Earnshaw State College

School Review Report

Education Improvement Branch

Queensland Government

Acknowledgment of Country

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

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

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Contents

1. Introduction

This report is a product of a review carried out by a review team from the 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.

3. Snapshot of previous school review

The last review carried out at the school was conducted from **22** to **24 February 2017**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2017 review was identified as 997 and the school enrolment was 710 with an Indigenous enrolment of 5.8 per cent and a student with disability enrolment of 5.2 per cent.

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

- 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 Independent Public Schools (IPS), which will bring benefits to the learning and achievement of students and the professional practice of staff members.

4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The amalgamation of Nudgee State School and Banyo State High School in 2003 resulted in the establishment of the college. Currently, 816 students are enrolled across Prep to Year 12. A strong commitment to learning and wellbeing is apparent at the college, with the college administration team having established a well-defined strategic improvement agenda.

College leaders have high expectations for student attendance, wellbeing, learning, engagement, presentation and behaviour. These expectations are regularly communicated to the college community through newsletters, social media, and at college events, ceremonies and assemblies. High expectations are communicated to staff through the 'Setting the Direction' session at the start of the school year, analysis and discussion of data, provision of clear expectations and detailed documentation.

College leaders describe a dedicated approach to providing a quality 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 members indicate a knowledge of and commitment to the college vision.

College leaders develop detailed and considered documents and processes that outline expectations regarding the implementation of key priorities. The college documentation includes the staff pedagogical framework, literacy and numeracy priorities, personalised Professional Development (PD) plan, data plan, staff handbook and the Student Code of Conduct. Staff members articulate appreciation for the clarity of these documents in aligning practice to the EIA.

The EIA is well known by staff, and has focused on consistent concepts since 2018. Fine tuning of priorities occurs each year according to data analysis. The 2021 EIA includes three priorities of literacy and numeracy, teaching excellence, and learning and wellbeing. The EIA is aligned to the 2018-2021 Strategic Plan and each Annual Implementation Plan (AIP) during that period of time.

The 2021 EIA outlines reading, vocabulary, numeracy and writing as the literacy and numeracy focus. The 2021 Literacy and Numeracy Priorities document provides extensive guidance in implementation expectations. Engaging pedagogy, curriculum and assessment comprise the teaching excellence emphasis, with the college direction clearly outlined in the 2021 Staff Handbook. Parent engagement and wellbeing programs are the learning and wellbeing focal points for the current year.

The 2021 AIP outlines separate strategies and actions for each improvement priority, responsible officers for each subset, and the timelines for implementation. Teachers are able to articulate the EIA and outline how they implement some associated strategies in their

classrooms. Many staff describe Write That Essay (WTE) as a key literacy strategy being implemented in classrooms.

The AIP outlines the 2021 college targets that include improving National Assessment Program – Literacy and Numeracy (NAPLAN) and A-E outcomes, pedagogy implementation, improved achievement in the Upper Two Bands (U2B), consistency in teacher judgement, classroom profiling involvement by teachers, improved less than 85 per cent attendance rates, reduction in short-term School Disciplinary Absences (SDAs), reducing the gap for Indigenous students, and increased proactive programs for intervention and support. Staff indicate that their knowledge of the P-12 targets is as yet limited. College leaders express the belief that staff would benefit from clarity of targets that are applicable to their role.

The college administration team comprises the principal, head of school–primary, head of school–secondary, a primary deputy principal and a secondary deputy principal. Together with the seven Heads of Departments (HOD), they form the Senior Leadership Team (SLT).

The SLT articulates having undertaken Growth Coaching in the past and that a priority for 2021 is to participate in 360-degree feedback. The college administration team describes additional professional learning opportunities as the next step to further develop committed and united leadership across the college. Some staff indicate that the geographic separation of the junior and senior college leaders impacts upon communication, authentic collaboration opportunities, consensus in decision making, relationships and cohesiveness across the college.

Staff members communicate a commitment for all students to be successful learners, commenting that communication of expectations regarding teaching and learning and college procedures is clear. Many staff articulate that communication regarding operational aspects such as college events and day-to-day happenings is yet to be an effective practice across the college.

College leaders express a strong desire to ensure consistency across the college in relation to the implementation of key priorities and processes. Leaders articulate that they monitor the achievement of key improvement priorities in a number of ways, including through line management meetings and review of data.

Line management processes utilise data and anecdotal progress reports associated with the expectations outlined in the 2021 Staff Handbook and the 2021 AIP. In these meetings staff identify follow-up actions required to achieve the college targets. QA of Annual Performance Reviews (APR), assessment schedules and faculty meetings is acknowledged as an effective practice, with QA identified as a focus area for the college.

Data meetings occur on a five-week cycle between leaders and teachers. College leaders identify the benefits of these meetings in advancing EIA priorities. Teachers indicate that they appreciate the opportunity to be supported in their use of data through these meetings.

College leaders indicate that they regularly review the EIA and AIP with staff across the whole college using feedback from staff, NAPLAN, School Opinion Survey (SOS) and staff meetings to monitor targets, intervention and support processes. In 2020 leaders of the

college collated staff feedback and led discussions in a whole-of-college forum. From this process, leaders determined actions, measurable change, potential to implement, and financial investment, and additionally gauged where staff considered they were in regards to stages of EIA implementation. This process provides college leaders with an overall view of EIA progress.

The college undertakes parent and student surveys to identify levels of satisfaction and 'what they want to see the college do' in the future. This exemplifies the strategic application of the college motto *'Prepare today for tomorrow'*.

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 understanding and accountability for implementing college targets by identifying targets relevant to the roles of staff across the P-12 setting.

4.2 Analysis and discussion of data

Findings

College leaders are united in the belief that the systematic use of data is a key driver for student improvement. Leaders recognise that regular analysis, monitoring and sharing of student academic, engagement, transition, attendance, behaviour, and wellbeing data are essential to informing all college improvement priorities.

The college has a published P-12 data plan. This plan documents the strategic focus, process, purpose, timing, storage, and responsibilities of classified officers and teachers in using data to inform teaching and learning. Key timelines for the collection, review, and monitoring of data sets are outlined in the plan. The data plan is aligned to the college AIP. Teachers and college leaders are aware of the key data cycles and their respective accountabilities. Most staff members express a level confidence in their own data literacy skills. Staff capability to utilise data to identify differentiated intervention strategies varies.

The college has outlined 2021 college targets in the AIP. These relate specifically to the areas of literacy and numeracy, teacher professional practice, and student wellbeing. Some teachers indicate their knowledge of the target of 90 per cent 'C' or above, and 55 per cent 'A' or 'B'. Staff and student awareness of these, and other targets, varies.

In 2021 the college is committed to a more directed approach using the 'improving student outcomes' sheet. Members of the senior leadership team review junior college and faculty academic performance following each reporting cycle and regular five-weekly data meetings with each teacher.

Student wellbeing, attendance and behaviour data is examined by the student wellbeing teams. The junior and senior student support teams identify students at risk and implement intervention strategies to support student learning. Student support needs are prioritised through these meetings, and case managers are identified when considered necessary.

Student attendance is monitored in home group and in all lessons. A range of intervention strategies is established to assist students when improvement is required in their attendance. Attendance of students with disability is monitored by the HOD–inclusion and case managers.

All students set personal learning goals at the beginning of each term with their home-group teacher as part of the literacy and numeracy program . A process to ensure all students discuss their individual subject goals with each of their subject teachers is yet to be apparent.

Student progress towards the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA) attainment is monitored using OneSchool dashboard by the head of school–secondary and the HOD–inclusion respectively. Students are able to articulate their current QCE progress status and requirements to ensure they attain their QCE. The progress of students completing vocational education modules and certificates with external Registered Training Organisations (RTO) is monitored on a regular

basis by the Vocational Education and Training (VET) coordinator and relevant HOD, with intervention occurring when and as required. There are currently no students working towards a QCIA.

Students with disability complete a range of diagnostic assessments upon enrolment to determine appropriate class placement and support provisions. These assessments contribute to decision making regarding the need for an Individual Curriculum Plan (ICP) or Individual Support Plan (ISP). The monitoring of progress of students with disability in comparison to their year level cohorts is completed by the HOD–inclusion and allocated case managers.

College leaders indicate that the 2019 NAPLAN results demonstrate an improvement in writing and endorse the use of WTE as a literacy strategy.

An array of anecdotal, wellbeing, behaviour and academic performance data is collected from local feeder primary schools and parents through enrolment interviews to inform initial class placement of all Year 7 students. Transition statements are included in the information utilised to place students into Prep classes.

The college tracks Level of Achievement (LOA) data for all students across all year levels.

Improvement strategies

Enhance teacher data analysis strategies and data literacy through organised professional learning opportunities to share existing best practice.

Refine student goal setting processes to include regular, and structured class teacher involvement in the setting, monitoring and reviewing of individual subject achievement goals.

4.3 A culture that promotes learning

Findings

The principal, college leaders and staff are committed to the development of an environment reflective of high expectations whereby all students will learn successfully. The college sets clear expectations for students to be on time and ready for learning at each class. These expectations are outlined on posters in each classroom. The tone of the college is warm and inviting and classrooms are calm and busy, with interruptions to teaching time kept to a minimum. 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.

The 2020 School Pulse Survey indicates 95 per cent student agreement with the statement 'This is a good school'. Parent responses are positive, with 98 per cent indicating that their child 'likes being at school'. Some teachers indicate a desire for greater interaction between faculties and sectors of the college to promote a unified P-12 approach. Many staff indicate that wider consultation and collaborative decision making would enhance P-12 cohesiveness.

The college has four core values of *'Diligence, Integrity, Courage, and Empathy'* and the college motto is *'Prepare today for tomorrow'*. These are published in all classrooms, on the college website and in all college publications.

Respectful and caring relationships are apparent between staff, students, and parents. Students articulate they appreciate the interest that teachers take in their work and that they benefit from the additional time so many teachers invest in the co-curricular and extracurricular activities that are made available to them.

Parent involvement and feedback regarding the college are highly positive. Parents express that they appreciate the willingness of staff to make timely communication with them in relation to student assessment details, assignment timelines and any concerns regarding attendance, engagement, behaviour, and completion of required work. Teachers understand the college expectations and the responsibilities they have regarding making regular contact with parents.

During 2019 and 2020 the college reviewed and revised its vision, mission, motto, values and expectations statements to promote better understanding by all stakeholder groups and to enhance simplicity. Staff and students have embraced these changes, with pride in the college achievements clearly apparent.

College leaders have established and published a Student Code of Conduct 2020-2023, a classroom management flowchart and a set of routines and procedures to support consistent application of behaviour expectations. Staff, students, and parents are supportive of the Student Code of Conduct. Some staff and students indicate a belief that there is a degree of inconsistency in the application of behaviour management processes and the associated feedback regarding consequences.

The college places high priority on student wellbeing and has allocated resources and developed processes to provide academic and pastoral support to address individual student needs. The college employs a chaplain, a YSC, a full-time and a part-time guidance officer. A SBYHN is additionally deployed at the college. This team is supported by year level coordinators who have specific roles in supporting student welfare.

College leaders have a commitment to the development of a culture that caters for diverse learners. The college employs a teacher aide to support Aboriginal and Torres Strait islander learners. An international student program has been impacted by COVID and it is hoped this will be reinvigorated when international borders re-open.

The college operates the da Vinci's workshop to support Science, Technology, Engineering and Mathematics (STEM), robotics and eSports to expand opportunities for student innovation and inquiry.

The junior and senior student services teams meet weekly to monitor progress of students, prioritise any required interventions or referrals, and to identify appropriate case management responsibilities for each student at risk.

The college places a high priority on every student attending every day and has allocated staff to monitor attendance, establish data sets regarding absenteeism, and to initiate communication and follow up as required to re-engage students in the most timely manner possible.

The college systematically monitors SDAs. There has been a decline in the number of short-term SDAs in 2020 following a significant increase from 2018 to 2019. A high priority is placed on student attendance and engagement with the initiation of the FlexiSpace to support the re-engagement of students.

A recognition and reward system, 'Earnies', allows teachers to nominate students who have demonstrated exceptional performance in schoolwork, attendance, behaviour, or contributed to college culture and activities. Students are appreciative of this system particularly since it has been extended to cover all aspects of college events.

The college presents as an attractive physical environment and is a source of pride for staff, students, parents and community members as a safe and diverse learning place for students.

Improvement strategies

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.

4.4 Targeted use of school resources

Findings

The college administration team strategically places a high priority on providing targeted support and resources to advance the EIA and to meet the learning and wellbeing needs of students. Comprehensive college-wide policies, practices and programs are aligned to the EIA and form the foundation for resource allocation.

The current bank balance is $368 613 with $297 041 brought forward from the 2020 school year. The Business Manager (BM) articulates that the first step in formulating the college budget is to identify and allocate anticipated operational expenditure to cost centres. HODs and program leaders then complete and submit a Financial Operations Plan (FOP).

Budgetary documentation demonstrates an alignment between the Faculty Implementation Plans (FIP), the FOPs and the EIA. The BM compiles the information from the FOPs and engages the principal in final consultation regarding program budgets and allocation to cost centres. The BM identifies that the principal makes the final decision regarding allocations based on alignment to the EIA. The BM and principal monitor expenditure on a weekly basis to ensure that spending is approved.

The college operates a Student Resource Scheme (SRS) in addition to a voluntary contribution scheme in the primary sector. The BM indicates that the current take-up is currently not as high as previous years and that text messages, emails and phone calls are used to contact parents regarding payments. Parents are able to use Centrepay, payment plans, direct debit and BPoint as payment options.

ReadCloud, the online resource and text book platform comprises a considerable amount of the secondary student SRS fees. The BM indicates that non-payment of these contributions can impact upon student access to the ReadCloud platform.

WTE is a major writing strategy within the college. Significant funds support its implementation through diagnostic testing of students, PD, coaching of staff and access to online tools. College leaders have analysed the writing data and determined the value of this strategy through student improvement in NAPLAN writing outcomes. Measurement of the impact of further resource allocations is yet to be a consistent practice within the budgetary processes across the college.

2021 Investing for Success (I4S) funding of $277 041 supports key elements of the college EIA. The funds are utilised to employ additional staff including a deputy principal–primary to support reading, writing and numeracy; a YSC to assist with student wellbeing; a primary guidance officer to maintain student wellbeing and assist in diagnostic testing; and classroom teacher aides to support the teaching of reading, writing and numeracy. Additional I4S funding is allocated to provide staff PD, collaborative planning opportunities, and the coaching of reading and writing.

The college has strategically developed programs of excellence to attract students and to maintain their enrolment through the transition from Year 6 to Year 7. The programs of

excellence provide opportunities and targeted resources for students to participate in baseball, drama and dance academies. The college has introduced a violin program into Year 2 to attract students to the college. College leaders acknowledge that consideration of future sustainability is yet to be contemplated.

An active and committed Parents and Citizens' Association (P&C) operates the bookshop and the Earnshaw Eatery, the college's tuckshop. The P&C has outsourced the sale of uniforms to School Locker that operates a uniform shop two days a week at the college. The P&C president indicates that they support events and programs within the college. The 'Festival' that is conducted every two years is instrumental in generating funds for the P&C. The BM articulates that the P&C supports requests from the college for funding. This includes some lockers in the senior school and touchscreen panels in the junior college.

To provide computer access for students, the college has purchased computers to lease over a period of four years. The BM indicates that approximately 90 students utilise this option, with some other students choosing to Bring Your Own Device (BYOD). Several staff comment that student use of computers within the classroom varies according to classes and year levels. Staff members indicate that the BYOD program is growing as the use of online platforms expands.

The BM manages the non-teaching staff timetables, roles and responsibilities and the APR plans for administration officers, schools officers and cleaners. Teacher aides are allocated to the area where the funding is provisioned – primary, secondary, Special Education Program (SEP) and intervention, with additional support in the junior college provided through I4S funding.

The use of external expertise to support the implementation of college priorities is a feature of building student and teacher capability, and an investment made through the budgetary process. This usage includes Growth Coaching, 360-degree feedback, PD and the WTE PD and coaching.

The college grounds and facilities are attractive and well maintained. It is acknowledged that the concerted effort by past and current college leaders has ensured that sufficient shade and seating have been provided in the spacious grounds. The college has developed facilities to support student learning with two purpose-built laboratories, a STEM lab, a student wellbeing hub, Industrial Technology and Design (ITD) upgrade and the planning of the new FlexiSpace. College leaders have identified infrastructure needs through the School Strategic Infrastructure Plan (SSIP). Priorities include an upgrade to the swimming pool change rooms.

The college has chosen to be a Direct to Market (D2M) school and the BM works with regional infrastructure staff in project management.

A number of community organisations utilise college facilities through lease arrangements. These includes yoga one night per week, the college swimming pool, Helping Hands Outside School Hours Care (OSHC), sports hall for karate, and classrooms utilised on weekends for the Tamil School.

Improvement strategies

Collaboratively review student access to technology and develop a strategy to increase the use of technology as a routine classroom practice for staff and students.

Establish and embed processes and practices to measure the impact of resource allocation on student learning outcomes for all students.

4.5 An expert teaching team

Findings

College leaders express a belief in staff continually striving to build their capability and refine their teaching and learning practices. A culture of continuous professional learning and improvement exists. 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 during staff development days for the purpose of analysing relevant data and planning pedagogical responses. The OneSchool dashboard has become a strong feature of this process in the P-12 setting and the majority of teachers are able to articulate their engagement with it.

The leadership team notes that the college has experienced a significant number of changes of personnel in leadership roles over many years, and now feel confident that they have stability in the composition of the team. The leadership team articulates that this positions them well in developing a united P-12 approach to instructional leadership practices.

The college has a detailed and precise professional learning plan that articulates individual capability development through the personalised PD plan. Staff feedback is positive and supportive of this plan and the options available within it, including a series of 'Masterclass' options.

College leaders outline that intentional recruitment of staff is successful in contributing strongly to the evolving culture of high expectations. College leaders indicate that this is moving the college into a future that is focused on growth mindset and forward thinking. Some teachers express a willingness to lead and share best practice in the classroom to support their colleagues and enhance their professional recognition.

The leadership team is involved in professional learning across the college. Staff members are engaged in feedback and reflection processes through their line managers, bringing precision and value to staff development. The APR process is embedded across the college and is apparent in staff development and capability building.

There is a strong sense of collegiality throughout the college that supports a culture of professional engagement. Collaborative planning opportunities occur across the college. This varies in format between teams. Teachers comment that these planning processes are useful and contribute to a deeper understanding of curriculum, differentiation and pedagogy, whilst building teamwork synergy and wellbeing. Some teachers indicate that the degree to which specialist and support teachers engage with each other, and with other teams in such processes as collaborative planning, varies across the school year.

Moderation of assessment occurs in some of these meetings, with plans to expand this to include cluster moderation events with partner schools in the Inner North Schools Alliance.

Coaching for WTE is an established practice to support the implementation of writing across the college. Teachers express high levels of satisfaction with the program and

implementation practices. A number of teachers are trained as Essential Skills for Classroom Management (ESCM) classroom profilers. College leaders articulate that teachers are able to access this support through the APR process.

A documented induction program is implemented for new staff and beginning teachers. Teachers who have participated speak of valuing the program. Staff new to the school express that they are highly appreciative of the support, sharing of resources and guidance they have been provided with. The leadership team ensures that new staff are provided with skills and knowledge in a timely fashion to maintain momentum regarding signature practices of the college, such as WTE and the Gradual Release of Responsibility (GRR) model within the pedagogical framework.

Teacher aides are strategically deployed throughout the college. They describe varying levels of satisfaction with a range of matters associated with their roles and responsibilities.

A professional learning budget allocation is transparent and used for targeted development opportunities that align with the college's priorities and pedagogical framework.

Improvement strategies

Collaboratively develop and structure opportunities that engage specialists, support teachers and teaching staff in co-planning and co-teaching.

4.6 Systematic curriculum delivery

Findings

The college has developed a coherent, sequenced plan for curriculum delivery that provides clear expectations for what and when teachers should teach and students should learn. The plan is aligned to the AC and QCAA requirements, and is used as a reference for monitoring teaching and learning across the year levels.

Documents aligned to the CARF outline the college whole-school curriculum, data plan, year level plans for learning areas, and unit plans. C2C materials are used variably across the college to guide and support unit and lesson structure and sequence, and for assessment and reporting purposes.

College leaders articulate a desire to move away from C2C in the early years and redevelop the college Prep curriculum units with the lens of Age-appropriate pedagogies (AAP) across the content descriptions of the AC.

Faculty members work together to unpack the AC content descriptions and achievement standards and develop units of work reflective of what students need to know, do and understand. Teachers consider differentiation strategies, assessment tasks and the Guide to Making Judgements (GTMJ) during the planning process. The general capabilities and cross-curriculum priorities of the AC are embedded within the teacher-developed unit plans and the C2C materials. Teachers articulate that they value the release time provided each term to collaborate with their colleagues on curriculum planning.

The alignment of the Year 10 curriculum to senior subject requirements and practices is developing in some faculty areas.

Members of the leadership team and teachers are focused on building student proficiency in reading groups, cyclic data collections and conversations, and WTE. These are indicative of some of the college-wide strategies used to support students to develop fluency and comprehension in reading and automaticity in writing.

Teachers identify that they moderate within their teams at the conclusion of a unit of work. Assessment tasks are determined at the beginning of each term in preparation for assessment and the associated moderation. Teachers articulate ongoing informal moderation occurs across cohorts throughout the year. Leaders articulate a desire to enhance curriculum calibration processes to build consistency in teacher judgement. Opportunities, including interschool moderation, to quality assure implementation of the intended curriculum are planned.

Curriculum is shared with parents in a range of ways including access to class overviews, regular communication from teachers, school newsletter items and parent teacher meetings. Parents express that they are satisfied with the information received regarding their child's learning and the availability of teachers to discuss student progress.

Staff members continue to explore ways to develop learning experiences that are accessible, engaging and challenging for all students. The da Vinci Centre provides STEM-

based opportunities including robotics and links to regional competitions for interested students. Academies in baseball, dance and drama are established.

ReadCloud is available enabling students to access online learning resources. A partnership with the Australian Catholic University (ACU) provides the unique local opportunities for selected students to complete university level subjects. Some students indicate they would like further challenge with their learning. Members of the leadership team and some teachers acknowledge the need to explore opportunities for extending the learning demands within the curriculum for high performing students.

Students are issued with formal report cards outlining their progress each semester and formal parent teacher interviews occur twice per year. Reporting processes are aligned with departmental requirements.

Improvement strategies

Enhance moderation processes to establish consistent practices across the college in all phases of curriculum implementation.

4.7 Differentiated teaching and learning

Findings

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. Staff members express the belief that all students are capable of learning successfully when provided with appropriate learning opportunities and any required interventions. 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.

The college endeavours to ensure teachers develop and strengthen their skills regarding the teaching strategies required to cater for the full range of students within their classrooms. Teachers participate in facilitated curriculum planning sessions with cohort colleagues and members of the leadership team. They comment that in the planning sessions they consider adjustments to content, processes and learning environment to support students to access the curriculum and demonstrate their understanding of what they have learnt. Inclusive education is promoted and all students are supported by reasonable adjustments and high-yield teaching practices to assist them to access the curriculum.

A differentiation planner is included in the 2021 Staff Handbook to support teachers in implementing differentiation strategies within the classroom. The college data plan additionally provides guidance regarding the use of data specific to staff roles. This assists teachers in the identification and use of data to differentiate learning opportunities.

There are 48 students verified with disability and 35 students supported with an ICP. There are established processes for developing and monitoring of ICPs, with parents being included in the process. The HOD–inclusion and student with disability teachers support teachers to align the content descriptions of the AC with student ICPs and class curriculum programs. An expectation exists that students supported with an ICP will have the same access to displayed learning intentions and success criteria as all class members.

Teachers describe the allocation of teacher aides to support differentiation within the classroom. Teacher aides express that their deployment is strategic and targeted to student needs.

Teaching staff readily describe the strategies they utilise to support students who are encountering difficulty in achieving the required standard. Some teachers express a desire to develop practices that allow them to further support high achieving students within their classrooms.

Support programs for students are determined through weekly meetings of the student support services team that includes members of the college leadership team, guidance officer, Support Teacher Literacy and Numeracy (STLaN) and classroom teachers. The team oversees the management of student referrals and determines interventions.

The college identifies high-yield strategies as the key to meeting the diverse needs of learners within classrooms. Expected pedagogical practices include the use of Explicit

Instruction (EI), the GRR Framework – 'I do, We do, You do it together, You do it alone', and WTE. Students articulate that they receive regular feedback from their teachers regarding their school work and assessment tasks.

Targeted and intensive intervention is provided through the MiniLit early literacy intervention for Year 1 readers experiencing significant challenges. This aims at improving the five literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teacher aides delivering the program have completed formalised training.

Members of the leadership team meet in Week 5 of each term with year level teachers to analyse class and cohort data to determine which students are meeting or exceeding benchmarks and standards. In the senior section of the college, five marker students are selected by each teacher for specific case management, with their progress being explicitly tracked. Each teacher determines appropriate intervention strategies and tracks progress over time. Teachers articulate that these meetings are an effective strategy in making decisions regarding the next steps for teaching and for considering further adjustments to learning. In the junior section of the college teachers monitor and provide intervention for all students in their classes.

A range of support systems and personnel work to support students with learning difficulties, including the STLaN, the guidance officer, the leadership team, chaplain and YSC. Programs utilised include You Can Do It! (YCDI!) and Zones of Regulation. Specialist support is accessed through external providers including ACU students and headspace.

Improvement strategies

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.

4.8 Effective pedagogical practices

Findings

The college leadership team establishes and communicates clear expectations regarding the use of effective teaching strategies throughout the college. College leaders are committed to continuous improvement in teaching practices and expect team leaders to identify ways of doing this. Leaders recognise the importance of working with teachers and, where appropriate, modelling effective teaching practices.

The college has recently refined, simplified and reinforced a commitment to the use of GRR[1] as the college pedagogical framework. The inclusion of learning goals conveys the purpose of the lesson. An extensive program of professional learning and development has been undertaken over several years and the consistent application of this approach is apparent.

Teachers and students are able to articulate the core elements of the pedagogical approach particularly warm ups, 'I do, We do, You do it together, You do it alone'. Most classrooms display posters outlining the desired steps. 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 regarding their use of the college's pedagogical approach. The 2021 Staff Handbook includes observation and feedback templates to support the practice.

Teachers and students acknowledge the importance of high expectations of all students to be on time, ready to learn and respect the right of all to learn. Teachers identify that they constantly seek ways to improve their classroom pedagogy to enhance student engagement and achievement in their learning. Highly effective teaching practices are articulated as a feature in many classrooms.

Teachers express the belief that many of their colleagues are effective teachers and that they value the opportunity to watch others work in addition to receiving feedback in relation to their own teaching. Some teachers express a 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.

One of the key priorities in the 2021 AIP is to improve student writing. Extensive professional learning and development has been provided to all staff in the WTE approach. Staff and students speak favourably of this initiative, articulating that encouraging signs of progress in student writing are apparent across the college.

College leaders encourage teachers to establish active learning environments in which all students are engaged, challenged and supported to learn. Teachers are aware of the expectations of college leaders to know their students and differentiate their pedagogical

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[1]Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Association for Supervision & Curriculum Development (ASCD).

approach to cater for the different learning styles and readiness of students to learn. Some teachers express a desire to access more targeted PD opportunities to allow them to build their own repertoire of pedagogical practice to achieve more success in differentiation, particularly for high performing students.

Teachers are committed to the provision of timely feedback to students in forms that best enable students in making adjustments and progress their learning. Students indicate their appreciation of the ways that teachers support their learning through quality, timely feedback and their willingness to give freely of their time in and out of normal class time.

Improvement strategies

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

Provide PD opportunities for teachers to expand their repertoire of pedagogical practice in differentiation for the full range of students.

4.9 School-community partnerships

Findings

The college is moving beyond the historic challenges of combining two schools into one P-12 setting to foster positive and growing community confidence. Students, staff and parents hold the college in high regard and a committed and friendly atmosphere is apparent.

The college's vision, mission and motto statements of *'Every student achieving success'*, *'Embrace challenge, learn with passion, take opportunities'*, and *'Prepare today for tomorrow' respectively*, are apparent in college documentation and reflected in many aspects of college life. This ethos informs and underpins a wide range of partnerships.

The college has developed a number of partnerships with external organisations that value-add to student and staff wellbeing and professional collaboration initiatives. Members of the college community are aware of many of these partnerships and support the need to nurture and maintain these moving forward. A documented process of scheduled review and refinement that links these partnerships to college priorities and improving student outcomes is yet to be established.

As an IPS, the college has a school council that provides endorsement and oversight of strategic planning. College leaders articulate that the school council is due for a process of renewal, according to the provisions within its constitution.

P&C executive members describe a positive relationship with the leadership team and are actively engaged in existing and proposed projects to expand their business operations, specifically the possibility of a uniform shop. Members are highly supportive of the strategic direction of the college and are willing to be involved in consultations regarding future developments and plans.

Parents are confident they are able to approach college staff with any concern they may have, with many expressing a sense that positive momentum is moving the college forward. Some parents express a desire to be informed of more specific details regarding how learning is differentiated at all phases, in addition to more involvement in program planning and any associated adjustments throughout senior schooling. The college leadership team indicates they are aware of parent feedback suggesting improvements to communication. The team details the wide range of methods and modes currently in place.

The college is an active member of the Inner North Schools Alliance of 14 member schools, the IPS Alliance and the BASE secondary cluster, comprising Bracken Ridge State High School, Aviation High, Sandgate District State High School and Earnshaw State College. These partnerships have enhanced the principal's wider network with school leaders regarding a specific agenda of innovation. The networks are used as an avenue to engage staff in professional collaboration between schools, including plans for cluster moderation this year. The BASE group is currently chaired by the principal and is working intentionally in relation to curriculum and assessment alignment in the junior secondary area. Work within the Inner North Schools Alliance has included a student leadership program facilitated by the college, in addition to involvement in deputy principal and inclusive education staff networks.

Many of the 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 SBYHN, chaplain, YSC and guidance officer collaborate in relation to a wide range of programs. This team facilitates and nurtures a number of effective partnerships with external organisations focused on wellbeing, social skills, allied health and welfare initiatives. These include Child and Youth Mental Health Service (CYMHS) Brisbane North, Community Connect, Department of Children, Youth Justice and Multicultural Affairs, Act for Kids, iSEE CARE – hampers, and the Hope Centre.

Wellbeing hub staff work closely with ACU Banyo campus that provides support for programs including Wellbeing Wednesday, homework club and Rainbow Run. Occupational therapy and Speech Language Pathologist (SLP) students from ACU supplement wellbeing programs within the P-12 setting. Staff speak highly of the contribution this team makes to the college. Some staff express the belief that the college would benefit from the development of a documented wellbeing plan encapsulating current practices and prioritising future needs.

The excellence programs and associated partnerships demonstrate strategic thinking linked to a long-term vision for the college to create points of distinction and credibility in the wider community. Other innovations, including the junior college violin program, provide an additional point of distinction and bring credit to the college more widely, presenting further opportunities for creative partnerships into the future.

Local early learning centres are closely associated with the college through shared events, staff collaboration and active engagement with transition statements. Staff from the college and local early learning centres work together to unpack and understand Australian Early Development Census (AEDC) data and the local early childhood profile. This process facilitates shared understandings to address childhood vulnerability.

Transition processes at each major juncture are well established and effective. Numerous programs are established across the primary to secondary transition including specialist lesson timetabling, shared use of facilities and staff collaboration. The college hosts a well-established playgroup, one morning each week, with involvement from at least 20 families.

Senior schooling transitions to work, training or study are apparent through a large number of partnerships, particularly those with ACU Banyo campus and the Brisbane North Chamber of Commerce.

Improvement strategies

Work with the college community to collaboratively review and identify practices to strengthen the quality and timeliness of information provided to parents regarding their child's progress.

Establish a process of routinely monitoring the effectiveness of existing partnerships and evaluate their contribution to student outcomes.