

Noosa District State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Noosa District State High School** from **13 to 16 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

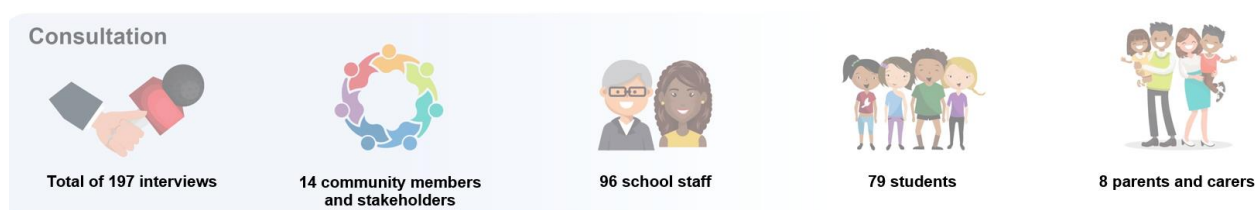
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Louise Wilkinson	Internal reviewer, SRR
Valerie Hadgelias	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Gubbi / Kabi nation and the Gubbi / Kabi people of the Gubbi / Kabi language region.
Education region:	North Coast Region
Year levels:	Year 7 to Year 12
Enrolment:	1080
Indigenous enrolment percentage:	4.3%
Students with disability percentage:	18.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1014

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from 24 to 27 June 2019. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1002 and the school enrolment was 1221 with an Indigenous enrolment of 4.8% and a student with disability enrolment of 5.9%.

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

- Develop and implement an action plan to support and enhance the instructional capability of school leaders to collaboratively lead school improvement. (Domain 1)
- 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. (Domain 3)
- Collaboratively review and refine the engagement strategy to ensure all staff members have skills and confidence to support the improved behaviour of students. (Domain 3)
- 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 leaders, with embedded systematic Quality Assurance (QA) processes to ensure a consistent, school-wide approach. (Domain 6)
- Enact the current pedagogical framework with a view to build teacher ownership, commitment and capability. (Domain 8)
- Develop and implement a school-wide, agreed observation and feedback model, focused on improved teaching practice. (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff members are dedicated to providing young people with a quality education.

Staff articulate a commitment to making a difference every day, and demonstrate genuine care for their students. Executive leaders are united in their goal of school improvement, and identify the importance of improving the learning and wellbeing outcomes of all students. A range of systems, structures, and practices are utilised to support the enactment of school priorities. The principal indicates that the 'NDSHS Flywheel' supports leaders to accelerate 'from good to great' by maintaining 'speed and direction'.

Leaders and staff collectively articulate a commitment to students, and seek to engage them in successful learning to support them to achieve to their potential.

Many students are respectful, and speak about their appreciation for the interactions of key staff who support them. The 2022 School Opinion Survey (SOS) shows that 91.1% of parents and 90% of students agreed with the statement 'students are encouraged to do their best at this school.' Staff, students and parents articulate a sense of belonging to the school and are proud of its role in the community.

Leaders recognise the importance of forging a high level of professional expertise among the teaching team.

Staff members are expected to commit to the ongoing enhancement and refinement of their teaching practice. Strong practices are established to support the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements. Leaders describe their focus on using whole-school and tailored professional learning opportunities to build the instructional leadership capability of middle leaders.

Strategic partnerships with a range of external entities expand learning pathways and enhance students' wellbeing.

Numerous formal agreements, alliances and networks contribute to and strengthen school programs that improve opportunities and outcomes for the full range of students. The school's 60th anniversary will be celebrated in 2023. Many staff members and parents identify as alumni and have intergenerational connections to the school.

2.2 Key improvement strategies

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Domain 1: An explicit improvement agenda

Embed agreed ways of working amongst all members of the leadership teams to successfully drive the school's improvement agenda, with particular attention on shared understandings, consultative practices, change implementation, and consistency of implementation.

Domain 6: Systematic curriculum delivery

Develop processes to monitor and evaluate alignment of curriculum and assessment across Years 7 to 10, to ensure the full and systematic implementation of the Australian Curriculum (AC).

Domain 7: Differentiated teaching and learning

Quality assure school-wide systems of multi-tiered support to drive effective structures and processes, to deepen understanding, enhance case management, and align resources to maximise student achievement, engagement and retention.

Build the confidence and capability of teachers and leaders to consistently implement differentiated strategies to ensure all students access, participate and progress through the curriculum.

Domain 5: An expert teaching team

Investigate ways to develop a culture of teamwork and collaboration within and across campuses in order to develop a school-wide cohesive expert teaching team, with agreed ways of working for seamless delivery of curriculum.