

Earnshaw State College

Executive Summary



School
Improvement
Unit





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Earnshaw State College** from **22 to 24 February 2017**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to consider in consultation with its regional office and college community.

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

The college will publish the executive summary on the college website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the college receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Garry Lacey	Internal reviewer, SIU
Sevil Aldas	Peer reviewer
Lynne Foley	External reviewer



1.2 College context

Location:	Cnr Earnshaw and Tufnell Roads, Banyo
Education region:	Metropolitan Region
Year opened:	2003
Year levels:	Prep to Year 12
Enrolment:	710
Indigenous enrolment percentage:	5.8 per cent
Students with disability enrolment percentage:	5.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	997
Year principal appointed:	2013
Full-time equivalent staff:	63
Significant partner colleges:	Virginia State School, Ascot State School, Wavell State High School, St Pius Primary Banyo, Bracken Ridge State High School, Aspley State School, Aspley State High School, Sandgate State School, Sandgate District State High School, Nudgee College, Northgate State School, Nudgee Beach Environmental Education Centre
Significant community partnerships:	Australian Catholic University (ACU), Australian Business Week program, Helping Hands Network, Streamline Aquatics, Sporting Groups, Technical and Further Education (TAFE), Brisbane North Chamber of Commerce, Computers for Learning
Significant college programs:	Mindset, Da Vinci's workshop, Business Enterprise programs, MultiLit, MiniLit, Distance Education, \$20 Boss, Yarning Circle



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Heads of College, Head of Special Education Services (HOSES), three Heads of Department (HOD), HOD - teaching and learning, guidance officer, Support Teacher Literacy and Numeracy (STLaN), three Special Education Program(SEP) teachers, master teacher, literacy coach, 43 teachers, specialist - music, Languages Other Than English (LOTE) and Health and Physical Education (HPE) teachers, eight teacher aides, Business Services Manager (BSM), two office managers, two ancillary staff, Indigenous Elder, 30 students and Outside School Hours Care Coordinator.

Community and business groups:

- Eight parents and three Parents and Citizens' Association (P&C) members.

Government and departmental representatives:

- Member for Nudgee and two ARDs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	College Four Year Plan
Headline Indicators (2016 release)	School Data Profile (31/10/2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum Expectations Overview 2017
College improvement targets	Differentiation Framework
College pedagogical framework	Professional development plans
College data plan	College newsletters and website
Responsible Behaviour Plan	School Opinion Survey
College Improvement Priorities 2017	Meeting Planner 2017
Annual Performance Review	Student Learning and Wellbeing Framework
Curriculum, assessment and reporting framework	2017 Classrooms Observations: Professional Practice



2. Executive summary

2.1 Key findings

The tone of the college is supportive and caring with a strong sense of community.

Diversity is valued and there is strong evidence of a truly inclusive environment. Staff members, students and parents express great pride in their college. Staff members focus on developing positive, caring and mutually respectful relationships across the college community. These relationships are highly valued and contribute significantly to the supportive and inclusive culture.

An explicit, sequenced, curriculum, assessment and reporting plan is developed.

This plan provides direction regarding what is to be taught and the timeframes for instruction. The college curriculum, assessment and reporting plan is drawn from the Australian Curriculum (AC) and is responsive to the local context. This plan was developed in collaboration with the college leaders and year level teams and is regularly refined.

College leaders view the development of all staff members into an expert teaching team as central to improving outcomes for students.

There is an expectation that all teachers are committed to the continuous improvement of their professional practice and are focused on the development of knowledge and skills required to meet the diverse learning needs of students. Processes to quality assure the consistency of agreed teaching practices are yet to be rigorously implemented across Prep to Year 12.

College leaders analyse achievement data to determine students requiring further support with their learning.

A data collection plan is developed for 2017 that details the range of data that will be collected, particularly in literacy and numeracy. Teachers report they value the professional learning offered in the use of the class dashboard in OneSchool to analyse their class data sets. Teachers express a need for further Professional Development (PD) to ensure their data literacy skills enable deeper understandings of data to better inform differentiated teaching practices.

College staff members recognise that highly effective teaching is the key to improving student learning.

The college has a published pedagogical framework that draws on research and theory. The Gradual Release of Responsibility (GRR) model is central to the college's pedagogical delivery. A range of artefacts including the use of learning intentions and success criteria related to explicit pedagogical practices are apparent in classrooms. Teachers report they do not regularly refer to this framework to inform their teaching practice.



A focus on instructional leadership is evident amongst members of the leadership team.

Strong instructional leadership is viewed as an important priority to support long-term change. The leadership team acknowledges that there is scope for the continued development of individual and team instructional leadership capabilities.

College leaders actively seek ways to enhance student learning and wellbeing by partnering with the college community.

College leaders are pursuing strategies to broaden networks with schools on similar education journeys, including IPS, which will bring benefits to the learning and achievement of students and the professional practice of staff members.

Staff members are united in their commitment to the wellbeing of students with a range of wellbeing strategies and structures being introduced.

Parents interviewed report high levels of satisfaction regarding the quality of their child's education and are engaged as key partners. Students report that they have a sense of belonging and feel supported by teachers.



2.2 Key improvement strategies

Implement rigorous Quality Assurance (QA) processes to ensure expectations in relation to agreed teaching practices in the Explicit Improvement Agenda (EIA) are consistently applied across the college.

Provide time for teams of teachers to have regular, in-depth discussions to interrogate systemic and college-based achievement data and generate strategies for continuous improvement of student outcomes.

Ensure that the college's pedagogical framework is owned and understood by all staff members and provides a basis for consistent and college-wide approaches to teaching and learning in which all students are engaged and challenged.

Build the capacity of the leadership team to guide the college through a process of sustaining and extending the emerging good practice to achieve measurable improvements in student outcomes.

Develop networks with schools on similar education journeys, including IPS, which will bring benefits to the learning and achievement of students and the professional practice of staff members.