

Quadrennial School Review

Activity 1 Responses



1. Create a culture of high expectations in student academic performance, behaviour and effort across the school community.

Successes:

- 94% QCE attainment shows success in high performing teachers achieving high performing outcomes for students
- 100% of individual students got QCE in 2015, OP 1 – 15 in 2015
- Enrolment – 58 – 78%
- C levels – ICPs, targeting setting (questioned if ‘data’ give to HOD is not looking good)
- Parental support – usually good when contact made with home
- Parental support – appreciate of face contact is made even if down
- 60 – 84% OP 1 – 15 shows success in high expectation of academic performance
- Increase in short suspension and reduction in exclusions shows success in high expectation of behaviour

More work needed:

- Attendance & Enrolment – both down
- 867 – 747 (flood ☹)
- Pride in School (uniform, language & rubbish, vandalism, respect overall)

Questions raised:

- What plans do we have in place to increase attendance?
- Plan for proactive behaviour management
- RAS – successful? Need mix of levels – waste of time
- Year 7 – treated like babies (segregated) Why?
- Parades – hours a year spent going over & over same. Needs ↓
- “Consequences” always mentioned to students (not consistent)
- Why is 4/22 considered to be 85% when referring to brining devices
- Why is it thought that parents can/should afford \$ for a device
- SLC – only attended by parents if “good kids”
- SLC – may look positive in numbers but does this mean it is more useful (very few positive comments)
- Attendance data shows below 85%
- Is staff morale a reflection of increased effort to meet high expectation of student performance, behaviour, and effort?

2. Improved student learning outcomes

Successes:

- Implementation of MBPP and Target setting shows success in creating a culture of high expectations in regards to student effort and outcomes
- Data shows improved attendance by 5.8%
- YR 9 Numeracy above average
- Literacy Warm-ups Working well – Reading
 - oral
 - Comprehension
 - NAPLAN YR 9 improvement
- Foundation Class – ICP – excellent concept
- Reading programs working well
- Est. QCE monitoring system to improve outcomes
- Culture of high expectations established – behaviour expectations, peer mediation, common expectations & language
- MBPP & Target setting – improvement in quality reflection
- SET P – established and evolving

More work needed:

- Students still changing subjects part way through a terms shows that more work is needed to achieve and refine the SETP and Career Planning frameworks so that students make educated decisions about their future.
- Class size too large in (ICP) Environment
- Develop from top missing
- VET ... improvements required
- Generate – communication improvement needed (school & TAFE)
- SET P – where is follow up from Year 11 to 12 – is it picked up – needs earlier pick-up when student is struggling in a subject

Questions raised:

- How are we developing the data analysis of skills of teachers?

3. Development of self-reflective student learning culture.

Successes:

- The positive slope for %C or Higher Achievement (in English, Mathematics, Science in years 7,8,9,10) and in Effort in years 7 & 8 shows success in the area of student achievement and student effort concluding that students have become more self-reflective
- Attendance has shown little improvement & still behind state secondary schools
- Target setting is still developing not fully embedded in culture, Yr 7 logistically difficult (RAS – class teacher)
- Big Picture: still see need for parent/teacher, parents prefer teacher/parent
- VET qualifications increased 8% from 2013 – 2015
- Decrease 11 – 2 students leaving with no qualifications
- QCE 64 – 94% completed
- OP 60 – 84% < 15
- Processes established for target setting etc
- ASOT PLC groups – observations

More work needed:

- A negative regression from 2012 – 2015 in regards to student effort in years 9 & 10 (school data profile page 5) shows that more work is needed to achieve a self-reflective culture in years 9 & 10 in particular.
- Literacy feedback familiarity & widespread implementation
- ASOT instructional rounds → observational rounds
- More skill to work – promotion of G8 prog etc to students needing it

Questions raised:

- Why does student effort decrease from 7 & 8 to 9 & 10?
- Teenage brain
- Career choices
- Peer pressure
- Social media
- Why are kids not taking up G8 etc?
- How embedded are the processes?
- How will we cope with external exams?
- How realistic are the targets?
- What are the skills in goal setting? Do they set SMART goals?

4. Development of strategic partnerships with industry, other state schools, community organisations, and government agencies to enhance student learning, achievements and future pathways.

Successes:

- The % of student who achieved a QCE, VET, SAT or IBD has continued to increase from 2012 to 2015 (School profile pg 6) this shows success in forming strategic partnerships to enhance student achievement and pathways.
- Partnerships with external RTO's (Blue Dog etc)
- Partnerships increasing
- Alevi8, Gener8
- More community awareness from service providers
- Increased pathways for disengaged students – better connections
- Hospitality, engineering, agriculture and Indigenous program (WYLD) are all in progress
- EPIC (disability) currently in progress also
- School opinion survey – increase in parent confidence in school
- Increase in VET qualifications
- Increase in contact with feeder schools
- Increase in communication with high schools in – regarding outcomes
- Transition 6 → 7 program – positive Yr 7 well-being results from survey (DOE, Primary Transition, science activities)
- More VETIS funded courses include engineering , construction, hospitality, generate, alleviate and working collaboratively with other schools utilising trade training centre (cluster centre)
- Utilising CQU more frequently in regards to STEM activities & employment in science fields

More work needed:

- Students exiting year 12 not in the labour force, education or training has increased (2014 – 2015 1.8% to 4.0%) this shows that more work is needed to ensure that students have an accessible pathway after school
- Work experience opportunities for all student could be increased
- Organise more industry visits/mentoring
- Connections with future occupations
- More parent support
- Number of volunteers
- Opportunity for all students including Jr to carer expo
- Increase in VETIS to cater for more students
- Grant applications to apply for funding for cert. courses
- Work experience & alternative programs – opportunities for students
- Transition from Cert 1 to Cert 2 is reflected in Cert dropping 30% cert 2 increased by 23%. In response to this data, we have included a new cert 1 (construction course)

Questions raised:

- With which industries does the school engage? What opportunities are there?
- Can the school simplify the processes/forms for work experience etc?
- How can we enable students to seek their own work experience RAS? ACCESS SETP?
- Can we utilise SETP data on career paths for industry connections?
- We don't work with the other state schools as much as we should (senior school)
- Is there other funding available to access for students to complete more cert. qual.
- Increase connections with community participation – eg student at old age homes

5. Engagements of parents in school decision making and student learning.

Successes:

- Implementation of SLC, Website and Facebook interaction shows commitment to finding ways to engage parents and community
- Good to have email access to a high number of parents
- SOS data shows community opinion good

More work needed:

- The percentage of parents who feel that school provides them with useful feedback about their child's progress has decreased; 100% - 2012, 82.8% - 2013, 85% - 2014 this shows that more work is needed to keep parents informed about student progress
- How many parents actually check emails regularly? Impacts on the ability to contact parents/best approach method.
- "Forced contact" if not engaged – is it possible?
- Volunteers – struggle to get numbers.
- Facebook not useful (possibly detrimental) not updated
- SMS, Email irregular (bragging too)
- Parents backing teachers – aspirational
- P&C not attended well
- Failed with volunteers
- Positive and supportive – developing
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Questions raised:

- What strategies have we tried to engage parents? How do parents want to be engaged?
- How do we measure the parent who are interested in student outcomes? More specific questions in survey?
- How many parents actually want to be involved?
- Can Centrelink payments be affected when absences are high?
- Greater use of social media to replace newsletter

6. Development of self-reflective staff performance culture.

Successes:

- 100% of teaching staff are engaged in a PLC where instructional rounds are carried out this shows success in creating a culture where self-reflection is encouraged and supported
- Walk-throughs are occurring
- Calendar of professional learning
- DPP in existence for all staff
- All staff attending PD
- Visions, values & beliefs have been reviewed
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More work needed:

- There has been no official engagement in observation and feedback rounds this highlights the next step to be taken as a professionally reflective team in the area of self-development
- More PD for non-teaching staff
- More work on – opportunities being offered in staff meeting faculty meetings, newsletter items, staffbull, morning teas and personal one-on-one conversations – COMMUNICAITON ISSUES
- Feedback from walk-throughs
- More specific focused training for TA
- Continued to develop ways to celebrate staff achievement

Questions raised:

- How do all of our reflective tools fit together?
- Visions values and beliefs have been reviewed – have we been reviewing and working on these?
- How do we find the time to meet the goals outlined in the DPP?

7. Prepare for and successfully incorporate Year 7 in Secondary Schooling.

Successes:

- Achievement, Effort and behaviour highest in year 7 shows success in the model supporting students as they come across from primary school
- Social & emotional wellbeing of Yr 7 is highest in the school
- Junior Precinct – 'safe' environment in playground.
- Yr 7 transition program
- Visits to primary

More work needed:

- Increase in behaviours from year 8 to 7 shows more work is needed to achieve consistent transition from 7 into 8 and ultimately into high school
- Transition to year 8 – student not bring equipment & other issues
- Heavy homework load – need to ease into it
- More time to prepare LEAP application & clarity of terms

Questions raised:

- Do we need to work with feeder schools to improve digital literacy (emails, virtual classrooms)?
- Could we get 7s to do physical activity 1st up to get rid of some energy?
- Do we need to market LEAP better/more?
- LEAP – more opportunities rather than 'more hard work'
- Do we need a clearer vision of LEAP?