Noosa District State High School

Executive Summary

School Improvement Unit

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Noosa District State High School** from **24** to **27 June 2019.**

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

1.1 Review team

Alan Whitfield	Senior reviewer, SIU (review chair)
Denise Kostowski	Peer reviewer
Anthony Kennedy	Peer reviewer
John Wessel	External reviewer

1.2 School context

Location:	Cooroy Campus – Tulip Street, Cooroy Pomona Campus – Summit Road, Pomona Mimburi Campus – Newspaper Hill Road, Belli Park
Education region:	North Coast Region
Year opened:	1963 – Cooroy Campus, 2000 – Pomona Campus
Year levels:	Year 7 to Year 12
Enrolment:	1221
Indigenous enrolment percentage:	4.8 per cent
Students with disability enrolment percentage:	5.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	99.79
Significant partner schools:	Coolum State High School, Sunshine Beach State High School, Eumundi State School, Cooroy State School, Pomona State School, Tewantin State School, Noosaville State School, Kin Kin State School, Federal State School, Cooran State School
Significant community partnerships:	Parents and Citizens' Association (P&C), School Council, Bendigo Bank, Mary River Catchment Coordinating Committee, Gympie and District Field Naturalists, Noosa Education and Training Alliance, Noosa Landcare, Noosa Council, Peregian Digital Hub
Significant school programs:	Gateway School for Aerospace and Aviation, Agriculture program, Mimburi campus
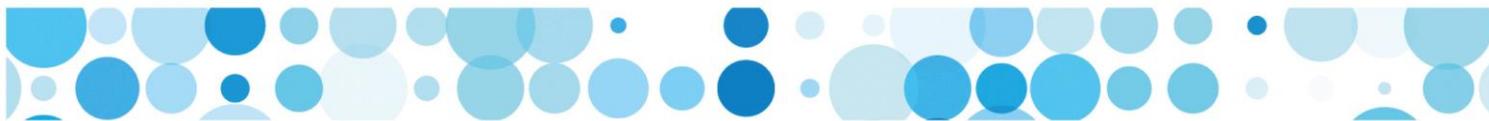
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, head of campus, five deputy principals, 16 Heads of Department (HOD), two guidance officers, four coaches, 49 teachers, two Business Managers (BM), eight teacher aides, Youth Support Coordinator (YSC)/Industry Liaison Officer, six administration officers, schools officer, 27 parents and 51 students.

Community and business groups:
- P&C executive, school council representative and school captains, Noosa Education and Training Alliance, Noosa Council and Peregian Digital Hub.

Partner schools and other educational providers:
- Principal of Sunshine Beach State High School, principal of Pomona State School and principal of Cooroy State School.

Government and departmental representatives:
- Mayor of Noosa Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Data Place Mat	Numeracy Plan
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
eLearning Plan	Literacy Plan
School pedagogical framework	Faculty Action Plans
Whole School Focus Cognitive Verbs	Investing for Success Action Plan
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	Differentiated and Explicit teaching: for all students
Support Structures@NDSHS Inclusive Education	

2. Executive summary

2.1 Key findings

School staff members express the belief that all students are able to learn and achieve, and students identify this as an expectation.

Staff members set high expectations and adopt practices to achieve positive learning outcomes. Students articulate how staff members provide additional support to ensure they reach their potential. A culture of collegial support for student learning and wellbeing is apparent. Parents are encouraged to be involved in the school as partners in student learning.

The school is well regarded by the wider community.

Many parents and community members speak positively of teachers and their work in encouraging students to succeed. School leaders recognise the value of nurturing partnerships with families, businesses and community organisations. The intentional and strategic growth of partnerships has provided students and staff members with access to additional learning opportunities, services and resources enhancing engagement and improved student outcomes. Leaders articulate that the commitment from business, industry and community partners adds value to the school curriculum program and supports student wellbeing.

School leaders outline an emphasis on building a culture of high expectations.

The development of effective teams is acknowledged by school leaders as a key platform to support improved school performance. They outline continuing capability growth through engagement in leadership development programs and activities. School leaders have recently engaged with the High Performing Teams (HPT) process with a view to building team qualities based on strong interpersonal skills, cohesion and consistency of practice.

School leaders, staff and students are committed to build and maintain an environment of positive and caring relationships across the school.

Staff identify respectful two-way communication, giving all staff a voice, as a priority. Staff members indicate they would value an opportunity to authentically provide input into development of school policy and procedures, in the context of understanding the intent of policy change.

Engagement is a key school priority.

The Responsible Behaviour Plan for Students (RBPS) sets clear expectations and systems for operation and articulates the roles for all members of staff. The school has developed a 'Teacher Toolkit' to promote consistency of implementation. Staff members emphasise the need for effective, efficient and consistent processes in the enactment of the toolkit across all year levels.

The school has a documented curriculum assessment and reporting framework.

School and curriculum leaders acknowledge the need to refine and update the current framework to reflect recent changes aligned with the Australian Curriculum (AC) and the new Queensland Certificate of Education (QCE). A consistent structure for the vertical and horizontal mapping of curriculum is welcomed as an area of continuing development. School leaders have identified the need for clarity of the accountability of curriculum leaders for the leadership and delivery of a systematic curriculum for Years 7 to 12. The structure to enable this is being developed.

The school has a documented pedagogical framework that is based on research.

This teaching framework is drawn from Marzano[1] and the New Art and Science of Teaching (NASOT). Accompanying the school framework document is a strategic plan for the implementation of the framework by teachers across the school. Most teachers are aware of the document and the need to establish common understanding of the key principles to inform daily classroom practices. Enacting the principles of the framework in classroom practice varies amongst teachers.

The leadership team articulates the view that teachers are committed to seeking growth and development in teaching practices.

The current emphasis for feedback to teachers regarding classroom practice focuses on classroom profiling that utilises observation and feedback processes for teachers in relation to Essential Skills for Classroom Management (ESCM). The school identifies that 59 per cent of teaching staff members have engaged in this process during Semester 1. Heads of Department (HOD) express a view they would value the opportunity to spend more time visiting classrooms to work with teachers. Teachers indicate positive experiences when HODs and coaches work with them in classrooms and they express a desire for further expansion in this area.

A clear understanding of the new QCE/Australian Tertiary Admissions Rank (ATAR) process is apparent amongst teaching staff members.

School leaders have regularly engaged in Queensland Curriculum and Assessment Authority (QCAA) information and online sessions. Some staff have had their expertise validated as endorsers with QCAA. The senior school curriculum offers a wide range of QCAA Authority subjects and Authority-registered Study Area Specifications (SAS) in Year 12 and an equally wide range of QCAA General and Applied courses in Year 11. The school is a Registered Training Organisation (RTO) for a range of Vocational Education and Training (VET) courses. Students are able to access a varied range of VET courses through external providers.

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[1] Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

School leaders and teachers articulate a shared belief that all students are able to be successful learners when presented with learning experiences at their instructional level and with appropriate support.

Teaching staff members readily identify that students are at different stages in learning and will progress at different rates. Teachers and school leaders outline the development of an agreed whole-school approach to differentiated teaching and learning. There is a focus on the learning needs of all students, including the needs of high achieving students. Teachers gather a range of data to understand where students are in the learning process and to identify the next steps in learning.

2.2 Key improvement strategies

Develop and implement an action plan to support and enhance the instructional capability of school leaders to collaboratively lead school improvement.

Build effective working relationships with staff at all levels with a focus on developing a strong collegial culture of mutual trust and support amongst teachers and school leaders.

Collaboratively review and refine the Engagement strategy to ensure all staff members have skills and confidence to support the improved behaviour of students.

Collaboratively develop a Year 7 to Year 12 curriculum framework that clearly articulates the vertical and horizontal alignment of curriculum across the school, and the accountabilities of curriculum and school leaders, with embedded systematic Quality Assurance (QA) processes to ensure a consistent, school-wide approach.

Enact the current pedagogical framework with a view to build teacher ownership, commitment and capability.

Develop and implement a school-wide, agreed observation and feedback model, focused on improved teaching practice.