# School Improvement Unit
## Report

# Laidley State High School
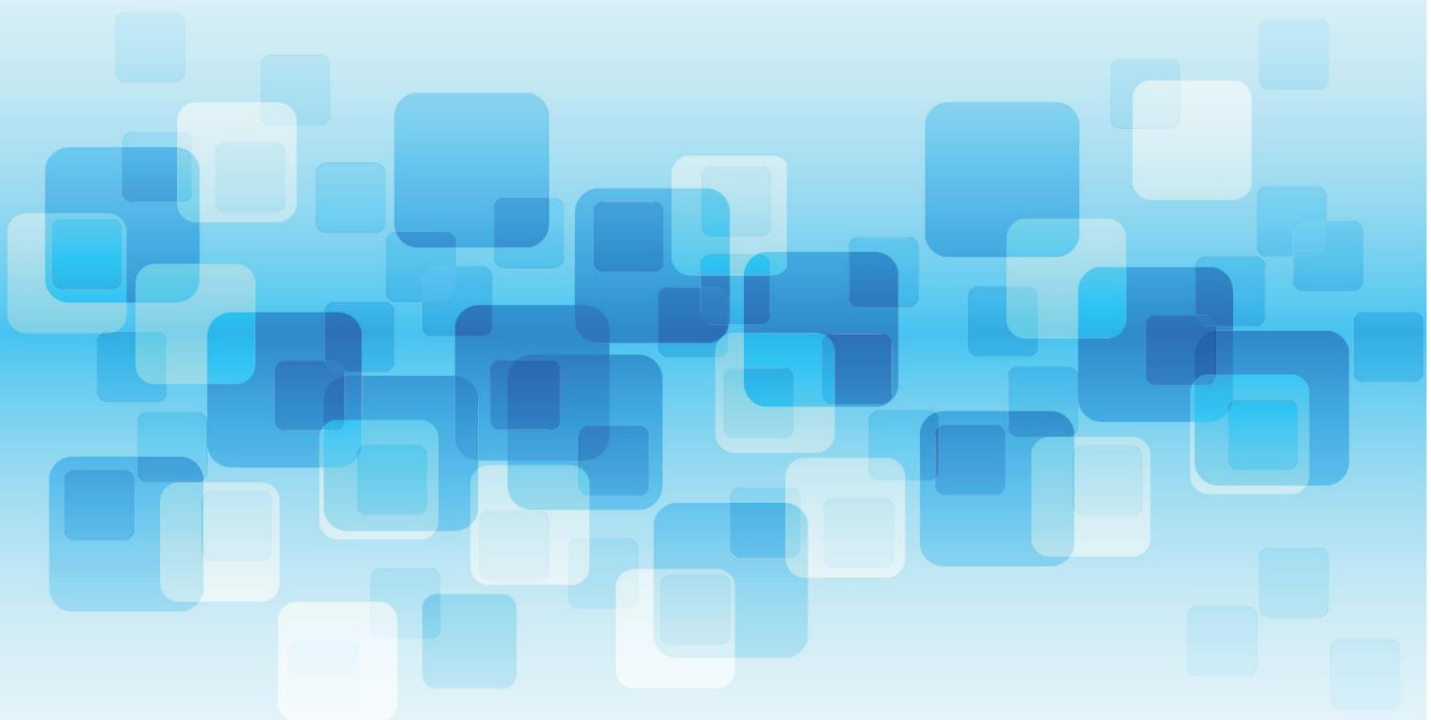
# Contents

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Laidley State High School** from **9 to 11 August 2016**. It provides an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

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

## 1.2 School context

| Location: | Alfred Street, Laidley |
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| **Education region:** | Darling Downs South West Region |
| **The school opened in:** | 1985 |
| **Year levels:** | Year 7 to Year 12 |
| **Current school enrolment:** | 698 |
| **Indigenous enrolments:** | 11 per cent |
| **Students with disability enrolments:** | 7 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 927 |
| **Year principal appointed:** | 2005 |
| **Number of teachers:** | 61 (full-time equivalent) |
| **Nearby schools:** | Laidley District SS, Forest Hill SS, Lockrose SS, Kentville SS, Blenheim SS, Thornton SS, Glenore Grove SS, Hatton Vale SS, St Mary's Catholic Primary School, Lockyer District State High School, Faith Lutheran College Plainland |

| Significant community partnerships: | Lockyer Valley Bringing Employers and Schools Together (BEST), Laidley Cluster, University of Southern Queensland, University of Queensland, TAFE and local and regional employers - partnership for career development, Vocational Education and Training, School-based apprenticeships and traineeships and work education programs, Binnacle Training RTO – Certificate III VET program delivery partnership, Genr8 program - partnership with TAFE, other schools and industry partners, Community Elders, Queensland Aboriginal and Torres Strait Islander Foundation, Deadly Choices and KAMBU, Ed-LinQ, Child and Youth Mental Health Services and Child Protection and Investigation Unit, Our Community Centre, Local business donating rewards for school Positive Behaviour for Learning (PB4L) rewards scheme. |
|---|---|
| Significant school programs: | Co-teaching in junior mathematics, English and science classes, Literacy and Numeracy Intervention classes, Short Cycle Intervention (Literacy, Numeracy and Extension), Personal and Career Development program, Certificate III Programs (Business, Fitness and Community Sport and Recreation), OPAL Program (Opening Pathways to Alternative Learning), Positive Behaviour for Learning. |

## 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director (ARD)

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal and three deputy principals

    o Seven Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer and master teacher

    o 50 teachers, nine teacher aides and 37 students

    o Business Services Manager (BSM), six administration officers and nine ancillary staff

    o Parents and Citizens' Association (P&C) president

    o Tuckshop convenor, five parents and one principal of a partner primary school

    o Community education counsellor and Indigenous support teacher aide

- o  Four community partner representatives

- o  State Member for Lockyer, Mr Ian Rickuss

## 1.4 Review team

| | |
|---|---|
| Kate MacDonald | Internal reviewer, SIU (review chair) |
| Karyn Hart | Internal reviewer |
| Joseba Larrazabal | Internal reviewer |

## 1.5 Reading the report

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

## 2. Executive summary

### 2.1 Key findings

- The improvement agenda responds to areas in need of development and explicit targets have been set to align with this agenda.

  There is evidence of systemic data collection to measure and monitor successes. A general awareness exists amongst staff members and students of the targets for attendance but little evidence of knowledge of other targets.

- The principal clearly articulates his belief that reliable data on student outcomes is crucial to the school's improvement agenda.

  This data is used by the principal to inform and review school-level decisions, interventions and initiatives. The school has developed practices for the collection, analysis and use of data which are documented in the school plan.

- The Positive Behaviour for Learning (PB4L) program is under review by a small PB4L team, with all elements of the program to be considered.

  The team comprises a deputy principal and a small number of teachers. The PB4L processes and practices are not yet aligned or consistently applied.

- The school offers a wide range of courses to cater for the diverse needs and interests of students.

  In addition to regular curriculum, a number of additional school-wide programs are available to students requiring specialist support. These include a well-resourced special education centre and the Open Pathways to Alternate Learning (OPAL).

- The teaching and leadership teams at the school incorporate high numbers of new and beginning staff members.

  Line management through the development of an organisational chart and role statements has been established to develop the capacity of teaching staff members. Uncertainty exists regarding the organisational chart and role statements in terms of supervision roles and responsibilities.

- There is a strong commitment to developing curriculum and assessment programs to meet the needs of all students

  There is a renewed focus on students in the Upper Two Bands (U2B). Systematic quality assurance of teacher developed unit planning with differentiation strategies is not yet established.

- It is evident that teachers and school leaders are aware of students at different stages in their learning, or progressing at different rates.

  Students are supported by a variety of mechanisms including timetabling, class structures and staff member allocations. Classroom differentiation strategies are not yet consistently planned and implemented.

- Consistent expectations and routines for the management of students to allow effective pedagogy are visible in all classrooms.

  There is evidence that the application of these routines and the consequences for students are not yet consistent. A willingness to address this inconsistency within the school, through the revitalisation of the PB4L program exists.

- Deliberate and strategic use is made of a wide range of business and community partnerships.

  These partnerships allow for access to additional resources not available within the school for the purpose of improving student outcomes. Each partnership has been established in response to an identified need and considerable effort goes into maintaining and nurturing these relationships.

## 2.2 Key improvement strategies

- Prioritise the review and implementation of the renewed PB4L framework with broadened consultation processes led by the principal, focusing on clarity and consistency of processes and consequences.

- Systematically monitor and communicate progress towards the attainment of academic performance targets through Heads of Department (HOD) line management meetings.

- Clearly articulate the organisational structure and roles within the school leadership team to ensure a clear line of sight focused on the key priorities of the school.

- Review how the teaching team is implementing the pedagogical framework and examine opportunities to refine and embed the key elements of Explicit Instruction (EI).

- Revisit the classroom differentiation planner as a tool to encourage the inclusion of differentiation as a routine element of classroom planning.

# 3. Findings and improvement strategies against the domains

## 3.1 An explicit improvement agenda

### Findings

The school leadership team is driving an agenda for improvement. The school's explicit improvement agenda (EIA) identifies three priorities in 2016. The EIA is focusing the whole school's attention on the key priorities of attendance, high academic performance and learning engagement. Staff members are able to identify attendance and learning engagement as priorities.

The improvement agenda responds to areas in need of development and explicit targets are set to align with this agenda. Targets are set for attendance at 92 per cent, high academic performance with 90 per cent of students in junior secondary receiving an A–C for English and 85 per cent receiving this for mathematics and science, and 100 per cent of senior students receiving a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). In learning engagement, the behaviour target is to reduce the number of behaviour reports by 15 per cent per 1 000 students and suspensions reduced by 15 per cent per 1 000 students.

There is evidence of systemic data collection to measure and monitor successes. Students articulate the importance of attendance and their goal for this. There is a general awareness amongst staff members and students of the targets for attendance but knowledge of other targets is less apparent. There is some evidence of sharing of the progress data with staff members. A strong, enthusiastic commitment by staff members to ensure student success exists. The School Opinion Survey (SOS) indicates high staff member morale.

A number of new leadership and support roles, including teams, have been created across the school. Communication related to progress towards achieving the priorities of the improvement agenda is not yet consistent or clear.

Through a deliberate focus on PB4L and attendance, the school has established a solid foundation on which to develop quality teaching and learning. There is a tendency by some staff members to explain current achievement levels in terms of students' socio-economic backgrounds.

SURGE classes for higher achieving students in the junior school have been established to provide additional challenge and improve academic performance, particularly in National Assessment Program – Literacy and Numeracy (NAPLAN). The school has invested significantly in research-based programs to improve writing and teachers demonstrate a willingness to embrace the ideas suggested by the research regarding their teaching practice. Student performance data in NAPLAN shows relative gain 2014 to 2016 Year 5 to Year 7 as similar to Similar Queensland State Schools (SQSS) and above SQSS for relative gain Year 7 to Year 9 in the priority area of writing. .

## Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

## Improvement Strategies

Systematically monitor and communicate progress towards the attainment of academic performance targets through HOD line management meetings.

## 3.2 Analysis and discussion of data

### Findings

The principal articulates a belief that reliable data on student outcomes is crucial to the EIA. This data is used by the principal to inform and review school-level decisions, interventions and initiatives. The principal has developed and regularly consults a number of purpose-specific databases to collate and analyse student attendance, achievement and engagement data.

The school has developed practices for the collection, analysis and use of data which are documented in the school data plan.

Time is allocated for the ongoing development of data literacy skills of school leaders and teaching staff members to inform classroom practice and school direction. Expertise of nominated staff members is key to the analysis of some data. The results of this analysis are then shared with other staff members as demonstrated by the HOD Learning Enhancement analysing PAT data and sharing this analysis with class teachers.

Time is scheduled for the discussion of school-wide data at whole-staff meetings, and for the more in-depth discussion of faculty and class data at faculty meetings. It is not yet apparent that there is any scheduled discussion of data with individual teachers or teacher accountability for that data.

Targeted formative assessment data is utilised by nominated staff members for the identification of starting points for improvement, and to measure the success of focused, short-term intervention and extension cycles.

Teachers exhibit some data literacy. Most teachers consult the OneSchool class dashboard in their initial unit planning process to identify the strengths and weaknesses of the students in their classes. Some class teachers consistently use the available data for reflection and to drive decisions on future practice to support teaching and learning. Staff members' conversations, language and data analysis do not yet reflect a sophisticated understanding of data concepts.

Students in some classes participate in goal setting processes which involve reflecting upon their achievement and engagement data, identifying goals or targets for their future performance, and entering into discussions with their teachers to review strategies to assist them to achieve the goals.

Detailed data on individual student performance, including academic achievement and engagement grade point averages and attendance data, is shared with every student each term. Level of Achievement (LOA) data is provided in the report cards prepared every term. This data is the basis for the awarding of Ambition, Self-belief, Perseverance, Integrity, Respect and Empathy (ASPIRE) awards to students demonstrating high performance on a consistent basis.

Student performance in NAPLAN in the areas of U2B and Mean Scale Score (MSS) for Year 9 students in all areas is similar to SQSS.

The 2015 performance of Year 7 students in relation to the MSS in all NAPLAN areas of assessment is similar to SQSS. Results for Year 7 U2B are similar to SQSS in reading and writing. In spelling, grammar and punctuation, and numeracy, U2B results for Year 7 are below SQSS.

In the areas of reading, writing, spelling, grammar and punctuation the performance of Year 7 and Year 9 students in relation to the National Minimum Standard (NMS) is below Queensland State Schools (QSS). The performance of Year 7 and Year 9 students in the area of numeracy is similar to QSS.

## Supporting data

School Data Plan, Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, school professional development days, professional development plans, school website, school newsletters, staff, student and leadership team interviews.

## Improvement Strategies

Articulate and monitor clear school expectations around consistent and aligned use of data across the school, including use of class dashboard to monitor, review and respond to student data trends.

Strengthen the data literacy skills of teachers, including the application of data to support differentiation.

Continue to develop the skills of students to reflect on data and develop individual strategies to improve learning outcomes.

## 3.3 A culture that promotes learning

### Findings

School leaders and staff members share a genuine desire to see students succeed. There is an appreciation of the students' varying backgrounds and staff members work hard to meet the diverse needs of students to position them optimally for learning.

Strong, positive relationships with families and students are recognised as integral to the success of the school and are prioritised. Staff member relationships thrive in the school's natural work groups including faculties and teams. These relationships help to sustain professional growth especially amongst staff members who are new to the school. A high staff member turnover in recent years has impacted on the broader sense of a whole-school staff team.

Growing challenges regarding the engagement of parents in the life of the school have challenged the leadership team and teaching staff members who recognise the benefits of parent and family involvement to the successful education process.

Students, staff members and parents identify a need for an improvement in student behaviour and management. It is apparent that not all students are engaged in classroom lessons and student behaviour management requires a significant proportion of school leaders' and teachers' time. The PB4L processes and practices are not yet aligned or consistently applied.

The PB4L program is under review by a small PB4L team, with all elements of the program to be considered. The team comprises a deputy principal and a small number of teachers. Underpinning the PB4L program at the school are the pillars of Safe, Responsible, Respect and Learn. The PB4L team meets approximately three times fortnightly, attending to tier 1 and tier 2 work.

Part of the PB4L process is a five-point ranking system for students, which reflects the engagement and behaviour level of each individual student at any point in time. Behavioural records and report cards are used to review the levels. Students may apply to have their record reviewed. The levels are linked to eligibility for participation in school events and processes including student leadership positions. Some parents comment that the application to review the level is cumbersome and discourages students from making application.

The PB4L team contributes directly to the induction of new teachers with the aim of maintaining consistent implementation of the program throughout the school. The team is responsible for the regular analysis and sharing of student behaviour data and the identification of focus areas for school-wide attention.

ASPIRE awards are presented each term to students who have met the high standards set for bronze, silver and gold awards and medals. These standards relate directly to the strategic improvement agenda target areas of achievement, engagement and attendance and are highly valued by students, staff members and parents.

Some whole-school practices are utilised to reinforce positive student behaviours and recognise the contribution of staff members to maintaining a positive learning climate in the school. These include positive postcards, certificates of appreciation, ASPIRE awards, weekly draws supported by the P&C Association, business and staff member donations, and SPLURGE days.

Grounds, facilities and cleaning staff members work to ensure the school is presented in an attractive manner.

Parents and community representatives express confidence that the school leadership team and staff members are working to improve the learning outcomes for students.

Student attendance is a priority area of focus in the school's strategic improvement agenda. There is a school-wide target for student attendance. The importance of high attendance rates is a message delivered consistently at school parades and attendance data features in school newsletters.

Student attendance has improved from 2014 to 2015. Students attending for less than 85 per cent of the school year has decreased from 33.8 per cent to 27 per cent. This remains greater than the rate for State 'Secondary' Schools, which is 21.8 per cent.

Current student attendance is 89.2 per cent.

Student disciplinary absences have declined steadily over the past five years. They remain higher than State 'Secondary' Schools.

The SOS records a steady increase in the overall rating for most survey items each year for the past three years from both parent and staff member respondents, with the results surpassing those of State Secondary Schools and Like Schools in most areas.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

### Improvement Strategies

Prioritise the review and implementation of the renewed PB4L framework with broadened consultation processes led by the principal, focusing on clarity and consistency of processes and consequences.

## 3.4 Targeted use of school resources

### Findings

The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students.

The school budget is developed collaboratively by school leaders and cost centre managers and resources are allocated based on identified needs as ascertained through data gathering and analysis.

The 2015 Great Results Guarantee (GRG) funding of $221 468 was targeted towards improving the percentage of students reaching NAPLAN NMS, increasing the percentage of students in the junior secondary receiving a 'C' or above in mathematics and English, improving attendance and improving Year 12 QCE attainment.

In 2016, Investing for Success (I4S) funding of $383 626 continues to target the priority areas of 2015. A large proportion of this funding is dedicated to the provision of additional human resources and Professional Development (PD) to support these priorities. A process to review the success and sustainability of this is emerging.

The school offers a range of courses to cater for the diverse needs and interests of students. A student resource scheme, with core fees and additional user pays charges, operates to provide the necessary resources to students.

Information and communications technology (ICT) are widely used in teaching and learning and all students are expected to have access to a suitable device. To support this, the school offers a $50.00 per year Bring Your Own Device (BYOD) program, a take-home student laptop program of $150 per year, or a hire device for $50 per year through the school's equity pool. While the uptake of the BYOD is small the overall uptake is over 80 per cent of students.

In addition to the regular curriculum, a number of additional school-wide programs are available to students requiring specialist support. These include a well-resourced special education centre with 48 verified students, and the Open Pathways to Alternate Learning (OPAL) currently striving for the re-engagement of six students.

The principal strategically recruits human resources who best fit the school context and purpose. Additional teaching and non-teaching staff members are also funded by the school to support the priorities of the improvement agenda.

A small but committed Parents and Citizens' Association (P&C) raises funds through community activities. The P&C manages a profitable canteen and uniform shop which employs two staff members to provide food and uniforms to students.

Teaching spaces are well-presented and provide stimulating environments in which students can learn. The school's small agriculture facility attached to the main campus provides a real-life farm on which students are able study agriculture. Attention is given to the ongoing maintenance and development of the grounds and facilities in the school.

The current bank balance is $755 342.

## Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

## Improvement Strategies

Continue to build a process to monitor, review and evaluate the efficacy of the funding initiatives and their sustainability over time.

## 3.5 An expert teaching team

### Findings

School leaders view the development of an expert teaching team as important in improving outcomes for students.

The teaching and leadership teams at the school incorporate high numbers of newly appointed and beginning staff members. There is clear evidence of commitment amongst teaching staff members to continue to improve their practice. Teachers demonstrate commitment to their students and demonstrate a desire to see them improve. Teachers are predominantly supported in their development by their HOD.

Line management through the development of an organisational chart and role statements has been established to develop the capacity of teaching staff members. Uncertainty exists regarding the organisational chart and role statements in terms of supervision roles and responsibilities.

Leadership team members, parents and students report strong levels of satisfaction with the subject knowledge, performance and commitment of the teaching staff members at the school. It is apparent that innovative teaching strategies are utilised across some faculties within the school.

A recently updated professional learning plan which has a broad focus and some alignment with the school's key priorities is apparent. It provides information on timing, topics and presenters. It does not yet detail the intended audience or purpose of the PD.

Annual performance review requirements have been implemented in 2016 for teaching staff members. The completion of Personal Development Plans (PDP) for non-teaching staff members is yet to commence. A link exists between the PDP and the approval of PD which is managed through HODs. Staff members report that PD is strongly encouraged and supported.

There is a formalised process of induction outlined in documentation for the school. Staff members who commenced after the beginning of the year report some variation regarding the induction they received. Leadership team members who have joined the school over the past two years report that they require further induction, mentoring and coaching to assist them in their roles.

New staff members report that induction around the school pedagogical framework and responsible behaviour plan, utilising PB4L, was made available and was valued. Staff members indicate they are seeking further professional learning and induction in these key areas.

Beginning teachers report that they are well supported with a formalised observation and feedback process as part of the induction and probationary program. Documentation indicates beginning teachers receive regular PD opportunities.

Beginning teachers are supported through the mentoring beginning teacher program. The school has six trained mentor teachers. Beginning teachers meet with their mentor in scheduled, timetabled lessons. The mentor relationship is sustained until teachers reach full registration. Mentoring beginning teacher funding has been utilised to support structured meeting time with mentors and also to support PD opportunities.

There is a formalised observation program operating within the school which involves each teacher being observed for one lesson per term by their line manager. Each observation has an agreed upon focus for feedback. A formalised peer observation program at the school is not yet established. Some peer observation opportunities have been offered in the past with a reasonable degree of participation.

The development of staff members is supported through a dedicated PD budget. A total of $53 662 has been budgeted in 2016 for PD. This includes $14 760 targeted toward the mentoring beginning teacher program and $17 700 of I4S funding with a focus on improved pedagogy.

There is a significant range of roles in the school where staff members who are not classified officers have the opportunity to develop their leadership skills. There is no formalised aspiring leaders program at present. Staff members are encouraged and supported to participate in regional programs.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Induction Folder, School Data Profile, Headline Indicators, 2015 School Opinion Survey, Professional Learning Plan 2016, 2016 Curriculum Plan, School-Wide Pedagogical Framework, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

### Improvement strategies

Clearly articulate the organisational structure and roles within the school leadership team to ensure a clear line of sight focused on the key priorities of the school.

Ensure that there are clear processes in place for the induction of all new staff members who arrive after the beginning of the year, including the completion of PDP.

## 3.6 Systematic curriculum delivery

### Findings

The school has an over-arching curriculum plan in place. This plan provides a broad overview of the structure of curriculum offerings across each year level. It documents expectations of curriculum planning, differentiation expectations and assessment processes, strategies and options.

Appropriately modified and assessed curriculum, complementing Individual Curriculum Plans (ICP) and learning goals, are implemented in the Special Education Program (SEP) classes and co-teaching classes in the junior school.

The features and structures of curriculum plans vary across faculties with a school-wide approach not yet apparent. Elements of the Australian Curriculum (AC), based on the Curriculum into the Classroom (C2C) resource or the essential learnings are utilised across faculties in the junior school. Queensland Curriculum and Assessment Authority (QCAA) syllabus documents are used in Year 10, Year 11 and Year 12.

Time is allocated to teachers for the preparation of curriculum, either at the beginning of the year or during scheduled faculty meetings. Curriculum meeting approaches vary across the school and are predominantly managed during faculty meetings with teachers working in teams. Faculties tend to use key teachers to lead the development and review of unit plans and support other teachers.

Teachers articulate that there are consistent faculty approaches to the development of unit plans, with some evidence of differentiation for students above, at and below the C2C focus level and also specific modifications for students with ICP. Teachers utilise OneSchool class dashboard to identify levels of differentiation appropriate for students in their planning. Some assessment is modified to better reflect the context of particular classes.

A strong commitment exists to developing curriculum and assessment programs to meet the needs of all students, with a renewed focus on students in the U2B. The systematic quality assurance of teacher developed unit planning with differentiation strategies is not yet established.

Whole-school reading and writing frameworks are apparent in documentation and are made available to all teachers. The writing framework processes are apparent in the majority of classrooms. The writing framework appears to have greater influence on staff members' practice due to the work of the master teacher.

Students in some classes reflect on their achievement and engagement results to set individual learning and engagement goals. The recently instigated ASPIRE awards program is providing significant motivation for students.

Students and parents report that particularly in the senior grades, feedback on drafts is comprehensive and highly valued. This is not yet a uniform practice across the school. Feedback is provided after summative assessment is completed and moderated.

Teacher judgements and awarding of achievement grades in senior subjects is moderated through established state-wide processes. There are established faculty moderation processes across the school, but no consistent school-wide approach is apparent. Opportunities exist to complete moderation with other schools across the primary and secondary sectors throughout the year.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Induction Folder, School Data Profile, Headline Indicators, 2015 School Opinion Survey, Professional Learning Plan 2016, 2016 Curriculum Plan, School-Wide Pedagogical Framework, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

### Improvement strategies

Implement consistent school-wide curriculum planning, storage and moderation processes.

## 3.7 Differentiated teaching and learning

### Findings

It is apparent that teachers and school leaders are aware of students at different stages in their learning, or progressing at different rates. These students are supported by a variety of mechanisms including timetabling, class structures and staff member allocations. Further measures are in place for focused short and long term systemic support.

SURGE classes and Higher Order Thinking Skills (HOTS) have commenced to provide extra support to high achieving students in Year 7, Year 8, and Year 9, with a view to shifting the SURGE focus to Year 8, Year 9 and Year 10 from 2017. Year 11 tertiary bound students are supported by the Reaching Academic Potential program.

Short term intervention cycles for students with identified learning deficits, and short term extension cycles for high achieving students are enacted based on close analysis of a range of data. Follow-up assessment demonstrates long term retention of learning.

SEP supports students in Years 7 to 10 to participate in mainstream practices and programs, with appropriate accommodations and modifications to teaching and assessment. Senior students studying the QCIA participate in a combination of mainstream and specialised courses offered by the SEP.

A research-evidenced co-teaching program has been introduced in Year 7, Year 8 and Year 9 English, mathematics and science, and Year 7 social sciences. This program teams the SEP teacher with the classroom teacher to work specifically with the group of students in each year level with learning and behavioural barriers to learning. Teachers report that challenges in arranging sufficient co-planning time can impede the success of this initiative.

A detailed analysis of achievement data related to the learners in these classes is currently being undertaken to identify the benefits of the program and to identify future directions for this initiative.

The principal has established and clearly articulated aspirational school-wide goals for all areas of the strategic improvement agenda including attendance, attainment, and learning engagement. Attainment targets are incorporated into faculty annual plans. They do not yet influence teachers' class planning.

A class differentiation planner has been constructed and used for classes in the past. This is not currently routine practice. Classroom differentiation strategies are not yet consistently planned and implemented.

### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Data Profile, Headline Indicators, professional learning plan 2016, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school website, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

### Improvement Strategies

Revisit the classroom differentiation planner as a tool to ensure the inclusion of differentiation as a routine element of classroom planning.

Provide PD for staff members to support quality differentiation strategies based on the needs of students.

## 3.8 Effective pedagogical practices

### Findings

School leaders, in particular the HODs, have untaken the key role for driving improvements in teaching throughout the school.

The school has had a documented pedagogical framework in place for a number of years. The pedagogical framework incorporates elements from a range of research-based approaches. EI is utilised to provide a consistent teaching and learning structure across the school. The use of EI across the school is inconsistent. Elements of EI such as We are learning to (WALT) What I'm Looking For (WILF) and This Is Because (TIB) are not apparent in all classrooms.

Due to the school administration team's involvement in responding to challenging student engagement, it is recognised that there is limited opportunity for them to provide teachers with feedback on instruction. All teachers receive feedback on instruction through their HOD at least once per term. SOS results from 2015 indicate that over 94 per cent of staff members believe they receive 'useful feedback about my work at this school'.

Consistent expectations and routines for the management of students are visible in all classrooms. The application of these routines is not yet consistent and this is reported as a frustration amongst staff. A willingness to address this inconsistency exists within the school, through the revitalisation of the PB4L program.

Training through Essential Skills for Classroom Management (ESCM) for all teachers has been provided and is ongoing. There are two trained classroom profilers on staff. Some individualised classroom management training has been provided for identified staff members. Functional behaviour assessment training has been provided to a small number of staff members and its use is still emerging.

Teachers provide feedback to students through daily informal observations and interactions in class and in response to drafts submitted. SOS results in 2015 indicate 95.5 per cent of parents and 87.3 per cent of students are satisfied that teachers give useful feedback about students' work. Parents and students interviewed indicate high levels of satisfaction with teacher feedback on student progress.

There is some evidence of the use of formative assessment to provide feedback with some strategies in place. This is not apparent as being a school-wide practice. There is limited evidence of the utilisation of this information to shape learning goals with students individually.

Professional Learning Communities (PLCs) are being utilised in some faculties to drive improvement in pedagogy.

## Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, Investing for Success 2016, School Induction Folder, School Data Profile, Headline Indicators, 2015 School Opinion Survey, Professional Learning Plan 2016, 2016 Curriculum Plan, School-Wide Pedagogical Framework, school newsletters, OneSchool, staff, student, parent and leadership team interviews.

## Improvement strategies

Review how the teaching team is implementing the pedagogical framework and examine opportunities to refine and embed the key elements of EI.

Introduce opportunities for teachers Watching Others Work (WOW) to share the innovative practices occurring in many classrooms.

Use formative assessment tools to track student relative gain and to allow students to set personal learning goals.

## 3.9 School-community partnerships

### Findings

Deliberate and strategic use is made of a wide range of business and community partnerships to access additional resources not available within the school for the purpose of improving student outcomes.

Each partnership has been established in response to an identified need and considerable effort goes into maintaining and nurturing these relationships.

Work placements for vocational students are well supported by the local business community.

Indigenous partnerships include work with community Elders, Queensland Aboriginal and Torres Strait Islander Foundation, University of Southern Queensland, Deadly Choices and KAMBU Indigenous Health Service to improve engagement and student outcomes. This is highly valued by all partners.

Health and wellbeing partnerships include Ed-LinQ Queensland Health initiative, Child and Youth Mental Health Service and local police Child Protection Investigation Unit. The school is willing to trial new programs in youth mental health and has trained teachers in this area.

The OPAL program is a special course where Years 10, 11 and 12 students work at school Monday to Wednesday and on Thursday and Friday work at the Laidley Youth Centre to complete a Certificate III in Sport and Recreation.

Lockyer Valley Bringing Employers and Schools Together (BEST) is a combination of three high schools with Lockyer District Regional Council and external agencies providing opportunities for students to undertake work placement, traineeships and school-based apprenticeships. Currently 17 students are undertaking traineeships and school-based apprenticeships. Local businesses including The Coffee Club, Hungry Jacks, McDonalds, Subway and the Travel Centre provide these opportunities for students.

Ag Inspirations invites up to five students to participate in AgForce. This enables students to experience a variety of agricultural experiences including beef production.

The Laidley Cluster provides opportunities for leaders to share quality practice, and for students to interact across the schools for leadership and sporting events.

The school welcomes parental involvement and communicates information to parents via a range of media including newsletters, email, school website and information evenings. The High Flyer brochure is distributed once per term and celebrates the achievements for that term. Parental involvement in the school is generally limited to a small but committed P&C.

A transition program with the main primary feeder schools is in place and a growing percentage of students from these schools enrol at the school. In addition there is considerable sharing of ideas and information amongst the leaders of the schools. Some sharing of pedagogy occurs amongst teachers across the sectors.

## Supporting data

Annual Implementation Plan 2016, Explicit Improvement Agenda 2016, School Data Profile, Headline Indicators, school website, school newsletters, High Flyers, staff, student, parent, community and leadership team interviews.

## Improvement Strategies

Nurture business and industry partnerships with the aim of expanding vocational training and employment opportunities for students

Explore more opportunities for professional learning for teachers across the primary-secondary sectors.

## 4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.

- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.