Whites Hill State College

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Whites Hill State College** from **12 to 14 June 2017**.

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 consider in consultation with its regional office and school community.

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

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Anne-Marie Day	Peer reviewer
Richard English	Peer reviewer
Christine Tom	External reviewer

1.2 School context

Location:	Burn Street, Camp Hill
Education region:	Metropolitan Region
Year opened:	2001
Year levels:	Prep to Year 12
Enrolment:	779
Indigenous enrolment percentage:	4.5 per cent
Students with disability enrolment percentage:	2.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	995
Year principal appointed:	2012
Full-time equivalent staff:	64.9
Significant partner schools:	Belmont State School, Mayfield State School, Greenslopes State School, Coorparoo State School, Dutton Park State School, East Brisbane State School, Coorparoo Secondary College, Camp Hill State School, Carina State School, Brisbane School of Distance Education
Significant community partnerships:	Bulimba Creek Catchment, Moreton Bay and Toohey Forest Environmental Education Centres
Significant school programs:	Flipped Learning Program, International High School Preparation Program and International Student Program, Prep Reading Program, Positive Behaviour for Learning (PBL) – CARES (Cooperation, Achievement, Respect, Enthusiasm, Safety)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two acting Heads of School, deputy principal, seven Heads of Department (HOD), three pedagogy coaches, Head of Curriculum (HOC), 46 teachers, guidance officer, two Special Education Program (SEP) teachers, five administration officers, 10 teacher aides, acting Business Services Manager (BSM), two Parents and Citizens' Association (P&C) representatives, two groundsmen, 17 parents and 45 students.

Community and business groups:

- Outside School Hours Care (OSCH) co-ordinator, Bulimba Creek Catchment Coordinating Committee representative, Stones Corner Rotary Club representative and Anglicare representative.

Partner schools and other educational providers:

- Coorparoo State School and Belmont State School.

Government and departmental representatives:

- Two ARDs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2013-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School newsletters and website
School pedagogical framework	School Opinion Survey
School data plan	Explicit Improvement Agenda 2017
Curriculum, assessment and reporting framework	Modelled conversation - Case management - Triads documentation
Headline Indicators (Semester 1, 2017 release)	School based instructional coaching documentation

2. Executive summary

2.1 Key findings

The principal, staff members and community members are united and committed to improving the learning outcomes for all students.

A clear vision has been established for the college that is expressed and enacted. The principal and staff members are committed to implementing an Explicit Improvement Agenda (EIA) that is focused on three elements - reading, pedagogy and wellbeing of staff members and students.

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

The college's values program is strongly embedded across the school with prominent artefacts displayed in classrooms and around the campus. Staff members, parents and students express pride in the college and a genuine willingness to assist other students.

The college has a coherent, well-sequenced whole-school curriculum plan.

The plan provides the context for delivery of the Australian Curriculum (AC) through alignment with relevant college-developed curriculum programs, Curriculum into the Classroom (C2C) units in the primary college, and valid and reliable assessment tasks.

The college leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.

A strong ethos of shared responsibility is apparent. There are stated roles and responsibilities for key personnel. Alignment of these roles to driving the improvement agenda is yet to have additional clarity.

The college leaders clearly articulate a belief that the collection and use of data regarding student performance outcomes is essential to the college's improvement agenda.

A detailed college data plan outlines processes in the collection and analysis of reporting data, class profiles, action arising from data analysis, timelines for data collection and officers responsible. Teachers across the college indicate that there is variability in data literacy amongst staff members.

College leaders place a high priority on the development of teacher capacity.

Teachers engage in feedback meetings with coaches whereby professional learning goals are agreed upon between teachers and coaches. Pedagogy coaches provide formal written feedback and verbal feedback to staff members to inform their teaching and support strategies specifically aligned to the college's EIA.

The college pedagogical framework is grounded in research including Marzano[1], Hopkins and Craig[2], Fisher and Frey[3], Hattie[4], and Sharratt and Fullan[5] and is collaboratively developed by staff members.

The leadership team and the pedagogical team demonstrate a strong understanding of the framework and are working towards fully embedding it throughout the college in a strategic manner. The college leadership team promotes the implementation of the framework through walkthroughs and classroom visits.

The leadership team promotes the use of differentiated teaching.

Differentiated teaching is promoted as a strategy for ensuring that each student is engaged, challenged and learning successfully. The implementation of structural differentiated teaching across the college is apparent through the groupings of students into achievement levels.

The student senior leaders of the college identify community partnerships as one of the strengths of the college.

Strategic connections are made with a range of industries, businesses and service providers to facilitate student access to certificate courses, higher education courses and other learning programs.

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD.

[2] Hopkins, D. and Craig, W. (2015). Curiosity and Powerful Learning. ACER

[3] Fisher, D. and Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.

[4] Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

[5] Sharratt, L. and Fullan, M. (2012). *Putting faces on the data: What great leaders do!* Corwin Press.

2.2 Key improvement strategies

Maintain a clearly articulated whole-college improvement agenda that is narrow and sharp and is accompanied by timelines, appropriate resourcing and Professional Development (PD) for all college personnel.

Refine the college roles and responsibilities to ensure there are clear, unambiguous accountabilities for all members of the leadership team aligned to the priorities of the EIA and to whole of college practices.

Further develop the capacity of staff members in data literacy to collect, display, analyse and report on student learning.

Expand the current coaching processes to build teacher capacity through whole of college professional learning communities.

Embed the Explicit Instruction (EI) model of curriculum and pedagogy addressing all elements of the methodology.