Heatley Secondary College

School Review Report

School Improvement Unit

Queensland Government
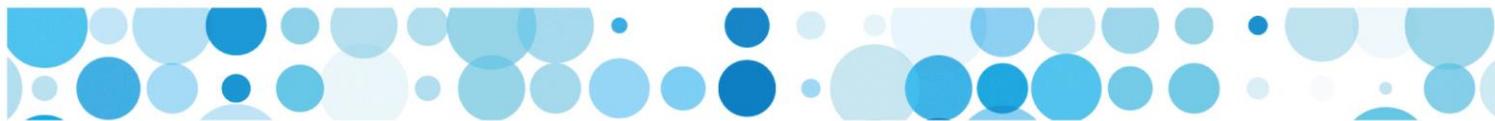
Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Heatley Secondary College** from **19 August** to **21 August 2019.**

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

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

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

The 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 Smith	Internal reviewer, SIU (review chair)
Phil Campbell	Peer reviewer
Valerie Hadgelias	External reviewer

1.2 School context

Location:	Corner of Fulham Road and Hanlon Street, Heatley
Education region:	North Queensland Region
Year opened:	1968
Year levels:	Year 7 to Year 12 Year 10 and Year 12 – Adult Education
Enrolment:	647 – Year 7 to Year 12 157 – Adult Education
Indigenous enrolment percentage:	37.2 per cent
Students with disability enrolment percentage:	11.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	877
Year principal appointed:	Term 4, 2018
Day 8 staffing teacher full-time equivalent (FTE):	64.83
Significant partner schools:	Heatley State School, Vincent State School, Aitkenvale State School, Currajong State School
Significant community partnerships:	The Smith Family, Connect 'n' Grow, Townsville Basketball Association, NEP Australia, Australasian Drilling Institute
Significant school programs:	Townsville Creative Technologies College (TCTC), Heatley Adult Secondary College, Clontarf Academy, Stars Foundation
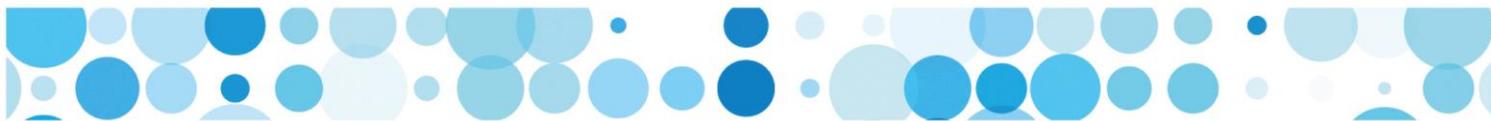
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, seven Heads of Department (HOD), three guidance officers, 26 teachers, Business Manager (BM), five teacher aides, 33 ancillary/administrative/support staff, chaplain, 67 students, three parents and Parents and Citizens' Association (P&C) vice president.

Partner schools and other educational providers:

- Principal of Aitkenvale State School, principal of Vincent State School, principal of Currajong State School and deputy principal of Heatley State School.

Government and departmental representatives:

- State Member for Thuringowa, Councillor for Division 7 Townsville City Council and ARD.

1.4 Supporting documentary evidence

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

2. Executive summary

2.1 Key findings

There is a strong sense of pride in the college.

Students and staff articulate a sense of belonging. Parents, staff, students and community members speak highly of the college and recognise the significant improvement in the professional standing of the college in recent years.

The college has developed and is implementing a coherent, sequenced plan for curriculum delivery.

Structured curriculum alignment meetings are embedded across the college. This allows staff to establish a shared understanding of the key concepts including Know, Do and Think (KDT) tables. The KDT tables are shared with students early in each unit of work and form a key strategy in establishing student understanding of the learning intent of the unit being introduced. Learning walls include the KDT and assessment. Emphasis is placed on making the curriculum locally relevant.

The college has a strategic approach to the allocation of resources, targeting human resources, funding and expertise towards college priorities to meet the learning and wellbeing needs of all students.

The Investing for Success (I4S) funding is used to support the college commitment to improving student outcomes by providing additional guidance allocation, funding two additional Head of Department (HOD) positions, and employing an additional teacher aide to provide in-class literacy and numeracy support. College leaders have established goals for I4S with improvement in each of the areas of Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) attainment, academic achievement, Upper Two Bands (U2B) in National Assessment Program – Literacy and Numeracy (NAPLAN), attendance, behaviour and effort.

College leaders are united in their commitment to improve student learning outcomes.

Staff members readily identify attendance and behaviour as key priorities at the college. Some staff additionally reference writing, reading and restorative practices. College leaders acknowledge that a reduced number of priority areas in the Annual Implementation Plan (AIP) would assist with achieving a sustained focus on effectively embedding the Explicit Improvement Agenda (EIA).

College leaders are committed to providing a positive and consistent approach to student behaviour management across the college community.

A clearly defined set of expectations underpins the college's approach to student behaviour. Staff members express a degree of frustration at the level of engagement with Positive Behaviour for Learning (PBL) by some of their colleagues. They express a desire for greater consistency of implementation across the college.

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

College leaders articulate the expectation that the pedagogical framework will be utilised by all teaching staff and will underpin the identified improvement priority of quality teaching. Some teachers are yet to be able to clearly articulate the college's pedagogical framework.

College leaders have developed processes for the collection of data relevant to students in all year levels.

An array of data is collected and some teachers articulate using class dashboard as the starting point for their planning. Teacher understanding and use of this data to inform their planning and daily teaching practices are variable. Some teaching staff members express a desire to further strengthen their capability in this area.

Staff of the college are committed to achieving strong outcomes for students.

The principal and other leaders view the development of staff into an expert and coherent college-wide teaching team as central to improving outcomes for all students. Many teachers express a desire to receive feedback regarding their classroom practices. A systematic process for formal lesson observation and feedback to teachers is yet to be established.

The college has a strategic approach to developing and maintaining a range of positive and sustainable partnerships that benefit students throughout their time enrolled at the college.

A strong sense of community is consistently articulated by staff, students, parents and community partners who share a common purpose to provide a safe supportive learning environment for students at the college. Local feeder primary schools are engaged in a range of activities that introduce students to secondary education and allow a seamless transition to the college. Effective partnerships with training providers, Technical and Further Education (TAFE) and James Cook University (JCU) support and promote successful transitions for 'post-compulsory' students into work, study or a combination of these two options.

2.2 Key improvement strategies

Collaboratively refine and focus the EIA to promote increased clarity, consistency of expectations, and sustainability of impact and practice.

Collaboratively refine and strategically implement college approaches to student behaviour and engagement with an emphasis on gaining understanding and commitment from staff, consistency of implementation, and sustainability of impact.

Collaboratively review and refine the pedagogical framework to ensure clarity and a shared commitment to agreed practices.

Make sophisticated use of data across the college to identify gaps in student learning, to monitor improvement over time, and to monitor growth across the years of schooling.

Implement and communicate whole-college observation and feedback process for all teachers, and enhance opportunities for regular, college-wide mentoring and coaching of the teaching team and college leaders.
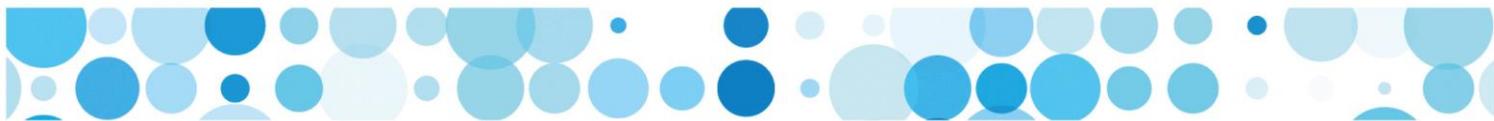
3. Snapshot of previous school review

The last review carried out at the school was conducted from **13** to **15 July 2015**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2015 review was identified as 912 and the school enrolment was 636 with 89.2 Full-time equivalent (FTE) adult education, an Indigenous enrolment of 25 per cent and a student with disability enrolment of 13 per cent.

The key improvement strategies recommended in the review are listed below.

- Continue to implement and monitor the pedagogical practices within the college.

- Develop and implement a whole-school strategic approach and operational practices to address the significant challenges associated with student attendance.

- Engage all stakeholders in a review of behaviour management processes and practices to streamline processes, reach agreed responses, consequences and monitor data.

- Develop a strategic plan to promote and market the school, its programs and achievements to build public confidence in the wider community.

- Identify and implement strategies to build belief that the school and its students can achieve at the highest levels.
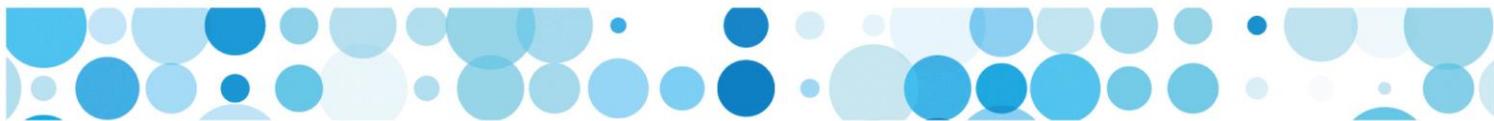
4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

College leaders are united in their commitment to improve student learning outcomes. The current strategic plan – 2016-2019 details strategies, performance measures and sources of evidence. These are arranged under the four pillars of successful learners, great people, high standards and engaged partners.

A detailed AIP has been prepared, outlining actions and strategies under three key organisers of successful learners, quality teachers and quality partnerships. A total of 16 strategies are detailed in the AIP, including literacy and numeracy, attendance, Indigenous outcomes, junior secondary, PBL, student wellbeing and curriculum alignment. Targets, timelines and responsible officers are outlined in the AIP.

To support their work, the leadership team has developed a range of plans, policies and frameworks that articulate the beliefs, processes and requirements of the college. These include a curriculum, assessment and reporting plan, pedagogical framework, data plan, professional learning plan, and Responsible Behaviour Plan for Students (RBPS).

The college has a documented EIA that, in 2019, is focused on quality teaching and learning, reading and writing, and PBL. It articulates that successful futures will result from a collective focus on attendance, behaviour, achievement and belief (engagement and curriculum).

The published EIA outlines expectations of all teachers at the college. These include explicitly teaching positive behaviours in all settings, having high expectations for student attendance, engaging in collaborative team approaches to quality teaching and learning, participating in goal setting and monitoring of student data, in addition to providing innovative and relevant curriculum.

Staff members readily identify attendance and behaviour as key priorities at the college, and recount many of the associated whole-of-college goals. Some staff additionally reference writing, reading and restorative practices. With regards to literacy and numeracy, teachers articulate that attention and emphasis on Direct Reading and Thinking Activity (DRTA) has reduced in 2019. All teachers are yet to be able to describe agreed teaching practices in relation to writing. Topic Sentence, Explanation, Evidence, Link (TEEL) is specifically acknowledged by some teaching staff members. College leaders acknowledge, after reflection, that a reduced number of priority areas in the AIP would assist with achieving a sustained focus on effectively embedding the EIA. A degree of inconsistency regarding monitoring of practices relating to the implementation of the EIA exists at the executive leadership level.

Quantitative targets are described in the EIA, including an attendance rate of 85 per cent, 90 per cent of students achieving a 'C or better' for behaviour, 80 per cent achieving a 'C or
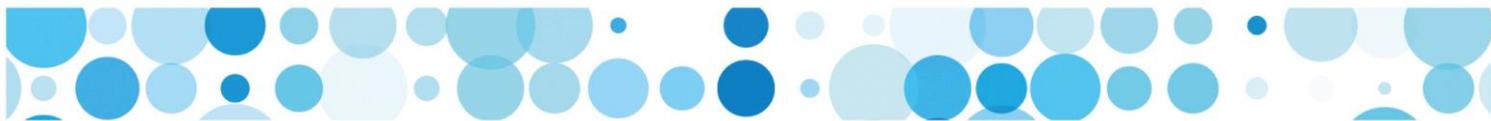
higher' for academic achievement, and parent, staff and student satisfaction at 90 per cent or higher in response to the School Opinion Survey (SOS) item 'This is a good school'.

College data indicates academic achievement in English at the end of Semester 2 2018 as 75.2 per cent in Year 7, 73.7 per cent in Year 8, 56.3 per cent in Year 9, and 68.3 per cent in Year 10. Academic achievement in mathematics at the same time period was 74.5 per cent in Year 7, 49.5 per cent in Year 8, 41.9 per cent in Year 9 and 43.3 per cent in Year 10.

College data indicates behaviour data in English at the end of Semester 2 2018 was 76.9 per cent for Year 7, 77.5 per cent for Year 8, 68.5 per cent for Year 9, and 79.7 per cent for Year 10. Behaviour data in mathematics for the same period for Years 7, 8, 9 and 10 was 73.3 per cent, 77.1 per cent, 76.1 per cent and 91.5 per cent respectively.

College leaders articulate clear beliefs for learning and have established high expectations for student attendance. These expectations are regularly communicated in newsletters, through social media and at assemblies. Year coordinators systematically monitor student attendance and work closely with their respective deputy principals to address identified areas of concern. Members of the Student Support Services Team (SSST) are additionally involved in assisting students and their families to attain higher levels of attendance at college.

The 2019 Semester 1 School Data Profile indicates a college attendance rate for 2018 of 84.1 per cent, with 41.2 per cent of students attending less than 85 per cent of school days. This compares to 2017 attendance figures of 85.2 per cent and 37.9 per cent respectively. The goal for student attendance across the college in 2019 is 85 per cent.

The principal has engaged an external consultant to lead an appreciative inquiry process with staff, parents, students, community members and partners. The outputs from this work will form a significant component of the college's Quadrennial School Review (QSR) process as it prepares its college strategic plan for 2020-2023. Key stakeholders express appreciation for the opportunity to participate in this significant consultation process and articulate a strong belief that this process will prove beneficial for the college moving forward.

Improvement strategies

Collaboratively refine and focus the EIA to promote increased clarity, consistency of expectations, and sustainability of impact and practice.

Promote precision in the delivery of agreed teaching practices in relation to the college's EIA and closely monitor implementation of these leading to consistency of practice.

Systematically prioritise and address student attendance, with particular attention on Quality Assurance (QA) of processes.
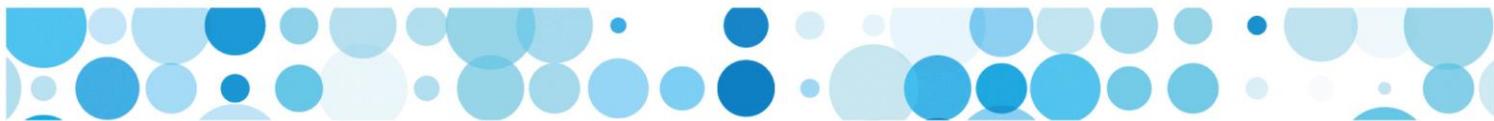
4.2 Analysis and discussion of data

Findings

College leaders have developed processes for the collection of data relevant to students in all year levels. They actively monitor performance data, including that relating to student attendance, School Disciplinary Absences (SDAs) and other behavioural data, in addition to school completion, destination and stakeholder perceptions.

Tracking of student achievement towards QCE or a QCIA in Years 11 and 12 is well established. This involves comprehensive case management by college personnel with detailed records maintained. Senior secondary students are able to articulate whether they are 'on track' to receive a QCE at the end of the school year. College data indicates that 98.9 per cent of students achieved a QCE or a QCIA in 2018. This compares to 100.0 per cent attainment in 2017 and 97.1 per cent in 2016.

Junior secondary students work towards attaining a Junior Certificate of Education (JCE) or Junior Certificate of Individual Achievement (JCIA). To be awarded one of these college-based certificates, students must achieve a significant amount of learning at a set standard across core and elective classes. Year 7 students track their academic progress. Only credits achieved in Years 8 and 9 contribute to the JCE. Deputy principals utilise data walls to visually represent students on track and 'at risk' of not attaining their JCE. College leaders indicate that a number of students in Year 9 will not gain the qualification at the end of 2019. Leaders are investigating other options as a way for students to gain additional credit towards the JCE, including through good attendance rates.

A range of data is utilised to identify students at risk of not achieving the National Minimum Standard (NMS) or requiring further intensive support in literacy and/or numeracy. PAT-R, PAT-M and PROBE, in addition to transition information from partner primary schools, are used to provide starting points for individual support programs and curriculum plans where appropriate. Diagnostic testing occurs regularly within the college to measure progress made.

A range of data is collected. Some teachers articulate using class dashboard as the starting point for their planning. Teacher understanding and use of this data to inform their planning and daily teaching practices vary. Some teaching staff members express a desire to build capability in this area.

College leaders are committed to analysing data to determine successes, in addition to trends that are apparent. HODs meet with their respective line managers to formally review faculty data. Teachers indicate that discussions with their HODs regarding achievement data are an emerging practice. They acknowledge that identifying clusters of students for improvement is assisting them to better focus their pedagogy in addition to allowing a deeper understanding of student performance within faculty subjects to develop.

Year 7 and Year 9 NAPLAN participation rates in 2018 in the focus area of writing are 73.1 per cent and 66.7 per cent respectively.
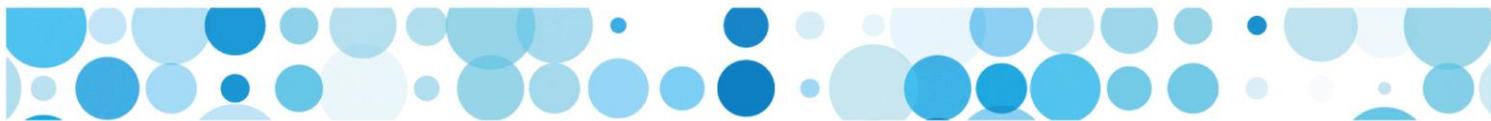
2018 NAPLAN data indicates that Year 7 performance at or above the NMS in writing is 55.7 per cent. This is below the Year 7 Queensland State Schools (QSS) performance of 81.6 per cent. Year 9 NMS performance in writing is 27.3 per cent and below the QSS performance of 66.4 per cent.

NAPLAN 2018 data indicates that Year 7 and Year 9 U2B achievement in the focus area of writing is similar to Similar Queensland State Schools (SQSS).

Year 7 and Year 9 Mean Scale Score (MSS) achievement is below SQSS in writing.

Relative gain 2016-2018 Year 5 to Year 7 and Year 7 to Year 9 is below SQSS in writing.

23.1 per cent of all Year 12 students in 2018 were eligible for an Overall Position (OP) score. The percentage of OP eligible students who received an OP in the range 1 to 15 was 52.4 in 2018 and 64.3 per cent in 2017.

Improvement strategies

Make sophisticated use of data across the college to identify gaps in student learning, to monitor improvement over time, and to monitor growth across the years of schooling.

Build staff capability to enhance their understanding and use of data to inform their planning and daily teaching practices.
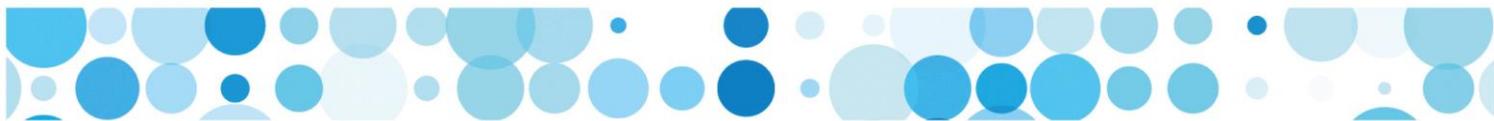
4.3 A culture that promotes learning

Findings

College leaders and staff give a high priority to the promotion and development of student wellbeing. Students express appreciation for the care and concern afforded them by staff members. Parents articulate this sentiment and describe a positive and caring relationship between staff, students and parents.

The SSST is well established at the college. Comprising guidance officers, a School-Based Youth Health Nurse (SBYHN), Community Engagement Coordinator (CEC), Youth Support Coordinator (YSC), Transition Pathways Officer (TPO), School Based Police Officer (SBPO) and a chaplain, this team considers formal referrals of students with complex social and/or emotional needs and determines how best to support these students. Staff members provide a range of support, including resilience building programs. When appropriate, access to external agencies to support student health and wellbeing is facilitated. The SSST meets fortnightly to ensure a coordinated approach to supporting students with wellbeing and/or learning needs. A case management process is utilised. A range of data is used to shape and design proactive wellbeing programs, and individual classroom support when and as required. Students are able to self-refer to the SSST and are aware of the processes to do this.

Reflective of a key improvement strategy in the previous school review, a team of interested staff members is leading implementation of PBL at the college. They meet regularly, with their work informed by an action plan that details actions in the areas of embedding college-wide expectations, explicit teaching of expectations, college-wide reinforcement framework, college-wide consequences, and data-informed decision making. The roles of each of the PBL team members are clearly outlined.

A range of data regarding implementation of PBL at the college is systematically collected. This involves techniques including Effective Behaviour Support (EBS), School-wide Evaluation Tool (SET) and Team Implementation Checklist (TIC), as required by the regional PBL coach. Information gathered is firstly analysed by the PBL leadership team and then shared with other college staff.

The college's key behaviour expectations are identified as 'responsible, respectful and resilient' and are apparent in visual displays in classrooms and other areas throughout the college. Most students across a range of year levels are able to articulate these expectations.

Many students identify 'Spotted' as the college's recognition scheme for those who display responsible and respectful behaviour. Many students, particularly in junior secondary, express satisfaction with receiving such rewards. Some students indicate that teachers explicitly teach positive/preferred behaviours on a regular basis.

The college has recently introduced a restorative practices approach to complement PBL practices. Staff members articulate a variable understanding of this approach, particularly in regards to the underpinning philosophy.
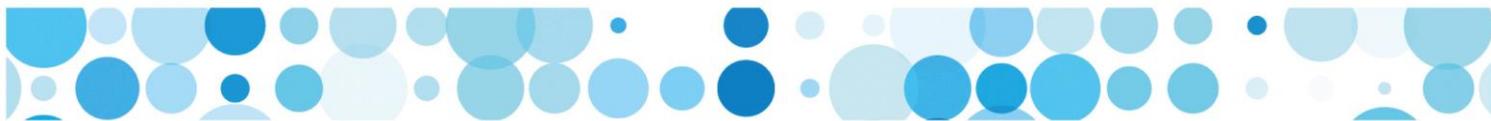
Some staff members express a degree of confusion of various artefacts including 'good standing' and 'the Heatley five'. The PBL handbook is currently being updated to align to current college practices, policies and arrangements. A review of the college's RBPS is presently in progress.

Staff members express some frustration at the level of the engagement with PBL by some colleagues. They express a desire for greater consistency of implementation across the college.

A tiered system of infringements is described in the RBPS. Staff members articulate a clear understanding of this system. *S*ome teachers and students indicate a degree of inconsistency in the application of behaviour consequences across the college.

Student leaders are elected annually. They are supported by an active student council. Students are appreciative of the opportunities provided by the college to develop their leadership skills.

Most staff members articulate that interactions with colleagues are positive and respectful.

College leaders set high expectations for themselves and for all staff members. They assert 'that postcode should have no effect on student learning and that ICSEA is no excuse'. They expect teachers to develop a culture of high expectations for every student and to build student belief in their own capacity.

Students and staff articulate a sense of belonging. Parents, staff, students and community members speak highly of the college and recognise the significant improvement in the professional standing of the college in recent years. Some articulate that the distinct identity of the college becomes blurred when referencing its associated centres, specifically the Townsville Creative Technologies College (TCTC) and the Heatley Adult Secondary College (HASC).

2018 SOS data indicates that staff, parent and student agreement rates with the statement 'This is a good school' are 93.6 per cent, 94.1 per cent and 74.4 per cent respectively. This compares with Like Schools Group (LSG) agreement rates for staff, parents and students of 90.3 per cent, 89.4 per cent and 79.7 per cent respectively.

The college's short-term School Disciplinary Absences (SDAs) rate has decreased slightly over the last four years, from 90.4 per term per 1000 in 2014 to 86.9 per term per 1000 s in 2018. The State rate in 2018 was 61.9.

Improvement strategies

Collaboratively refine and strategically implement college approaches to student behaviour and engagement with an emphasis on gaining understanding and commitment from staff, consistency of implementation, and sustainability of impact.

4.4 Targeted use of school resources

Findings

The college has a strategic approach to the allocation of resources, targeting human resources, funding and expertise towards college priorities to meet the learning and wellbeing needs of all students.

The budget process requires program leaders to provide the Business Manager (BM) with detailed action plans for the following year in addition to associated funding requests to support the teaching and learning process. Program budgets are entered into School Budget Solution (SBS) by the BM. The college budget is formulated after input from relevant key leaders and final determination by the budget committee. It is clearly informed by the college context and data and aligns closely to strategic planning documents. The BM monitors the budget on an ongoing basis throughout the year. Internal budget review procedures are established. The budget is aligned to, and supports college and system priorities. The bank balance at the time of the review is $2 376 542.

The I4S allocation for 2019 is $423 029. The majority of this funding is allocated to human resources, with the college committing to improve student outcomes by providing additional guidance allocation, funding two additional HOD positions, and employing an additional teacher aide to provide in-class literacy and numeracy support. College leaders have established goals for I4S with improvement in each of the areas of QCE/QCIA attainment, academic achievement, U2B in NAPLAN, attendance, behaviour and effort, in addition to a decrease in SDAs being articulated.

A detailed integrated marketing communication plan has been established for the college and its associated centres of creative technologies and adult education by interested staff members. It articulates actions including improvements to grounds and facilities, redesigning logos and letterheads, promoting alumni members, and advertising academic and other learning opportunities available at the college. The marketing team is yet to meet in 2019.

There is a clear process developed for staff members to apply to participate in professional learning. Applications for funding are required to link to either the staff member's Annual Performance Development Plan (APDP) plan and/or the EIA. Requests are collated by the BM and presented to the executive leadership team for consideration.

The college has roles and responsibilities statements documented for all key leaders, presented in terms of strategic and operational areas. Monitoring of practices relating to the implementation of the improvement agenda is yet to be consistent at the executive leadership level.

The college has collaborated with representatives from central office to produce a workforce plan. College leaders work tirelessly to identify, attract, develop and retain high-calibre staff. Students and parents speak highly of the quality of teachers.

The Parents and Citizens' Association (P&C) operates the college canteen that is the P&C's major income source. The P&C supports scholarships for a number of students each year.
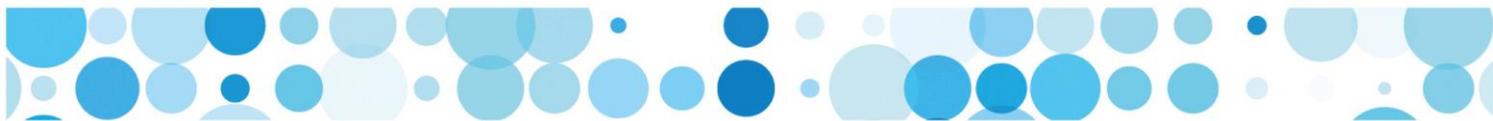
Timetabling is utilised creatively to support college priorities. An early finish on Wednesday afternoon for all students allows teachers to have opportunities to engage in collaborative planning, moderation activities and professional learning. Many teachers articulate that they appreciate this newly-established process.

College leaders are committed to ensuring that facilities match the needs of students. They articulate a desire for teaching and learning occurring in first class facilities. A detailed school strategic infrastructure plan has been created. The principal and BM advise that $12 000 000 has been awarded through the School Renewal Project for facility refurbishment at the college in the near future. This is highly anticipated by students, staff and parents.

Improvement strategies

Review and strengthen the statement of roles and responsibilities for college leaders to include key actions, implementation timelines and key deliverables in all areas of the college's AIP.
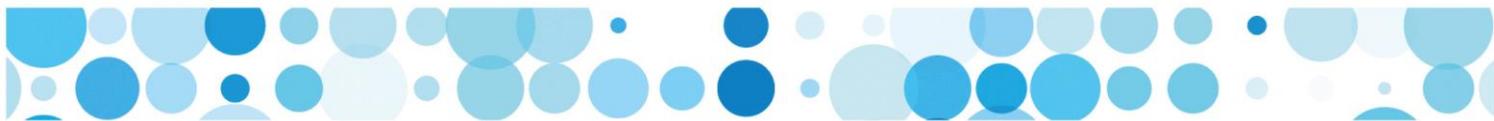
4.5 An expert teaching team

Findings

The principal and other college leaders view the development of staff into an expert and coherent college-wide teaching team as central to improving outcomes for all students. College staff are committed to achieving strong outcomes for students.

The leadership team is driving a strong agenda to develop a culture of continuous professional growth. Quality teaching is a key strategic priority in the 2019 AIP.

The leadership team has recently focused on building the capacity of the middle management team as instructional leaders.

An instructional coaching process is being developed as a vehicle for mentoring and coaching staff to improve teacher quality. It provides a model for observation, feedback and differentiated coaching. At this early stage, college leaders, including HODs, are engaging in the process with a small number of teachers. It is intended that those who have been coached will become future coaches. Participants predominantly comment positively on the value of this professional engagement.

A process for classroom walkthroughs is established. The stated purpose of the walkthroughs is to provide evidence of areas of expertise and to identify areas for improvement. Members of the leadership team conduct walkthroughs in pairs or as a group of three. Walkthroughs are intended to happen once per term for each member of the teaching staff. The walkthrough team record their observations after speaking with three to five students regarding the lesson format and their learning. One member of the walkthrough team provides brief, informal feedback to the teacher. Teachers predominantly articulate that the walkthroughs are 'low key' and that they find the feedback from students useful.

Classroom profiling is well embedded within the college. Trained profilers are available to observe a teacher's class and provide detailed feedback pertaining to behaviour management. Participation in profiling is voluntary. Teachers who have been profiled speak highly of its value. Professional Development (PD) on the Essential Skills for Classroom Management (ESCM) is offered to staff each year.

A whole-school, systematic process for formal lesson observation and feedback to teachers is yet to be established. Many teachers express a desire to receive feedback regarding their classroom practices.

College leaders recognise the value of teachers working together and learning from each other's practice and have been proactive in seeking opportunities for teachers to engage in intentional professional collaboration.

Alignment meetings have been introduced for teams of teachers to work to gain a shared understanding of a unit of work and its curriculum intent, the assessment and marking guide, and what students need to 'know and do' to be successful. Teams of teachers were originally allocated two 70-minute periods to engage in this collaboration prior to the commencement of each unit of work. The time allocation has been reduced to one lesson as
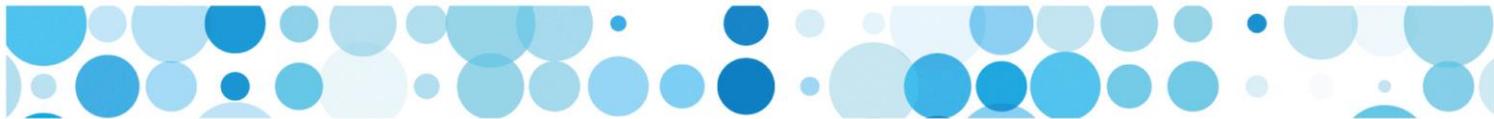
the process has become more streamlined. Most teachers express that these meetings are valuable and that they appreciate the opportunity to work with colleagues.

The frequency of staff meetings has been decreased to allow teachers to engage in collaborative planning sessions that are held on Wednesday afternoons. Teams of teachers in each faculty have the opportunity to meet together twice a term for 90 minutes to undertake a range of curriculum-focused activities.

There is a strong expectation that all staff members are committed to continuous personal professional improvement. College leaders are actively involved in professional learning activities. Twilight meetings, PD days and staff meeting agendas reflect their involvement. A recent initiative is the establishment of 'book clubs' within faculties, led by HODs. All teachers have been issued with a copy of Hattie's[1] work on visible literacy.

A formal APDP process for teaching and non-teaching staff is established. The process involves reflection on current practices and the identification of personal goals for improvement. There is an expectation that there will be some alignment between an individual's goals and the college's improvement priorities. Some variation in the way the process is implemented across the college is apparent. Staff views of the APDP process vary. Some staff members indicate that it is a positive and supportive opportunity to reflect on their practice and their professional growth. Other staff articulate that it has minimal value.

A documented professional learning plan outlines professional learning activities on school professional development days and at staff meetings, and includes identified PD activities targeted for individuals and groups of staff. The professional learning priorities identified in the APDPs are yet to inform the college's professional learning plan.

The Mentoring Beginning Teachers (MBT) program and the induction program for new staff are viewed positively by participants.

Improvement strategies

Implement and communicate whole-college observation and feedback process for all teachers, and enhance opportunities for regular, college-wide mentoring and coaching of the teaching team and college leaders.

Quality assure the implementation of the APDP process to ensure a consistent college-wide approach.

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[1] Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
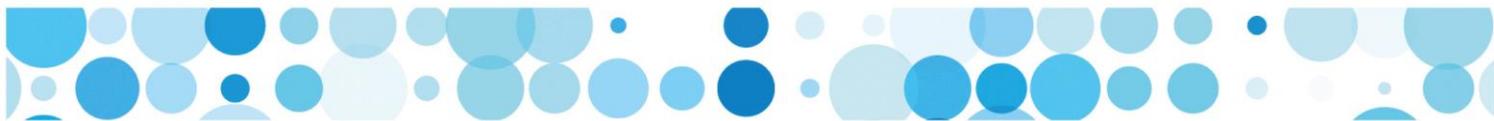
4.6 Systematic curriculum delivery

Findings

The college is implementing a coherent, sequenced plan for curriculum delivery, with emphasis placed on making the curriculum locally relevant.

A one-page, whole-college curriculum overview for Year 7 to Year 12 has been developed. This is accompanied by a curriculum and assessment plan for Year 7 to Year 10 that details topics, assessment requirements and assessment tasks in addition to the writing demands for each subject in each year level. A senior curriculum plan for Year 11 and Year 12 is documented.

Planned curriculum is drawn from the Australian Curriculum (AC) with much of the assessment tasks adapted from Curriculum into the Classroom (C2C) resources. Teachers utilise the terms AC and C2C interchangeably when referencing the 'base curriculum document'.

A collaborative planning template is utilised for the purposes of developing units of work. It references the relevant achievement standards of the AC and allows teachers to annotate information pertaining to the abilities and diagnostics of their class. A range of these planning templates is in existence, with their format differing slightly across faculties. In some instances, KDT tables are taking the place of year level planners.

General capabilities and cross-curriculum priorities of the AC are addressed with some variability across the college.

A systematic whole-college approach to moderation including calibration at the planning stage and throughout the teaching and learning sequence is developed. There is a degree of inconsistency in its use by faculties.

Monitoring of the intended versus the enacted curriculum is yet to be consistent.

The college has proactively invested time in preparing staff and building their capability to implement the new QCE. Communities of Practice (CoP) are currently utilised at the college to quality assure internal assessment tasks. Comprising teams of three people, including the teacher, the faculty HOD and another HOD, this initiative is acknowledged by staff members as building their understanding.

The college is offering 18 Queensland Curriculum and Assessment Authority (QCAA) General subjects and 13 Applied subjects in 2019, in addition to certificate-level courses in the areas of health and community services and business.

Students access nationally accredited training in a range of creative industry technology, design and production areas through the TCTC. These include Certificate II in Creative Industries – Animation, Certificate II in Creative Industries – Screen, Certificate II and III in Music Industry, Certificate III in Screen and Media – Animation, Certificate II in Printing and Graphic Arts – General, and Certificate II in Information, Digital Media and Technology – Game Programming.
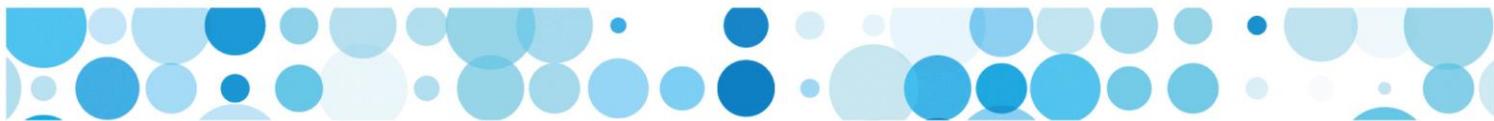
Some students are completing the Certificate II in Resources and Infrastructure Operations offered through the Australasian Drilling Institute.

The college is committed to developing the capability of students in the priority areas of reading and writing. Strategies including DRTA, outlined in the EIA, are yet to be referenced in the college curriculum and assessment plan, and are not yet apparent in learning walls or in alignment processes. TEEL paragraph writing is explicitly included in the college's curriculum and assessment plan.

A broad range of extracurricular activities is offered to students to expand their experience and provide further learning opportunities. The STELLAR program catering for advanced learners is a feature of the college.

Improvement strategies

Establish and implement consistent approaches to the teaching of reading and writing across the college, founded on research-based high-yield strategies.

Systematically monitor the enacted curriculum to ensure rigour, alignment and consistency with the AC.

Quality assure calibration and moderation processes across the college.
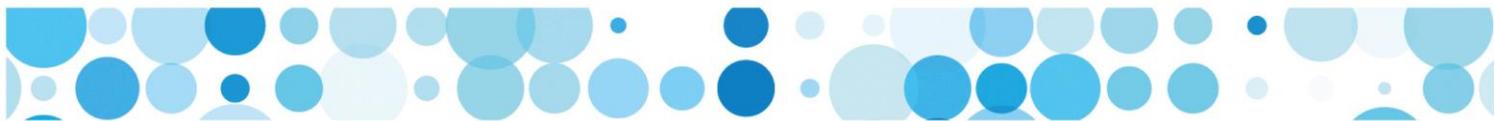
4.7 Differentiated teaching and learning

Findings

Teachers recognise the need for differentiated teaching to effectively address the learning needs of individual students in order to support strong learning outcomes. Teaching staff understand the importance of differentiation as a means of engaging students in learning. College leaders explicitly encourage teachers to tailor their teaching to student needs and readiness.

The extent to which teachers differentiate their teaching to address the needs of the range of learners in their classes varies across the college, with examples of good practice apparent.

Many teachers indicate that they endeavour to differentiate to address student learning needs in each lesson, and are able to describe some strategies that they utilise including peer tutoring and scaffolding devices. Some teachers speak of incidental support offered to students during a lesson. The extent to which differentiation forms a significant component in unit planning is yet to be clear.

Many teachers indicate that they would like to refine their practice and further build their capability in differentiating the teaching and learning in their classrooms.

The degree to which highly capable students are challenged in their learning on a daily basis in their regular classrooms is yet to be clear. Some teachers indicate that they tend to focus predominantly on differentiation for students requiring additional support. A number of teachers suggest that devising meaningful strategies to challenge highly capable students is more challenging.

Individual Curriculum Plans (ICP) are developed for students with a verified disability and for students operating at least two years below their year level. The Special Education Program (SEP) supports students with a range of disabilities. Highly individual programs are developed for those students requiring significant levels of support. These students work in small group classes with a special education teacher and teacher aide support. Their ICPs are developed by the Head of Special Education Services (HOSES) in close collaboration with parents. Student achievement against their ICP is monitored by the HOSES and the student's case manager. The HOSES conducts regular data reflection and analysis meetings with special education teachers to monitor student achievement and progression. These meetings are followed by collaborative planning sessions between the HOSES and individual teachers to identify strategies in response to identified student needs.

There are 14 students supported with an ICP who work towards the achievement of their goals by accessing learning in mainstream classrooms. These students are working at least two years below their year level in a range of aspects of the curriculum. ICPs and support provisions are documented on OneSchool. Teacher aide support is provided when possible. Students cover the same content as their peers, with the assessment modified to the appropriate year level standard. The college has developed a Reasonable Adjustment Process that is documented and shared with schools in the region. A referral process is established for teachers to refer students in Years 7 to 10 who they consider may require an ICP in order to successfully access the curriculum in core subject areas.
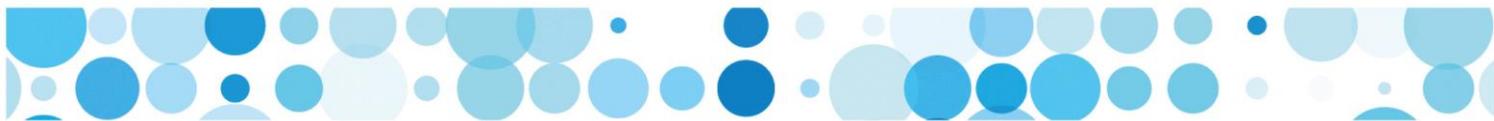
Predominantly, classes are not streamed by ability level. The college implements some structural differentiation to support students. Targeted literacy intervention is provided through Focused Literacy classes for small groups of students in Years 7 and 8 who require intensive support. A range of data is utilised to identify these students including NAPLAN data, A to E achievement levels, PAT-R and PROBE. The focus for these classes is on reading skills and comprehension. In Year 11, a small number of students receive additional teacher aide support in Essential Mathematics and Essential English.

A CEC coordinates support for Indigenous students with particular emphasis placed on student attendance, health and wellbeing. The college's Indigenous cohort is 37.2 per cent of the total enrolment. Two teacher aides are employed to support these students in conjunction with the support of two Elders. A number of programs are established that focus on fostering wellbeing and building capability of students. A Clontarf Academy and The Stars Foundation are based at the college and support Indigenous boys and Indigenous girls respectively. Each has four full-time staff who work to engage students in schooling and build self-esteem and self-confidence. There is additionally a strong focus on students attaining successful Year 12 outcomes and post-school employment or further education.

Increasingly, the college is enrolling students from culturally diverse backgrounds. This cultural diversity is viewed as a positive aspect of the college's learning community. Some of these students have English as an Additional Language or Dialect (EAL/D). The college does not have a specialist support unit for EAL/D students who are supported with diagnostic assessment and access to guidance officers and support staff members. Where possible, students are placed together in classes to maximise the opportunity to access teacher aide support.

Improvement strategies

Develop processes to share best practice and further develop the skills of all classroom teachers in providing purposeful and effective differentiation to support the learning of all students, including high achieving students.
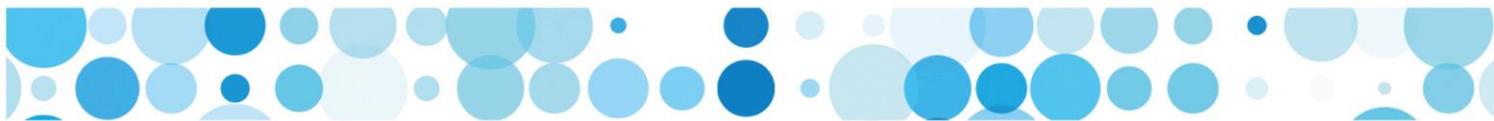
4.8 Effective pedagogical practices

Findings

The leadership team recognises that highly effective teaching is the key to improving student learning. College leaders articulate the expectation that the pedagogical framework will be utilised by all teaching staff and will underpin the identified improvement priority of quality teaching.

The work of Archer and Hughes[2] and John Hattie provide the research base for the college's pedagogical model. The North Queensland region's 'Five Questions for Students' of 'What are you learning? How are you learning? How do you know? How can you improve? Where can you go for help?' provide another layer to the framework. High impact instructional practices aligned to the work of Sharratt and Fullan[3] have provided another layer including clarity, evidence-driven instruction, Gradual Release of Responsibility (GRR) and monitoring learning.

The graphic organiser that represents the college's pedagogical framework is structured around some key concepts including curriculum intent, the pedagogical practices to facilitate successful student learning, and assessment and reporting. At the centre of the diagram is a focus on what students already know, what teachers know about their students and the outcomes that need to be achieved. Underlying concepts include the need for teacher reflection informing future practice, the importance of feedback and goal setting and the importance of consistency and high expectations in relation to classroom management.

Many teachers have some difficulty in clearly articulating the college's pedagogical framework. Teaching staff express that they are aware of, and implement, some elements within the framework. They describe a perception that, as key leaders or leadership roles changed, the implementation of the framework has stalled periodically over previous years. Some teachers note limited PD on some aspects of the pedagogical framework in recent times, with its implementation not widely viewed as a college priority.

The teaching and learning focus in 2019 has been on the high yield strategy of clarity**.** This has involved exploration of curriculum intent and an understanding of the attributes of quality assessment, year level standards, being able to map students work to the Instrument-Specific Marking Guides (ISMG), creation of lesson intent and success criteria, creating the KTD table and planning units. Considerable energy has been expended on developing teacher capability in these areas.

A key classroom strategy in 2019 has been the implementation of classroom learning walls. Many teachers speak highly favourably of the power of these walls in fostering student learning. Students talk enthusiastically in relation to how they are able to use the walls to

[2] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* New York, NY: Guilford Press.

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

enhance their understanding and demonstrate their learning. This is currently more apparent in junior secondary.

The utilisation of KTD and the detailed unpacking of assessment criteria with students are becoming widespread practices across curriculum areas.

Reading and writing have been areas for improvement in recent years. A number of strategies have been identified as part of the college's approach to improving student performance in these areas. Strategies such as DRTA are mentioned by a small number of teachers. TEEL paragraph writing appears to have gained the most traction with teachers and students.

Walkthroughs, conducted by college leaders including HODs, are the main QA process employed to monitor the implementation of agreed strategies. The walkthroughs focus particularly on feedback from students regarding classroom practices and their learning. At the time of the review, a systematic process for providing feedback to all teachers in relation to their implementation of the college's pedagogical framework is yet to be implemented.

The college is focusing on the development of a feedback culture. Most teachers are able to describe a range of strategies that they utilise to provide feedback. A whole-college effort has supported students to identify their own learning goals and to identify some appropriate strategies to assist them in meeting their goals. Students record the learning goals in their planners. Considerable progress has been made in this area and the implementation of this process is apparent across all year levels.

Improvement strategies

Collaboratively review and refine the pedagogical framework to ensure clarity and a shared commitment to agreed practices.

Provide appropriate PD, and coaching and mentoring, to enable a deep understanding of the elements of the framework across all faculties.

Develop QA processes, including observation and feedback from college leaders, to ensure the framework is implemented with consistency and rigour.
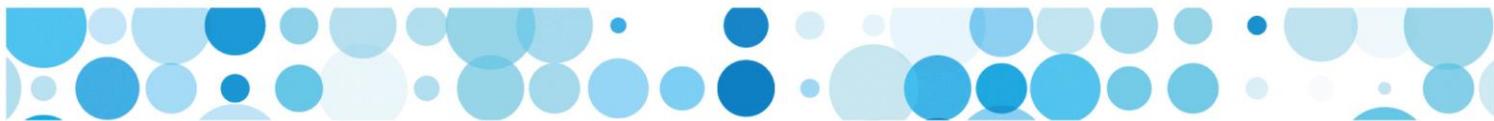
4.9 School-community partnerships

Findings

The college has a strategic approach to developing and maintaining a range of positive and sustainable partnerships that benefit students throughout their time enrolled. A strong sense of community is consistently articulated by staff, students, parents and community partners who share a common purpose to provide a safe supportive learning environment for students at the college.

The college has forged partnerships with a range of community organisations including The Smith Family, Connect 'n' Grow, Townsville Basketball Association and NEP Broadcasting. Relationships with local feeder primary schools are well established, with students engaged in numerous partnership activities that introduce them to secondary education and assist in a seamless transition. These include STELLAR days for Year 5 and Year 6 students in areas including engineering, coding and the Arts, together with traditional orientation programs. Connections between teachers are established, with secondary and primary teachers working together on the regional writing project. Leaders acknowledge that these established relationships could lead to intentional cross-sector collaboration in the areas of curriculum and pedagogy.

The chaplaincy service has a strong presence in the college with breakfast club operating each day through the college canteen, and with numerous home visits that are a significant factor in connecting disengaged families to the college. The college shares chaplaincy services with Heatley State School, further strengthening the supportive link for local students to progress from local schools to the college.

The college has a 37.2 per cent Indigenous enrolment and has significant dedicated staff and programs to monitor, support and enhance the attendance, engagement and outcomes for Indigenous students. The CEC, together with Clontarf Foundation and Stars Academy staff, works closely with students and their families to identify and address barriers to learning and participation for Indigenous students. A range of celebrations and events including National Aborigines and Islanders Day Observance Committee (NAIDOC) week and Wearable Art projects is established at the college and serve to engage the wider Indigenous community in linking with the college. The principal, some parents and some staff members articulate a desire to extend the Indigenous cultural activities to include dance troupes and music groups in the college to further engage the wider Indigenous community and enhance experiences for all students.

The college has established effective partnerships with training providers, TAFE and JCU to support and promote successful transitions for 'post-compulsory' students into work, study or a combination of the two options. SET planning processes for Year 10 students are well established and promote successful senior schooling outcomes for students by engaging families in exploring the range of pathways available. This process is further supported by a TPO who supports students who are at risk of disengaging from education at the college and advocates for achievable pathways for students.

The college has established unique community programs through the TCTC, a digital trade training centre co-developed by the school in partnership with the region's creative digital industries. It delivers nationally-accredited training at Certificate I through to Certificate III level in a specific range of creative industry technology, business, design and production areas.

The HASC offers people of all ages an additional opportunity to complete secondary schooling by offering a range of Year 10, QCAA subjects and Vocational Education and Training (VET) certificates. Each QCAA senior authority subject covers Year 11 and Year 12 in a combined program that is predominantly completed in one year, either by day and/or night classes. Each of these subjects contributes points to the QCE. QCAA senior secondary policies and procedures may significantly impact the feasibility of the HASC in its current form whereby students are able to complete a senior school subject in one year.

The college promotes and supports community programs including the 'Onya Bike' cycling event whereby students, staff and college leaders join many members of the local community to cycle from Townsville to Cairns to raise funds and awareness in support of teenage cancer sufferers. Local sporting events and chess clubs are promoted and supported.

The college is currently completing accreditation in partnership with Education Queensland International (EQI) to establish an international student program to promote the college and enhance the experience for local students to gain a greater awareness of the world beyond the local community.

Homework club is offered three afternoons per week and further enhances the sense of belonging articulated by the majority of students interviewed. Junior secondary students in particular acknowledge that homework club provides support for them in the college library. They acknowledge the assistance of volunteers who give willingly of their time to afford study opportunities, supervise homework activities and provide access to computers and the internet.

The college is planning for a student wellbeing hub to be established whereby support staff already engaged through the SSST will be enhanced by community agencies including *headspace* having a regular presence at the college to allow students to access these vital services.

The college has developed a positive relationship with local government through engagement in local issues including refurbishing a neighbouring park, provision of a community cyclone shelter on site, community garden and other ongoing local programs. The state Member of Parliament expresses praise for the college.

Improvement strategies

Build upon established relationships with local feeder primary schools to further develop the curriculum and pedagogical expertise of primary and secondary teachers.

Review the viability of the HASC in light of new QCAA policies.