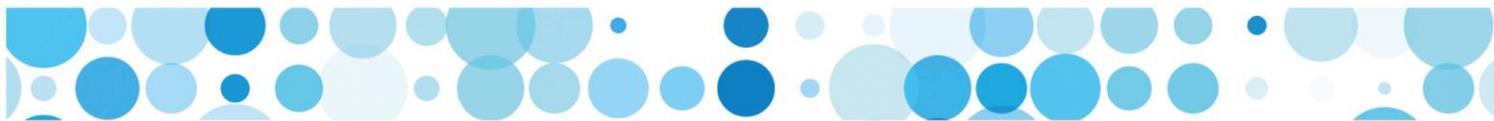
Most staff members indicate students predominantly display appropriate behaviour and time spent on behaviour issues is minimal. The 2017 SOS indicates 68.9 per cent of students agree with the statement 'I can talk to my teachers about my concerns'. This survey item received the second lowest rating from students in the 2017 SOS. Some teachers and students express the belief that there is capacity to build the student voice in guiding future initiatives in the school.

The school promotion of a culture of inquiry and innovation whereby creative exploration and independent learning occur is apparent in some classes across all faculties.

Teaching staff members share strategies and resources within year levels. The identification and sharing of best practice across faculties and year levels are yet to be developed. Peer observations vary in rigour and depth of feedback. A school-wide openness to critique by colleagues is yet to emerge. School leaders visit classrooms to observe teaching formally on a semester basis.

Students speak highly of the inclusive multi-cultural ethos of the school. An explicit program to respond to Aboriginal and Torres Strait Islander education perspectives is not yet apparent. Programs are established to support students with disability. The correlation of attendance and SDA data for students with disability to their cohort peers is yet to occur.

Community forums are provided to communicate and seek input from parents, students and the wider community. Some teachers seek feedback from students regarding the relevance and effectiveness of curriculum programs. Students commend this practice and advocate for further opportunities to contribute to the planning and practices of the school.

Improvement strategies

Build the culture of inquiry and innovation within classrooms across the school through the formal identification and sharing of best practice.

Investigate ways to build the student voice in the school and provide greater opportunities for student feedback.

Build the openness to critique by colleagues of each other's work by refining the peer observation process to enable constructive feedback.
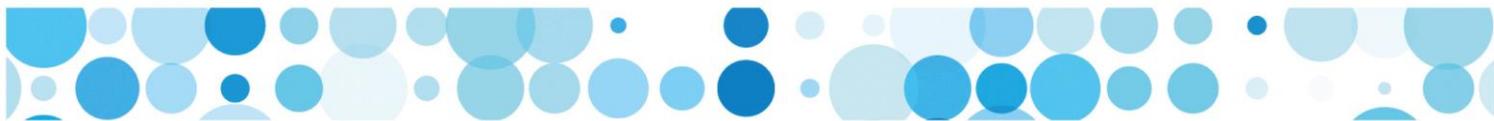
3.4 Targeted use of school resources

Findings

The school is resourced to meet a diverse range of learners' and community needs. Resourcing priorities align with the school's 2018 EIA and this is clearly reflected in budget priorities.

Staff member input into the allocation of resources is fostered through the Resource Forum with the School Advisory Council allowing for broader community consultation. A budget committee that includes parent representation formulates the school's annual financial plan.

Buildings and grounds are well maintained and the school has significant shade areas. The school has invested in some refurbishment of existing areas including H Block to increase the number of teaching spaces. Funds are allocated to develop the school gym that facilitates the Athlete Development Program. A new build is planned for 2020 that is to provide additional rooms and a dedicated performing arts space.

The school has an extensive community facility hire program with the hall particularly in strong demand.

At the time of the review the balance of the school's bank account is $1 511 004. Investing for Success (I4S) funds of $431 288 are targeted towards the employment of specialty staff in the Success Team that aims to support identified students in addition to developing staff capability. Whole School Support – Student Learning Resource (WSS-SLR) allocation is used to enhance student support and wellbeing through the employment of an additional 0.6 Full-time equivalent (FTE) guidance officer and 0.2 FTE Speech Language Pathologist (SLP).

The school has an allocation of 178 teacher aide hours. Some staff members advocate for greater use of available teacher aide support in classrooms supporting students with identified learning needs.

The school is committed to building the capacity of staff and has invested in external consultants, whole-staff and faculty-based Professional Development (PD). The PD of the school aligns strongly with the school's EIA. A workplace reform has allowed the PLTs to meet regularly and to engage in project work to progress the school's EIA.

A highly successful and financially sound digital learning device lease program is operated by the school and supported strongly by the community. The adoption of programs including OneNote is enabling student access to learning beyond the physical and time confines of the school.

The school runs a successful Athlete Development Program utilising external providers including the strength and conditioning coach. This program is fully student funded.

The Reading, Information and Research Centre (RIRC) is viewed by the community as a rich learning environment with access to diverse learning spaces, technology and learning
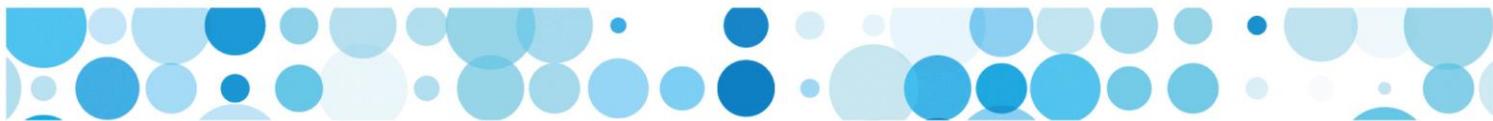
support. The RIRC is utilised by students and staff during lesson times, lunch breaks and before and after school.

Improvement strategies

Review the current teacher aide role delegation to ensure that all students are adequately supported in their classroom learning.
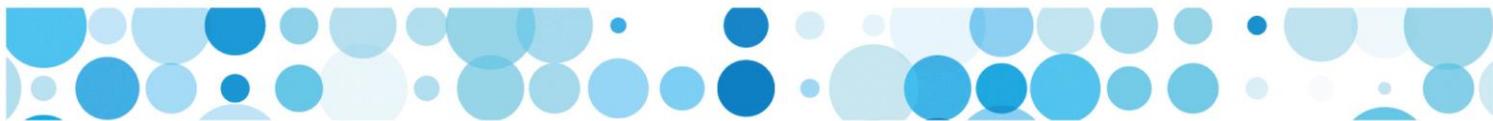
3.5 An expert teaching team

Findings

The school leadership team is viewed as supportive of staff and students. The leadership team is visible in the playground and is actively involved in behaviour management.

A formal process of instructional leadership regarding pedagogy accompanied by the corresponding roles and responsibilities of leaders is not yet apparent.

The Success Team's instructional approach to driving school improvement is exemplary in the analysis of data, development of plans and targeting of delivery to support groups of students and case management of individuals. There is a clear line of sight in the instructional approach adopted by the Success Team and some faculty leaders from the EIA through to the classroom. The utilisation of the Success Team's approach to data-based decision making as a model for leaders within the school could yet occur.

There is a school-wide commitment to using PLTs to build capacity regarding literacy strategies. Faculties have recently focused PLTs on close reading and Seven Steps to Writing Success. This is enacted with varying degrees of engagement. The PLT process is a new approach for the school and most staff members have welcomed the practice. Further refinement of the cycle of inquiry and clarification of expectations at a classroom level within the PLT priority to assist staff in achieving desired outcomes is yet to occur. The leadership team has strategies established to assist teachers to continue to develop teaching expertise specifically in literacy, including coaching with the master teacher and key teacher.

The school has established a professional learning plan and associated budget to support local and system priorities where appropriate. This is reflected in the school's investment in the master teacher and Success Team. The master teacher and Success Team provide coaching and mentoring to interested teachers. Teaching staff articulate that they have confidence in the work of the Success Team and this is reflected by faculty participation in PD activities and inclusion in classroom practice by teachers. The RIRC key teacher provides support in promoting reading and research skills for students.

Aboriginal and Torres Strait Islander students articulate a sense of belonging within the school community. 2017 SOS data indicates that staff member confidence regarding embedding Aboriginal and Torres Strait Islander perspectives within the curriculum is amongst the lowest ranked survey items. The development of a whole-school strategy to build the capability of the teaching team to improve the outcomes of Aboriginal and Torres Strait Islander students could yet occur.

The school has an approach to the mentoring of beginning teachers and coaching assistance is available for staff members. Staff members are able to volunteer to work with the master teacher. There is a process of peer observations and teachers are open to constructive feedback. A formalised structure to facilitate the conversation is not yet established. The school's EIA is made explicit to staff members at induction, and in staff handbooks. Most staff members are able to articulate the agenda in relation to their subject area.
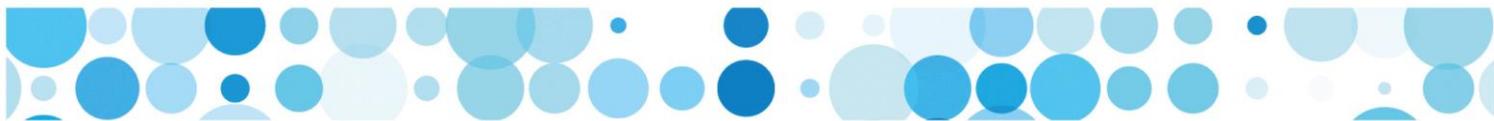
The school has a well-documented meeting structure that has been developed in consultation with the teaching staff. The plan accommodates staff meeting, PLT, faculty and forum time. The school is implementing a formal process for conducting professional discussions with staff through forums. Staff members express that they would welcome refining the committee structure to allow for effective decisions and reduce unnecessary duplication.

The management of unsatisfactory staff performance when required is conducted professionally and effectively and in accordance with agreed guidelines.

Improvement strategies

Build a consistent and formal process of instructional leadership to ensure effective modelling, monitoring, review and feedback regarding the EIA.

Refine the cycle of inquiry within the PLTs and provide staff with an explicit model of scan and assess, prioritise, plan, act and review.

Formalise a structure of professional conversation with peer observations that is focused on improving pedagogical practice.
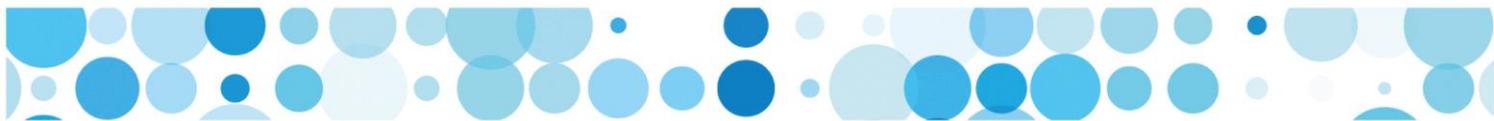
3.6 Systematic curriculum delivery

Findings

Teachers and leaders have identified what teachers should teach and what students should learn. The school has developed a whole-school curriculum plan aligned with the Australian Curriculum (AC). Some teaching staff members access Curriculum into the Classroom (C2C) as their planning and practice base. Many teachers refer and plan directly from the AC.

Curriculum planning for Years 7 to 9 draws on the AC. The Year 10 program for curriculum is diverse with some subjects aligned to P-10 Curriculum and others providing entry courses for Year 11. The assessment strategies of the new Senior Assessment and Tertiary Entrance (SATE) are coupled with the AC in Year 10.

Most teachers are conversant with the backward mapping of assessment and the use of achievement standards and content descriptions.

A range of unit planning templates is in operation. Some teachers advocate for greater uniformity of planning across faculties.

Some teachers advocate for less complexity of language in marking guides used to match student achievement against criteria-based assessment.

School leaders are undertaking work in preparation for changes to senior schooling curriculum and assessment. This work includes identification of understandings and skills that students will require in junior secondary. Some faculties have incorporated the explicit use of cognitive verbs utilised in the new Queensland Curriculum and Assessment Authority (QCAA) senior syllabus documents into junior curriculum and assessment.

A master teacher and other leaders facilitate school processes for reading and writing with close reading, PEEL paragraphing and the Seven Steps to Writing Success being the key strategies. A key teacher in the RIRC develops strategies for students across the school to enhance their love of reading. An alignment of planning between master teacher and key teacher is not yet apparent. Most faculties have integrated strategies for reading and writing in their curriculum planning.

Some faculties have processes established for ongoing professional conversations regarding how best to maximise student achievement and wellbeing. Some faculties make data-driven decisions in relation to devising curriculum for their students. Some teachers and leaders report their use of OneSchool dashboard summary profiles as useful in gathering information regarding student achievement and student needs to assist in planning.

Some HODs and teachers indicate their interest in building the range of strategies that develop critical and creative thinking. Exemplary practices exist in the planning and delivery of teachers in a number of faculties. Some teachers, students and parents express the belief that there is capacity to build on the current range of strategies that foster these capabilities.
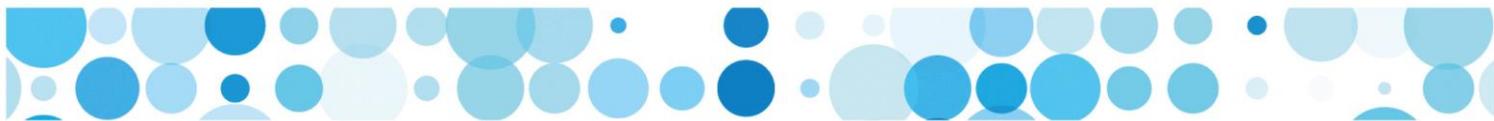
The Learning Place is utilised by most teachers in the storage of resources and curriculum for peers and students. Some teaching staff members use T drive. Some leaders and teachers advocate for the use of one central storage site.

Leaders and teachers express a commitment to building the Information and Communication Technology (ICT) general capability. Staff members acknowledge that the high student participation in the school's computer program of 98 per cent of students having a computer presents significant opportunities in the application of technology to pedagogy and to the embedding of this general capability.

Most teaching staff members and faculty leaders utilise assessment as learning to support learners to monitor their own progress and to understand what they need to do to be successful. Most students indicate satisfaction with the formative assessment opportunities provided by teachers. Students indicate that written feedback is most useful.

Some teachers indicate the time spent in the process of providing draft feedback is overly complex and suggest more time could be spent in skilling students to critically review their own work before teacher feedback. Some teachers indicate that due to the highly detailed draft feedback the student achievement result could be more teacher-based than student-based. A whole-school approach to the provision of purposeful and timely feedback is yet to be developed.

Improvement strategies

Clarify, support and monitor the school expectations regarding consistency for unit planning aligned with the AC.

Identify a school expectation regarding a common curriculum storage site for staff members.

Provide PD through the pedagogical framework to develop student capacity to critically review their assessment pieces prior to draft submissions.
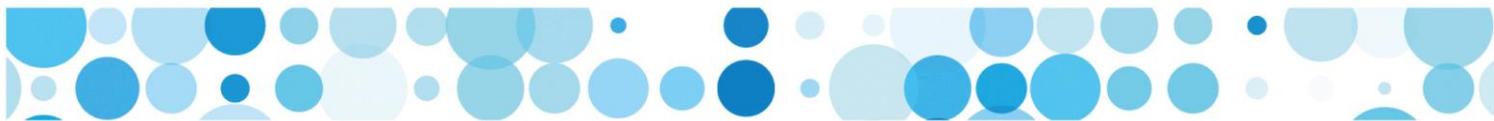
3.7 Differentiated teaching and learning

Findings

School leaders are committed to success for all students and have a whole-school approach to differentiation with class groupings within each year level. This is supported by faculties that offer different program offerings targeted at student ability.

The tiered offering aligned to student ability is identified as Foundation, Core and Excellence including Edge classes. The foundation classes are smaller classes and are focused on students achieving success at the 'C' level. Students in the Core class experience the full curriculum. Students in Excellence classes are predominantly extended through teacher-led learning experiences. Pedagogical expectations for the tiered range of classes are yet to be clarified.

Each faculty has an individual approach to engaging with data to support evidenced-based decision making in relation to curriculum planning and targeted teaching. A strong culture of lesson planning exists throughout the school and there is variable use of diagnostic data. Some utilisation of pre-testing is made to identify individual strengths and areas for improvement as starting points for teaching. This process appears to be at the initiative of individual teachers rather than a school-wide expectation.

Explicit planning for differentiated teaching varies across the school. The mathematics faculty has introduced Maths Pathways specifically to demonstrate individualised learning growth and respond to individual learning needs. The IMPACT program provides further extension for targeted students. The Success Team's case management of individual students generates individual learning plans to support teachers in addressing student needs.

A range of resources is utilised across the school to differentiate for learning in classrooms. Teaching staff identify using OneSchool, the electronic data wall, rank orders, NAPLAN, PAT-R and PAT-M, class results and informative testing.

The Essential Studies Department has a key role in supporting and delivering curriculum to students with disability. The Essential Studies Department could yet lead the whole-school approach to ICPs in consultation with classroom teachers to foster greater awareness of learning adjustments and programming.

The Student Support Team monitors the progress of Aboriginal and Torres Strait Islander students, English as an Additional Language or Dialect (EAL/D) students, attendance and students requiring additional support. The Student Support Team focuses attention on knowing each individual student and to developing support plans focused on student success. Classroom teachers are not able to articulate the support provision or a specific identification process regarding Aboriginal and Torres Strait Islander students. An opportunity exists for the Student Support Team to formalise their data collection process and involve teachers in developing intervention strategies for Indigenous students.

Improvement strategies

Review the current pedagogical approach implemented in Edge and Excellence classes to determine best practice and adopt a consistent approach to support high achieving students.

Involve class teachers in the development of the range of differentiation strategies including involvement in ICPs.

Develop the range of strategies to support and monitor Aboriginal and Torres Strait Islander learners.
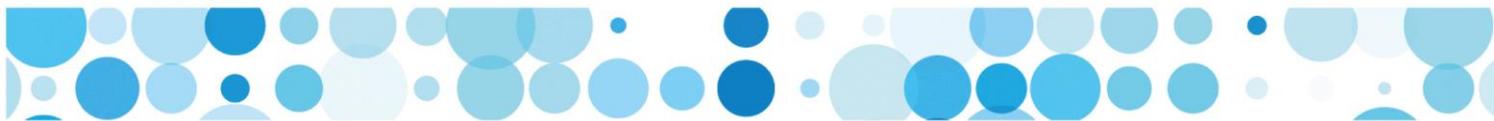
3.8 Effective pedagogical practices

Findings

The leadership team recognises that highly effective teaching is the key to enabling student progression. They place high priority on evidence-based strategies regarding reading and writing to drive school improvement.

Close reading and the Seven Steps to Writing Success are the explicit strategies identified in the school's 2018 AIP in these two areas. Staff are familiar with these strategies and have been skilled in their delivery through PLT engagement.

The school utilises Marzano's ASoT as a pedagogical framework. The school has undertaken professional learning in the framework over a number of years and it remains a key strategy in the school's 2018 AIP. Some artefacts of ASoT are apparent in a number of classrooms. Staff predominantly use learning intentions in their delivery. Other aspects of the framework are not used explicitly in a consistent manner across the school.

Teacher-directed pedagogical practices are more apparent than student-centred learning. In the Edge classes that cater for strong academic performers in the core subject areas in the junior school, there is a predominance of inquiry or project-based learning that promotes critical and/or creative thinking. Some staff advocate for an extension of this pedagogical approach into the core classes.

The school has made distinct changes to their Year 7 structures in the last couple of years with some practices initially adopted under middle schooling no longer implemented. Year 7 classes are now integrated more fully across the school with an increase in the number of core teachers. Some staff advocate for a return to the middle schooling pedagogical practices that were initially adopted by the school.

Innovative approaches in the application of technology within pedagogy are apparent in some areas. Staff members are positive regarding the use of technology across the school.

The use of summative assessment to measure progress and inform planning and teaching is embedded. Formative assessment to measure student progress at short intervals varies across faculties.

Students receive feedback following summative assessment and through the drafting process. Students report that the feedback they receive from teachers is helpful in improving their learning and they acknowledge the care and concern of teachers in meeting their learning needs.

Most teachers are engaged in a range of feedback processes to support and promote effective learning. Teachers engage in a peer observation program. Most staff speak favourably of this process. Some staff members require more comprehensive and constructive feedback.

Improvement strategies

Clarify with staff the implementation expectations regarding the school's pedagogical framework and further develop observation routines to ensure consistent and effective application.

Review current pedagogical practices across the school to identify exemplary practices that may be shared to develop critical and creative thinkers.

Review current pedagogical practice in the middle school to ensure the effectiveness of teaching and learning.
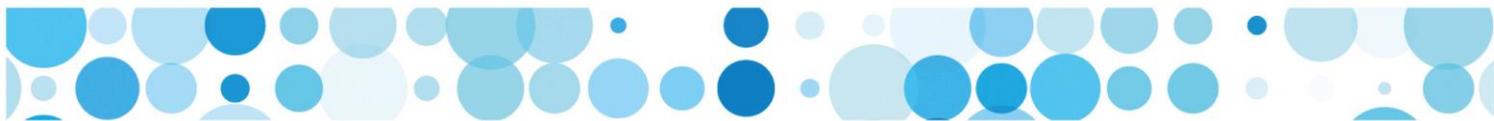
3.9 School-community partnerships

Findings

The school has developed a range of partnerships that promote global citizenship and vocational future pathways. Highly committed staff drive the partnerships and extracurricular programs that include the Kokoda Challenge, Apprenticeships Queensland, High Resolves and the International Program.

An explicit review process to determine the effectiveness in achieving student outcomes and the connection to the school's EIA is not yet apparent.

The school has an extensive International Program with 69 students currently contributing to the multicultural ethos of the school.

The school has a long and proud history of a successful and P&C. The P&C operates the school canteen and uniform shop. There is a strong sense of pride in the community and a belief that this is a good school. Families are proud of the school uniform and the P&C's ability to provide a healthy menu for students.

The school has recognised the importance of a successful P&C and has supported the P&C operations by relocating the uniform shop. Additionally, the P&C has sought opportunities for improvement and has revised the canteen operations to be more successful and more able to support the school in delivering on plans.

Over time the school has developed positive partnerships to support student learning, wellbeing and create opportunities for students to enhance study options. Some of the partnerships include: Griffith University supporting Science, Technology, Engineering and Mathematics (STEM) Cup with the school hosting the competition on behalf of the university; High Resolves supporting global citizenship; Kokoda Challenge supporting personal development with participation growing to 20 teams participating in the challenge this year; primary school partners creating connections and transition; Athlete Development Program supporting the school sporting program; and vocational providers broadening senior subject offerings.

With the imminent changes to senior schooling the school has established a connection with partner high schools to review senior unit plans and provided feedback in relation to assessment design and marking. Teachers have begun preparing for the new senior programs and demonstrate a willingness to work with network partners to support their knowledge and understanding and the development of quality programs. The school could further build on newly established partnerships including the SATE alliance.

The school has 45 feeder primary schools. The school offers a Year 6 orientation day to future Year 7 students during the last week of Term 4 to support transition. The leadership team recognises the need to build partnerships with primary schools in areas including curriculum alignment and connectedness.
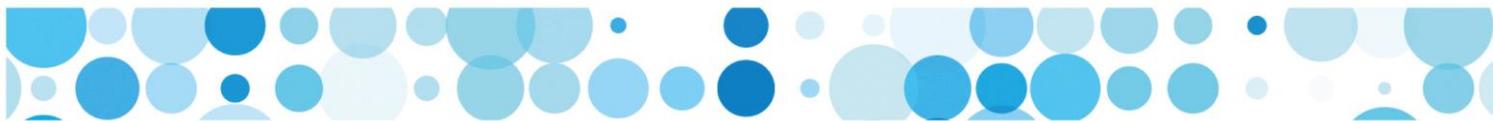
Improvement strategies

Review the effectiveness of partnerships in relation to the school improvement agenda that support student learning and outcomes.

Build the open collegial engagement with partnership schools around transition and curriculum.