

Earnshaw State College

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Earnshaw State College** from **5 to 9 March 2021**.

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

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

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

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

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

1.1 Review team

Shona McKinlay	Internal reviewer, EIB (review chair)
Michael Ward	Peer reviewer
Garry Drummond	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Corner Earnshaw and Tufnell Roads, Banyo	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 12	
Enrolment:	816	
Indigenous enrolment percentage:	8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	25.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1007	
Year principal appointed:	2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, head of school–primary, head of school–secondary, deputy principal–primary, deputy principal–secondary, Business Manager (BM), seven Heads of Department (HOD), guidance officer, 50 teachers, seven administration officers, school chaplain, Youth Support Coordinator (YSC), 15 teacher aides, 46 students and 18 parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Kedron State School, principal of Sandgate District State High School, Leader of Learning Murrumba State Secondary College, Equity Pathways coordinator, Australian Catholic University (ACU), director C&K (Childcare and Kindergarten) Banyo Kindergarten, and centre manager Kids Capers Childcare.

Government and departmental representatives:

- Councillor for Northgate Ward, Brisbane City Council, State Member for Nudgee and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (2020 release)	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
2021 Literacy and Numeracy Priorities	Curriculum planning documents
School improvement targets	Guide to differentiation plan
School pedagogical framework	Disability School Data Reflection
2021 School data plan	School newsletters and website
School Facebook Page	Student Code of Conduct 2020-2023
Assessment Policy	Staff Handbook 2021
Annual Performance Review and Line Management 2021	School Opinion Survey - 2019 School Pulse Survey - 2020
Senior Leadership Team Roles and Responsibilities	Personalised Professional Development Plan 2021



2. Executive summary

2.1 Key findings

The college has a coherent, sequenced plan for curriculum delivery.

The curriculum planning documentation provides clear expectations for what and when teachers should teach and students should learn. The plan is aligned to the Australian Curriculum (AC) and Queensland Curriculum and Assessment Authority (QCAA) requirements, and is utilised as a reference for monitoring teaching and learning across the year levels. Documents aligned to the Curriculum Assessment and Reporting Framework (CARF) outline the college's whole-school curriculum, data plan, year level plans for learning areas and unit plans. Use is made of Curriculum into the Classroom (C2C) materials to guide and support unit and lesson structure and sequence, and for assessment and reporting purposes.

College leaders are committed to continuous improvement in teaching practices.

The leadership team establishes and communicates clear expectations regarding the use of effective teaching strategies throughout the college. College leaders recognise the importance of working with teachers and, where appropriate, modelling effective teaching practices. An extensive program of professional learning and development has been undertaken over several years and consistent application of this approach in all classrooms is apparent. The college has established a process of walkthroughs whereby teachers are visited by either their line manager or a colleague each term, and are provided with feedback on aspects of their use of the college pedagogical approach.

A dedicated approach to providing a quality P-12 education is articulated by college leaders.

The leadership team and staff members articulate that they are dedicated to the provision of P-12 education through effective leadership practices, data-informed decision making and the implementation of extensive systems that align to the college's vision of *'Every student achieving success'*. Staff indicate a knowledge of and commitment to the college vision. Some staff express the belief that the geographic separation of the junior and senior college leaders impacts upon communication, authentic collaboration opportunities, decision making and cohesiveness across the college.

The tone of the college is warm and inviting and classrooms are calm and productive.

The principal, college leaders and staff members are committed to the development of an environment reflective of high expectations where all students will learn successfully in a calm and productive environment. The college sets clear expectations for students. A strong collegial staff culture is apparent amongst teachers who willingly provide personal and professional support for each other through formal and informal interactions and partnerships. Some teachers indicate a desire for greater interactions between faculties and sectors of the college to promote a cohesive P-12 approach.

**Staff, students, and parents are supportive of the Student Code of Conduct.**

College leaders have established and published a Student Code of Conduct 2020-2023 that has been endorsed by the school community. A classroom management flowchart and a set of routines and procedures to support consistent application of behaviour expectations are widely communicated. Some staff and students indicate a belief that a more consistent application of behaviour management processes and the associated feedback regarding consequences would be beneficial to learning environments.

Staff express the belief that all students are capable of learning successfully.

The college vision of *'Every student achieving success'* is reflected in the priority the college places on supporting teachers to address the learning needs of individual students. Teachers are supported to use a range of data to monitor the progress of individual students and to tailor classroom activities to maximise access and engagement in learning. Teachers readily describe the strategies they utilise to support students who are experiencing difficulty in achieving the required standard. Some teachers express a desire to develop practices that allow them to further support the higher achieving students within their classrooms.

Teachers identify that they constantly seek ways to improve their classroom pedagogy to enhance student engagement and achievement in learning.

Teachers express the belief that many of their colleagues are highly effective teachers and that they value the opportunity to watch others work in addition to receiving feedback on their own teaching. Some teachers express their willingness to make greater use of their training as classroom profilers, to be profiled as part of the collegial feedback process, or to participate in quality high level reflection and feedback regarding their pedagogical processes.

A culture of continuous professional learning and improvement is apparent.

College leaders express a belief in staff continually striving to build their capability to refine their teaching and learning practices. Teachers comment that they commit to ongoing development of their knowledge and skills to improve student learning opportunities. Teaching teams are provided with release time on a regular basis and time is allocated for the purpose of analysing relevant data and planning pedagogical responses. OneSchool dashboard has become a strong feature of this process in the P-12 setting, with many teachers articulating their engagement with it.

The college has developed a number of partnerships with external organisations that value-add to wellbeing and professional initiatives.

Many of the school's existing partnerships have been identified by the leadership team for their capacity to contribute to enhanced opportunities for student achievement and wellbeing. The college has established the Earnshaw Wellbeing Hub whereby the School Based Youth Health Nurse (SBYHN), chaplain, Youth Support Coordinator (YSC) and guidance officer collaborate in relation to a wide range of programs and work in partnership with external organisations. Members of the college community are aware of many of these partnerships and support the need to nurture and maintain these moving forward.



2.2 Key improvement strategies

Collaboratively review current structures and practices in the P-12 setting and develop strategies that build the cohesion of leaders across the college.

Develop and implement processes to further improve interactions across all aspects of the P-12 setting to enhance consultation, decision making and communication.

Review and refine processes to build staff confidence in the consistent application of, and feedback associated with, behaviour management processes.

Expand existing planning and teaching processes to incorporate a consistent college-wide approach to in-class, high-yield differentiation strategies for all students, including high achieving students.

Collaboratively expand P-12 profiling opportunities for teachers to further build capability in classroom management and pedagogy.