

Deception Bay State High School

# School review report



# Acknowledgement of Country



The Department of Education acknowledges the Traditional Owners of the lands 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.

*The Landscape of Learning* is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Deception Bay State High School** from **15 to 18 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

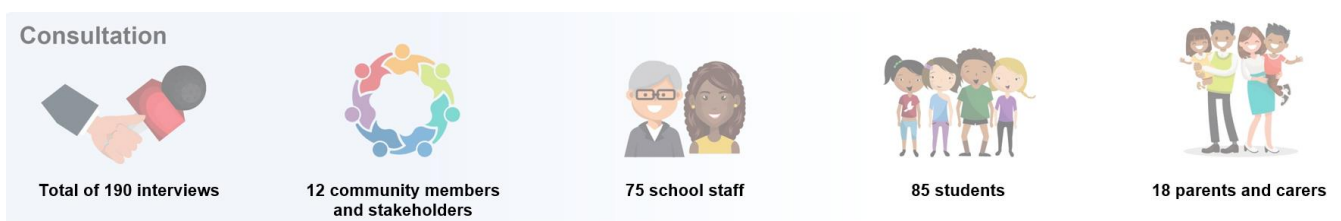
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Chris Kern	Peer Reviewer
Denise Kostowksi	Peer Reviewer
Bert Barbe	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Gubbi Gubbi/Kabi Kabi We acknowledge the shared lands of the Kabi Kabi nation and Kabi Kabi people of the Gubbi Gubbi language region.
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Years 7 to 12
<b>Enrolment:</b>	1417
<b>Indigenous enrolment percentage:</b>	17%
<b>Students with disability percentage:</b>	41.4%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	914

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **29 April to 2 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 976 and the school enrolment was 914 with an Indigenous enrolment of 13.4% and a student with disability enrolment of 10.4%.

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

- Narrow and sharpen the Explicit Improvement Agenda (EIA) to provide increased clarity regarding the specific improvements sought in student learning outcomes. (Domain 1)
- Provide further opportunities for staff members to collaborate in relation to increasing the consistent implementation and quality assuring of behaviour management practices across the school. (Domain 3)
- Clearly articulate how the school will describe and drive a culture of high expectations for all students to maximise their academic progress and achievement. (Domain 3)
- Collaboratively develop clear expectations for teachers regarding the use of agreed pedagogical practices that improve student outcomes. (Domain 8)
- Continue to build the capacity of all school leaders and teachers to support and quality assure the effective implementation of the EIA. (Domain 5)

## 2. Executive summary

### 2.1 Key affirmations

**In keeping with the school's vision of '*Empowering learners to thrive*', staff identify the importance of a quality education for all students.**

Leaders recognise the importance of educational achievement, wellbeing and engagement, and culture and inclusion. Students and parents speak positively of the school, particularly referencing the dedication of staff who are committed to making a difference. The care and concern shown, and the wealth of opportunities offered are identified by parents and students as particular strengths of the school.

**Leaders express that a high priority is given to building and maintaining positive and caring relationships between staff, students and parents.**

Parents, staff and students overwhelmingly agree that authentic positive and caring relationships are an established and outstanding component of the school. Students articulate a wide range of responses to why they are happy to be at school, including the support they receive from their teachers. Parents convey that communication and support for their child and themselves is to be commended.

**Leaders have strategically introduced a range of whole-school practices to build a professional team of highly able teachers.**

Staff take collective responsibility for the improvement of student learning and wellbeing. Teachers are provided with multiple opportunities for continual capability development through in-class, faculty, leadership opportunities, and programs for aspiring leaders. The professional learning schedule, 'Talk: Intentional Collaboration and Coaching', provides an overview of professional learning across the school.

**Staff are committed to providing a highly engaging curriculum that meets the diverse needs of all students.**

Executive leaders recognise the importance of systematic curriculum delivery and are focused on building strong curriculum expertise across the school. Leaders articulate, 'We embrace diversity and ensure that every student receives the support needed to engage purposefully in learning'. Differentiated teaching is promoted as part of whole-school processes. Teachers describe regular and rigorous discussions with colleagues regarding effective implementation of the Australian Curriculum (AC), including achievement standards, assessment, and moderation.

## 2.2 Key improvement strategies

### **Domain 6:** Systematic curriculum delivery

Sustain the range of school and regional professional conversations that deepen teachers' understanding of the intended curriculum to support a whole-school approach to 'A/B thinking'.

### **Domain 8:** Effective pedagogical practices

Deepen teachers' understanding of the Visible Learning Pedagogical Toolbox (VLPT) to support selection of appropriate strategies to engage students and respond to their individual learning needs.

### **Domain 2:** Analysis and discussion of data

Refine the data literacy skills of teachers to confidently utilise data to make reasonable, timely adjustments to teaching and assessment.

### **Domain 7:** Differentiated teaching and learning

Systematically implement a collaboratively developed, whole-school approach to differentiated teaching and learning in unit planning, teaching materials and assessment tasks aligned with the curriculum.

### **Domain 8:** Effective pedagogical practices

Systematically enact a formalised approach to regular observation and feedback by leaders to enhance the capability of teachers to implement agreed pedagogies that support successful student learning.

## 2.3 Improvement strategies summary

<p><i>Domain 1: An explicit improvement agenda</i></p> <p>Deepen the application of assessment clarity to support precision of enactment across the school.</p> <p>Consolidate Quality Assurance (QA) processes to ensure that the EIA is consistently and successfully enacted, leading to achievement of school-wide targets.</p>
<p><i>Domain 2: Analysis and discussion of data</i></p> <p><b>Refine the data literacy skills of teachers to confidently utilise data to make reasonable, timely adjustments to teaching and assessment.</b></p>
<p><i>Domain 3: A culture that promotes learning</i></p> <p>Establish QA processes to monitor the consistent implementation of agreed practices, programs, and mechanisms to sustain the positive school culture.</p>
<p><i>Domain 4: Targeted use of school resources</i></p> <p>Develop an eLearning strategy that encompasses professional learning for teachers to maximise the effective use of technology as an authentic teaching and learning tool to engage students as digital learners.</p>
<p><i>Domain 5: An expert teaching team</i></p> <p>Strengthen Annual Performance Review (APR) processes to align with system guidelines and identify and address the capability development needs of all staff.</p>
<p><i>Domain 6: Systematic curriculum delivery</i></p> <p><b>Sustain the range of school and regional professional conversations that deepen teachers' understanding of the intended curriculum to support a whole-school approach to 'A/B thinking'.</b></p> <p>Sharpen the development of high-quality assessment tasks and 'Bump it up' walls to enable students to see what 'A' and 'B' standards of work look like and empower them to become independent learners.</p>
<p><i>Domain 7: Differentiated teaching and learning</i></p> <p><b>Systematically implement a collaboratively developed, whole-school approach to differentiated teaching and learning in unit planning, teaching materials and assessment tasks aligned with the curriculum.</b></p>
<p><i>Domain 8: Effective pedagogical practices</i></p> <p><b>Systematically enact a formalised approach to regular observation and feedback by leaders to enhance the capability of teachers to implement agreed pedagogies that support successful student learning.</b></p> <p><b>Deepen teachers' understanding of the VLPT to support selection of appropriate strategies to engage students and respond to their individual learning needs.</b></p>
<p><i>Domain 9: School-community partnerships</i></p> <p>Further develop partnerships with local primary schools to promote professional dialogue, mutual learning, and aligned practices to support Prep to Year 12 approaches and strategies.</p>

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

#### 3.1 An explicit improvement agenda

##### Findings

In keeping with the school's vision of '*Empowering learners to thrive*', staff identify the importance of a quality education for all students and are committed to making a difference. Leaders recognise the significance of educational achievement, wellbeing and engagement, and culture and inclusion. Students and parents speak positively of the school, particularly referencing the dedication of staff. The care and concern shown, and the wealth of opportunities offered, are identified by parents and students as particular strengths of the school.

The principal, 5 deputy principals and the Business Manager (BM), together with 13 Heads of Department (HOD) and 3 guidance officers, constitute the Leadership Team (LT). A statement of roles and responsibilities is documented. Staff articulate a perception that leaders are united in their pursuit of continuous improvement, and are mindful of the need to allow sufficient time to embed initiatives that strive to realise the potential of every student. A focus on building the instructional leadership capabilities of all members of the LT is apparent.

The Strategic Plan (2022–2025) is arranged under 5 pillars: people, inclusion, positive education, learning, and pathways. Each of the deputy principals has direct responsibility for one pillar and has developed implementation plans to guide their work. A 'heat map' is used to track the progress of the 5 pillars and is cross-referenced against the 9 domains of the National School Improvement Tool (NSIT).

The Annual Implementation Plan (AIP) identifies 4 priorities: Visible Learning Pedagogical Toolbox (VLPT), reading, positive education, and case management. These are known to staff, as are a number of student-focused, quantitative targets, including Level of Achievement (LOA), attendance, and senior schooling completion. Detailed Faculty Implementation Plans (FIP) guiding the work of HODs in progressing the school's improvement priorities are documented.

Many teachers and leaders reference the Explicit Improvement Agenda (EIA) of 'assessment clarity'. They describe a detailed understanding of the 'Assessment Clarity Waterfall' – learning intentions, success criteria, descriptive feedback, peer- and self-reflection, and individual goal setting. A visual representation of the EIA is prominently displayed throughout the school and is readily identified by staff. Leaders comment that implementation of the waterfall is ongoing, and that time is needed to embed newer elements. Further, they acknowledge a need to quality assure the consistent implementation of all aspects of Sharratt's Clarity<sup>1</sup> as the school 'pushes towards A and B'.

The principal expresses a belief that the review process will enhance the school moving forward, and inform the development of a new strategic plan.

##### Improvement strategies

Deepen the application of assessment clarity to support precision of enactment across the school.

Consolidate Quality Assurance (QA) processes to ensure that the EIA is consistently and successfully enacted, leading to achievement of school-wide targets.

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<sup>1</sup> Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.



## 3.2 Analysis and discussion of data

### Findings

Leaders acknowledge the importance of quality data sets to drive and monitor progress towards the school's improvement agenda. They have strategically introduced a range of systematically collected whole-school and faculty data processes to identify skills gaps, monitor student learning across the years, and determine longitudinal growth in learning outcomes.

The Data Plan 2023 is organised under the 5 pillars of the school, outlining a range of key whole-school data sets to monitor learning progress, attendance, behaviour, School Disciplinary Absences (SDAs), disaggregated data for priority groups, and teacher use of the VLPT and 'data talks'. Whole-school targets are published for English, mathematics and science, overall LOA, School Opinion Survey (SOS), and next steps data. For each of the focus data sets, data sources are identified, and the target and path to the goal, accountable team members, and timelines are established.

The data coach collates a range of data sets including academic, Positive Behaviour for Learning (PBL) data, and attendance data for consideration and use by leaders, faculties and teachers. TrackEd has been introduced to provide a one-page snapshot of key data for students. The data coach identifies the need to further develop the capability of key staff to utilise the full functionality of TrackEd.

The data cycle involves HODs undertaking a data talk with each teacher at the start of Terms 2 to 4, using a spreadsheet of disaggregated student data, with support and interventions captured. They identify a 'C/B' student together with the HOD, and create a data wall to track their progress. In Week 5, teachers provide the HOD with an update on the student's progress based on formative assessment and identify other students requiring support and intervention. Walkthroughs focusing on VLPT are then conducted near the end of term.

Academic Case Management (ACM) meetings occur each term in Recharge sessions. Teachers comment on the usefulness of these discussions to identify next steps for learning for target students, and their application for other students in their classes.

Leaders value the introduction of PAT adaptive online testing across the school as the measure of growth in learning over time. Spreadsheets have been developed to consider LOA data, with National Assessment Program – Literacy and Numeracy (NAPLAN) and PAT data sets to triangulate results.

Leaders and key data personnel identify there is more work to do to further develop the data literacy of teachers to analyse and interpret their class data with confidence to inform reasonable adjustments to teaching and assessment tasks. Some teachers identify a need for greater capability in this area.

Processes to closely monitor the progress of Years 11 and 12 students towards attaining either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) are well established. School Online Reporting Dashboard (SORD) data shows that 100% of Year 12 students attained either a QCE or QCIA at the completion of 2022, with leaders and teachers conveying pride in this achievement.

Students are provided with a snapshot of their attendance, behaviour and effort. This occurs twice each term through the Thriving Learner process in junior secondary, and 3 times each term through the Student of Good Standing process in senior secondary. Most students are able to convey what level they are on and the particular improvements required. Leaders speak positively of these initiatives that lead to rigorous monitoring of all students' progress.

## Improvement strategy

**Refine the data literacy skills of teachers to confidently utilise data to make reasonable, timely adjustments to teaching and assessment.**

### 3.3 A culture that promotes learning

#### Findings

Leaders express that a high priority is given to building and maintaining positive and caring relationships between staff, students and parents. These groups overwhelmingly agree that this is an authentic and outstanding component of the school.

Parents, staff and students express high satisfaction with the school. Students provide a wide range of responses to why they are happy to be at school, including extensive curriculum offerings and the support they receive from teachers. Parents articulate that communication and support for their child and themselves is to be commended. The 2022 School Opinion Survey (SOS) indicates that 92.1% of parents, 74.9% of students, and 97.3% of staff agree with the statement, 'This is a good school'.

The 'Positive Education Paint Tin' is widely recognised by staff as the expected strategy to deliver a supportive school environment. They indicate that its elements comprise of: PBL, Essential Skills for Classroom Management (ESCM), and Reboot Strategies – 'Reflect, Relearn, Restore, Reboot'.

The PBL team, comprising of Year Level Leaders (YLL) and interested teachers meets every 3 weeks and reviews current data to inform the targeted lessons for the pastoral care Learning for Life sessions. Students highlight the value of these sessions to help them make positive choices.

Most classrooms are calm and orderly, with many students commenting that they are supported to consistently engage in learning. The 2022 SOS indicates that 80.9% of parents, 65.2% of students, and 94.5% of staff agree with the statement, 'Student behaviour is well managed at this school'. A number of staff identify there has been an increase in low level behaviour in classes in 2023. Some staff indicate a belief that new initiatives in wellbeing and learning will reduce the focus on positive behaviour and the strong culture. Most staff communicate that the work is rewarding yet requires a large amount of energy.

Students present with a range of complex needs and staff work at understanding student backgrounds. Across the school, student wellbeing is a high priority. An extensive range of staff are employed in the student support area. Some key leaders identify that the wide range of staff creates an ongoing risk to role continuity when vacancies occur.

A number of intervention programs support student wellbeing, including the Reboot Centre where junior secondary students undertake internal suspensions. A range of external agencies are enlisted to offer specialised support. Associated staff indicate that student engagement in these programs is affirming and their behaviour is being positively impacted.

Many staff identify YLLs as key partners in supporting positive behaviour within the school. Their role includes the employment at the higher level of a Behaviour Coach – 0.3 Full-time equivalent (FTE) of their allocated time. Some YLLs comment that the volume of reactive requirements makes it difficult to undertake proactive coaching with teachers.

Restorative practices are embedded across the school and are seen by key staff as pivotal for academic success. This is supported by 2 restorative practices coaches who undertake mediation activities and provide professional learning opportunities for staff.

There is an expectation that staff will continually recognise and reinforce positive student behaviour, including issuing 'Baycoins'. Leaders are cognisant of the need to ensure Baycoins remain significant to senior students. High attendance at a range of events indicates that students are eager to work for, and redeem, their Baycoins.

Investments have been made in additional staff to support the culturally diverse student population. Embedding Indigenous perspectives into the school curriculum is a continuing focus. Seventeen distinct activities and celebrations, including the First Nations graduation ceremony and Cultural Unity Night, are well attended. Embedding Indigenous perspectives into the school curriculum is a continuing focus. Seventeen distinct activities and celebrations, including the First Nations graduation ceremony and Cultural Unity Night, are well attended.

The principal and executive leaders recognise the need for a relentless focus on improved attendance. A layered approach to improving attendance has been implemented with additional funding to support an attendance officer. Staff indicate that the low attendance rate has significant impact on learning continuity. The year-to-date attendance rate is 81.7% for all students and 73.8% for Indigenous students.

Goal, Reality, Options, Will (GROW) coaches are appointed to support students to successfully transition to Year 13. The 18 trained coaches are paired with Years 11 and 12 students to undertake problem-solving, goal-setting, and performance conversations. Individual sessions are tracked and recorded. Participating students convey that sessions are highly valuable and they appreciate the personal attention. This strategy is seen to have contributed to the significant increase in the number of students participating in education, training or employment. The Next Step survey supports this assertion from leaders, with results from 2020 being 61.8%, and 2022 being 84.5%.

Staff consistently identify strong, collegial relationships as a particular feature of the school. The 2022 SOS shows that 87.5% of staff agree with the statement, 'I feel that staff morale is positive at this school'. A number of staff wellbeing opportunities are arranged, including the scheduled Wellbeing Week during Week 5 of each term.

#### Improvement strategy

Establish QA processes to monitor the consistent implementation of agreed practices, programs, and mechanisms to sustain the positive school culture.

### 3.4 Targeted use of school resources

#### Findings

The principal identifies the importance of a strategic, targeted approach to the use of all resources. Human resources, funding and expertise are prioritised towards meeting the learning and wellbeing needs of students.

Recharge sessions occur each Friday in period 4. The principal indicates that this time allows for intervention with identified students, extracurricular activities, and faculty discussions and professional learning. Staff members and parents articulate a high level of satisfaction with this initiative, with staff appreciating the opportunity to collaborate with others.

The BM describes a clearly defined budget process aligned to school strategic planning to allocate financial resources to school operations, programs, and initiatives. Additional staffing has been allocated to improve participation in the Student Resource Scheme (SRS), with the BM identifying growth from 40% of students participating in previous years to the current rate of 63%. Staff members articulate that the BM is highly successful in sourcing additional program funds to enhance both human and physical resources.

Extensive investment in school-purchased human resources is apparent. These positions include vocational education trainers, wellbeing-related teacher aides, special program teacher aides, and administrative staff. Leaders who supervise these additional staff value their contribution. School information shows that in excess of \$1.1 million is directed towards additional human resources in 2023. The principal recognises the importance of ensuring that this financial commitment is meeting the desired outcomes, and has implemented procedures to monitor this.

Vocational education trainers are a unique solution to ensuring qualified staff are available to provide industry-standard learning experiences for students. This involves staff members gaining qualifications to progress from a teacher/teacher aide to a qualified trainer. Staff engaged express a high level of satisfaction with this arrangement, with others eager to become involved.

The provision of Information and Communication Technology (ICT) has evolved in recent times, transitioning from a one-to-one program to a Bring Your Own Device (BYOD) program for senior students. To support this, an equity program has been introduced to allow students in financial hardship to access devices during the day. Currently, 120 devices are assigned. The BYOD program is planned to be further implemented in classes in junior secondary. Leaders and teachers recognise the potential of technology to engage students in learning. They speak of a number of platforms, including OneNote, SharePoint and Microsoft Teams. Many identify a need to further develop staff capability in digital pedagogies, with a particular emphasis on using technology in classrooms. Some staff communicate that access to school devices for junior secondary students is sometimes difficult.

An infrastructure masterplan has been developed and a 'facilities refresh program' implemented. Some leaders identify a need for additional office space to accommodate the wide number of specialist roles employed across the school.

Staff and students speak appreciatively of the school grounds and unique facilities. Located in expansive surrounds, the school premises present as well maintained and welcoming. Facility officers convey enjoyment in working at the school and take pride in their work environment. The active support of horticulture students enhances the school environment.

### Improvement strategy

Develop an eLearning strategy that encompasses professional learning for teachers to maximise the effective use of technology as an authentic teaching and learning tool to engage students as digital learners.

### 3.5 An expert teaching team

#### Findings

Leaders have strategically introduced a range of whole-school practices to build a professional team of highly able teachers who take collective responsibility for improving student learning and wellbeing. Teachers are provided multiple opportunities for continual capability development through in-class, faculty, leadership opportunities, and programs for aspiring leaders.

The professional learning schedule, 'Talk: Intentional Collaboration and Coaching', outlines the timetable and focus of leadership, staff and faculty talks, the meetings for new and beginning teachers, YLL meetings, and Friday Recharge meetings. Recharge includes ACM within faculties and for priority groups, faculty-specific professional learning, pre-moderation meetings, and reporting preparation.

Instructional leadership coaching is currently undertaken in 2 phases. The principal coaches the 5 deputy principals through modelling, discussion and reflective conversations. Deputy principals coach the HODs through their line-management processes.

Over a number of years, teaching staff have been developing school-designed Professional Growth Plans (PGP) in consultation with their line manager. Small groups of teachers are assigned to each leader with PGP goals identified, monitored mid-cycle, and reviewed at the end of the year. Staff are now transitioning to the Annual Performance Review (APR) process, including Annual Performance Development Plans (APDP). A suite of reflective tools is available for staff to utilise, and teachers are able to choose their coach. Some teachers have opted to undertake the APR process. Others are working towards transitioning over this year. Leaders comment on the need to undertake APR processes to support the capability development of all staff.

Two types of walkthroughs are being conducted. Deputy principals and YLLs walk through classes observing agreed norms, with this information being recorded by a teacher aide. Aggregated data is then shared with staff through 'Wallet's Weekly'. HODs indicate that they undertake walkthroughs with a focus on using learning intentions, success criteria and quality assuring curriculum delivery in their faculty. The deputy principal – learning then liaises with HODs to provide appropriate support to teachers based on these walkthroughs.

Learning walks and talks are a recent addition, focusing on Sharratt's<sup>2</sup> 5 questions for students and evidence of the use of the waterfall chart. Leaders are beginning to review the current curriculum unit, considering subject data and target students for this conversation. They identify a need to continue to focus on questions 2 and 3.

Teachers new to the school, beginning teachers and second year teachers working towards proficiency communicate that they are all provided with routine induction processes including professional learning, mentors, engagement in reciprocal observations with the HOD, and time for teacher-mentor check-ins. Second year teachers comment on the clear pathway and support provided for them to attain full teacher registration. Beginning teachers express appreciation for the timely professional learning on key information such as the school's positive education processes and the VLPT.

Leaders have established a future leaders development program for self-identified, aspiring leaders. Last year, participants engaged in 8 professional learning sessions focusing on leadership styles, application writing, interview techniques and leading innovation and change. In 2023, the Phase 2 program focuses on leadership impact and influence, a practical application of the inquiry

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<sup>2</sup> Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>

cycle with an opportunity to lead an initiative to support promotional applications. Leaders convey that several participants in 2022 were successful in achieving promotion.

#### Improvement strategy

Strengthen APR processes to align with system guidelines and identify and address the capability development needs of all staff.



### 3.6 Systematic curriculum delivery

#### Findings

Staff are committed to providing a highly engaging curriculum that meets the diverse needs of all students. Executive leaders recognise the importance of systematic curriculum delivery, and are focusing on building strong curriculum expertise across the school. Teachers describe regular and rigorous discussions with colleagues regarding effective implementation of the Australian Curriculum (AC), including achievement standards, assessment, and moderation.

Year/band plans are documented across all learning areas in Years 7 to 9. Additionally, unit plans are prepared with many incorporating a 'spacing effect consideration'. In some learning areas, detailed unit plans are established and include a break-down of learning intentions, success criteria, and pedagogical strategies for each lesson or group of lessons. Providing these details is yet to be a consistent practice across the school. A whole-school curriculum plan that includes an overview of curriculum provision and time allocations is yet to be developed.

Teachers indicate that assessment items are routinely fore-fronted, and are the focus of collegial discussions during Recharge and faculty talk time. They also describe the perusal of 'A' standard exemplars. In many faculties, marking guides are developed using the 4Cs process.

Many teachers speak of using formative assessment to determine students' readiness for learning. They indicate that, in some learning areas, deep conversations occur regarding pedagogical strategies best suited to address blockages to, or gaps in, student learning.

Several leaders and Year 8 English teachers are currently involved in a 'Co-Lab' initiative being led through the region, and speak of their active involvement in learning walks and talks with staff from another high school. They also describe their efforts in making assessment items accessible to all students, and particularly reference 'unlocking of marking guides'. Leaders acknowledge that this work, while in its infancy, is already leading to improvements in students' academic performance. They are eager to progress this initiative to other faculties, with a view towards making this standard operating practice as staff prepare for the introduction of the AC Version 9 (AC V9).

Across most subject areas, many teachers describe the use of 'Bump it up' walls as common practice in their classrooms. Some emphasise the importance of co-constructing these learning walls with students. They speak of showcasing student work at the 'C' level and, more recently, at the 'A/B' levels. Many teachers describe a growing number of students referring to Bump it up walls to improve their understanding of standards and identify their next steps for learning. Executive leaders indicate that the 'third teacher' is an essential element for the development of independent learners across the school.

To support student pathways and outcomes, Year 10 is included as the first year of senior secondary, with students selecting subjects based on their identified future direction. In Years 11 and 12, programs are drawn from either the Queensland Curriculum and Assessment Authority (QCAA) syllabuses and guidelines or from other approved learning options such as Vocational Education and Training (VET) packages. For general subjects other than English and mathematics, a 'compressed' approach to senior curriculum is utilised. Teachers describe a range of views regarding the effectiveness of this arrangement. Most comment that it enhances the breadth of offerings for students.

An extensive range of VET courses, to a Certificate III level, are included in the school's scope of registration. These qualifications are viewed positively by students, staff and parents. Access to these courses is available from Year 10.

## Improvement strategies

**Sustain the range of school and regional professional conversations that deepen teachers' understanding of the intended curriculum to support a whole-school approach to 'A/B thinking'.**

Sharpen the development of high-quality assessment tasks and Bump it up walls to enable students to see what 'A' and 'B' standards of work look like and empower them to become independent learners.

### 3.7 Differentiated teaching and learning

#### Findings

Leaders articulate, 'We embrace diversity and ensure that every student receives the support needed to engage purposefully in learning'. They promote differentiated teaching as part of whole-school processes.

Longitudinal academic, attendance and behaviour data for students in the priority equity cohorts of First Nations, Māori and Pasifika, English as an Additional Language or Dialect (EAL/D), students with disability, and Low Literacy and Numeracy (LLN) has been tracked to inform adjustments to whole-school processes, interventions and initiatives. In Years 7 to 9, one extension class is available in each year level for students working above their year level, and 2 immersion classes are available for LLN students based on their academic data.

An Inclusion Policy Statement has been developed, with key staff acknowledging this document is due for review. Some staff identify this as an opportunity to reference all priority equity cohorts, including students in Out-of-Home Care (OOHC) and LGBTIQ+ students.

Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements have been addressed through professional learning for teachers, recording of adjustments, and requests for support. Every NCCD student now has a Personalised Learning Record (PLR) on OneSchool.

Individual Curriculum Plans (ICP) are negotiated with parents and students where possible to meet each student's curriculum learning needs. Universal Design for Learning<sup>3</sup> (UDL) professional learning has been undertaken by a small number of staff. This has informed meeting learning needs within the year level curriculum, with specific reasonable adjustments to learning and assessment, for some students who were previously on an ICP.

Differentiation practices are addressed through regular staff professional learning regarding differentiating content, process, product and environment, and use of the VLPT, the Positive Education Paint Tin, and consideration of universal, focused and intensive teaching in curriculum planning. Data talks, ACM sessions and inclusion case-management processes support ongoing consideration of differentiation. An inclusive practices referral request form has been developed for teacher use for students identified through these processes. Case management for support and intervention is reviewed weekly by teachers with the HOD – Diversity.

Many teachers are able to provide examples of how they make reasonable adjustments for the diverse learning needs of all students in their classes. Some teachers comment that they feel confident to plan for differentiated teaching, and less confident to make timely adjustments 'on the go' when they see a student struggling. Some teachers speak confidently of providing identified students with tailored supports to access learning. Leaders identify that implementing the AC V9 will provide the impetus to incorporate a whole-school approach to differentiated teaching and learning in unit planning, preparation of resources, and assessment tasks.

Leaders and teachers identify the school has 3 tiers of intervention: universal – using the 'super 6 signature reading strategies', Tier 2 – immersion guided reading, and Tier 3 – MacqLit. Teachers and teacher aides delivering MacqLit have received professional learning to administer the program with integrity. Specific data tracking is established for Tiers 2 and 3 programs. Current data shows that these programs have significantly improved students' literacy levels.

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<sup>3</sup> Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. CAST Professional Publishing.

For Years 11 and 12 students, a 3-tier support and intervention process is developed that includes YLLs, the deputy principal, students and their families. For Year 10 students, there is additional support for flexible learning and potential work links.

Leaders and staff identify the importance of cultural awareness for First Nations, and Māori and Pasifika students. A number of targeted support personnel are on staff, as well as representatives from key cultural partners. Data for these priority equity cohorts are closely monitored and whole-school processes including data talks and ACM inform and support differentiated teaching and learning practices to improve the outcomes of First Nations, Māori and Pasifika students.

#### Improvement strategy

**Systematically implement a collaboratively developed, whole-school approach to differentiated teaching and learning in unit planning, teaching materials and assessment tasks aligned with the curriculum.**

### 3.8 Effective pedagogical practices

#### Findings

The principal and other leaders recognise that highly effective teaching is key to improving student learning throughout the school. Learning is a key pillar in the strategic plan to reflect the importance of every student being engaged, challenged, and supported to maximise learning outcomes. Staff widely acknowledge the VLPT as the whole-school approach to pedagogy. Leaders comment that the toolbox incorporates a variety of strategies sourced from different research, including Sharratt, Hattie<sup>4</sup>, and New Pedagogies for Deep Learning<sup>5</sup> (NPDL).

Most staff are aware that elements of the VLPT include a range of pedagogical approaches including High Impact Teaching Strategies (HITS), deeper learning, reading, cognitions, learning parameters, and assessment clarity. Some staff are able to articulate the research base from which the various strategies originate. Many are yet to fully understand the full range of strategies in the toolbox and express interest in developing a deeper understanding of them.

The school's pedagogical approach is complemented by the Positive Education Paint Tin which provides suggested strategies aligned to the school's focus on providing the optimum learning environment.

Consistent with the Assessment Clarity Waterfall, students indicate that teachers routinely share learning intentions and success criteria. Leaders acknowledge a degree of variability in the quality of these across the school. Bump it up walls are established across most subject areas. Many students describe how these walls are used to support their learning. Leaders identify the importance of continuing to focus on the fidelity of this and other third teacher practices.

Leaders and teachers acknowledge the importance of providing regular and timely feedback to students. The 'Keep going, Improve, Stop doing, Start doing' (KISS) process is an emerging practice. Staff describe being introduced to KISS at staff development days, with ongoing discussion and 'starters' occurring during faculty talks. Students and teachers who have trialled KISS this year speak positively of its value.

A systematic process for leaders to observe teachers and provide ongoing feedback is yet to be apparent. Executive leaders acknowledge that provision of detailed and precise feedback to teachers will require consultation and development of a whole-school collegial engagement framework. Many teachers indicate they would appreciate an opportunity to receive feedback and engage in professional conversation regarding their practice.

The importance of the explicit teaching of literacy and numeracy is emphasised by leaders, and is considered a priority in curriculum planning. Many teachers speak of the 'six signature strategies' as part of the VLPT, indicating that they are incorporated into unit plans. They acknowledge the assistance of their colleagues who act as 'Reading Champions' to support integration of evidence-informed reading strategies into the teaching and learning process.

Mathematics teachers describe the use of 'Question, Underline, Explain, Number, Choose, How' (QUENCH) to support student progress. Leaders indicate that QCAA short courses in literacy and numeracy are provided in Year 10 to support students to meet their QCE requirements.

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<sup>4</sup> Visible Learning. (2021). *Professor John Hattie*. <https://visible-learning.org/john-hattie/>

<sup>5</sup> Fullan, M., Quinn, J., McEachen, J. (2017). *New pedagogies for deep learning: Leading transformation in schools, districts and systems*. SAGE Publications Inc.

### Improvement strategies

**Deepen teachers' understanding of the VLPT to support selection of appropriate strategies to engage students and respond to their individual learning needs.**

**Systematically enact a formalised approach to regular observation and feedback by leaders to enhance the capability of teachers to implement agreed pedagogies that support successful student learning.**

### 3.9 School-community partnerships

#### Findings

Strong relationships with parents and families, and strategic partnerships with local businesses, industry, community organisations, and other education institutions are a feature of the school. The principal articulates that these result in a wealth of opportunities and enhanced outcomes for students.

Parents, staff and key community and industry representatives express strong support for the school. Many describe a level of disappointment that the school's opportunities, support, pathways and programs are yet to be fully appreciated by members of the wider school community.

Students and parents speak positively of the range of co- and extracurricular activities provided. Parents and students particularly cite the extensive range of vocational options. They speak positively of the level of care and support afforded their child.

Representatives of the Parents and Citizens' Association (P&C) describe strong, open communication with staff, and acknowledge their flexibility and fluidity in responding to students' needs.

Leaders identify the importance of embedding culturally responsive practices and respecting First Nations and Māori and Pasifika cultures. With the development of the Reconciliation Action Plan (RAP), many staff are working to authentically embed Aboriginal and Torres Strait Islander perspectives into the school curriculum, in consultation with local Traditional Owners.

A Memorandum of Understanding (MOU) has been established with 11 local schools, with the school as the Registered Training Organisation (RTO) for Certificate III Early Childcare Education and Care. Leaders indicate that this has resulted in over 400 students being enrolled 0.2 FTE at the school in 2023. Leaders value the opportunity to use this additional resourcing to provide further support for students.

Staff describe strong connections with industry and business, with in excess of 600 student work placements in 2022. Leaders articulate that the opportunity for students to undertake work placements enhances their pathway opportunities and often leads to employment.

Parents and students appreciate the support provided at The Space, an inviting area for students to access staff including the Community Education Counsellor (CEC), Beyond the Broncos and Achieving Results Through Indigenous Education (ARTIE) staff, and the Pasifika Liaison Officer. Parents and students express feeling welcomed into the school.

Parents communicate that they value extensive established partnerships with external agencies to support the mental health and wellbeing of students. This includes access to a General Practitioner (GP), nurse and a psychologist who operate out of the school each week, with students able to make appointments.

Leaders articulate a long-term commitment to supporting young parents through 'Futures', a flexible learning program aligned to the adjunct childcare program Aspire, which supports regular visits by child health nurses and child safety staff.

Community agencies convey that leaders are welcoming and supportive of them working in, and with, the school to provide wellbeing and pathways support for young people. Organisations such as Moreton Aboriginal and Torres Strait Islander Community Health Service (MoretonATSICHS) are eager to develop long-term agreements for service in the school.

Leaders acknowledge the importance of seamless transitions from primary to secondary school settings. Principals of feeder primary schools speak positively of the transition program. They

indicate that additional transition support for specific target groups, including students with disability, students with anxiety and mental health plans, Aboriginal students and Torres Strait Islander students, and students with EAL/D is valued. Principals of local primary schools articulate a desire to explore sharing curriculum and pedagogical expertise.

A long-standing relationship with the Deception Bay Police-Citizens Youth Club (PCYC) is established. Leadership team members value the variety of programs offered through the Safe Communities Program, including Rock and Water, Girls with a Purpose, Boxing After Dark, and Team Up. A current focus of the PCYC is rekindling its Youth Development and Duke of Edinburgh programs, with the school encouraged to actively involve students in these initiatives.

#### Improvement strategy

Further develop partnerships with local primary schools to promote professional dialogue, mutual learning, and aligned practices to support Prep to Year 12 approaches and strategies.