

# Whites Hill 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 **Whites Hill State College** from **25 to 27 October 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

Alan Smith	Internal reviewer, EIB (review chair)
Ben Weeks	Peer reviewer
Jim Horton	External reviewer



## 1.2 School context

<b>Location:</b>	Burn Street, Camp Hill	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 12	
<b>Enrolment:</b>	757	
<b>Indigenous enrolment percentage:</b>	6.3 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	7 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	16.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1015	
<b>Year principal appointed:</b>	2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- College principal, two Heads of School (HOS), Business Manager (BM), seven Heads of Department (HOD), Head of Special Education Services (HOSSES), two guidance officers, 31 teachers, 15 teacher aides, six administration officers, tuckshop convenor, three schools officers—facilities and grounds, cleaner, occupational therapist, two speech therapists, 40 students and seven parents.

Community and business groups:

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

Partner schools and other educational providers:

- Principal of Camp Hill State Infants and Primary School and principal of Mayfield State School.

Government and departmental representatives:

- Councillor for Brisbane City Council, representative from Department of Education International (DEi) and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Curriculum planning documents
Investing for Success 2021	Strategic Plan 2018–2021
OneSchool	Budget Overview Report
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Schools Online Reporting Dashboard	Headline Indicators (October 2020 release)
School Data Profile (Semester 1, 2021)	



## 2. Executive summary

### 2.1 Key findings

**Located in the Brisbane suburb of Camp Hill, the college is a Prep to Year 12 school.**

Staff members articulate the importance of providing young people with a quality education. Leaders acknowledge the importance of providing opportunities that lead to improved learning and wellbeing outcomes for students. They espouse high expectations for performance, behaviour and personal presentation. Staff members are committed to providing purposeful learning and quality teaching, and demonstrate discernible care for students.

**The college tone reflects a whole-school commitment to the CARES philosophy – Cooperation, Achievement, Respect, Enthusiasm, and Safety.**

Staff members demonstrate a deep belief that every student is capable of successful learning and all teachers are able to teach. They indicate that while not every student will progress at the same rate as their peers, all may be taught to demonstrate and achieve progress.

**A strong ethos of mutual trust and assistance exists.**

Staff members articulate that staff morale is positive with highlights of the college being the collegial support available amongst colleagues and the genuine desire to produce the best outcomes for students. Most staff express feeling comfortable and confident in sharing and collaborating with others to address the learning and wellbeing needs of students.

**Staff members in their day-to-day teaching are committed to the success of all students.**

A belief exists across the college that every student will learn and achieve when provided with time and the appropriate support. The college focuses on early intervention to maximise student attendance, behaviour, engagement and achievement. Teachers communicate high levels of trust in support staff, including teacher aides, to help deliver intervention, support and extension programs.

**Students articulate valuing the positive relationships they have with staff members.**

Students additionally express valuing the ongoing support and encouragement they receive during the learning process. Students speak positively of their teachers and the care they show them. A number of co-curricular and extracurricular activities value add to the experiences delivered to students in classrooms. Parents indicate valuing the range of pathways and options available to students.





**Teachers demonstrate a genuine commitment to students and provide quality curriculum-based experiences that support student success.**

The Senior Leadership Team (SLT) outlines that curriculum development and alignment are clear priorities for the ongoing improvement of the college. The principal identifies that a whole-school curriculum and assessment plan is yet to be established. Systematic Quality Assurance (QA) processes regarding curriculum planning and implementation are yet to be consistently undertaken across the college.

**The principal recognises the need to develop and implement a strategic, whole-of-college approach to improving student learning outcomes.**

Some staff members comment that stability within the leadership team will enhance college-wide attention to improvement in learning and teaching. The importance of establishing and enacting QA practices to guide the consistent and systematic approach to the implementation of school projects and whole-of-college initiatives is acknowledged by members of the SLT.

**Teachers indicate varying levels of understanding of the college's Explicit Improvement Agenda (EIA).**

Teaching staff identify a need for a higher level of specificity regarding the EIA and how it impacts on their day-to-day teaching. Some staff members articulate a lack of clarity regarding the targets of the EIA and how these will be achieved, measured, communicated and acknowledged. The principal acknowledges the need for developing a sharp and narrow focus for next year's EIA.

**Members of the SLT expresses a desire to see highly effective teaching conducted across the college.**

They are cognisant of the need to ensure that every student is engaged, challenged and learning successfully, and recognise that highly effective teaching is the key to improving student learning. The principal articulates an intention to collaboratively devise a new, whole-of-college approach to pedagogy.

**The college has been delivering education to the local community for more than two decades.**

Many staff members express the desire to create a more cohesive learning precinct whereby curriculum and pedagogical continuity, in addition to the sharing of expertise, contributes to a more seamless, high performing educational journey for all students. They indicate that it is timely for the college to clarify its distinctive focus and to promote this to the community.

**College leaders, staff members, students and parents speak of the college's inclusive approach and the fact it goes out of its way to support individual students.**

Student diversity is valued. Leaders encourage staff to cater for the needs of all students, including those with potential to be high achievers. Students with challenging learning and support needs are welcomed. The college uses its resources to provide wrap-around



support to enhance learning and wellbeing opportunities for all students. Leaders indicate the college is yet to undertake a process to collaboratively negotiate what it means to have an inclusive philosophy.

**Students, parents and staff members speak positively in relation to the college and the range of learning opportunities available.**

Student learning and wellbeing are highly valued across the college. The principal and college leaders understand the need to establish and maintain strong partnerships with parents and families, local Early Childhood Education and Care (ECEC) providers, neighbouring primary and secondary schools, community organisations, and the wider community. Students and staff speak with pride regarding their connection with the college.

**Parents articulate that the size of the college allows staff to know their students on an individual basis.**

Opportunities to attend college events, in addition to being able to provide a significant cultural presence in the college, are highly valued. The sense of belonging and commitment to students are echoed by leaders and teachers, with several staff members describing the college as a 'hidden gem'.





## 2.2 Key improvement strategies

Establish a college Curriculum Assessment and Reporting Plan (CARP), and quality assure the systematic enactment of the intended curriculum.

Provide opportunities for all members of the Executive Leadership Team (ELT) to develop a cohesive, coordinated and systematic approach to school improvement, including building their capabilities to lead curriculum, teaching and learning.

Refine and clarify the EIA, and build staff understanding and commitment to collaboratively determine specific actions to enact the EIA.

Collaboratively establish a whole-of-college approach to pedagogy based on research, and develop a QA process to support its consistent enactment across Prep to Year 12.

Capitalise on staff motivation to collaboratively develop a preferred future for the college, with an emphasis on greater connectedness and enhanced P-12 identity.

Collaboratively develop, document and enact the whole-of-college inclusion framework that identifies and documents beliefs, systems, processes, responsibilities and accountabilities.