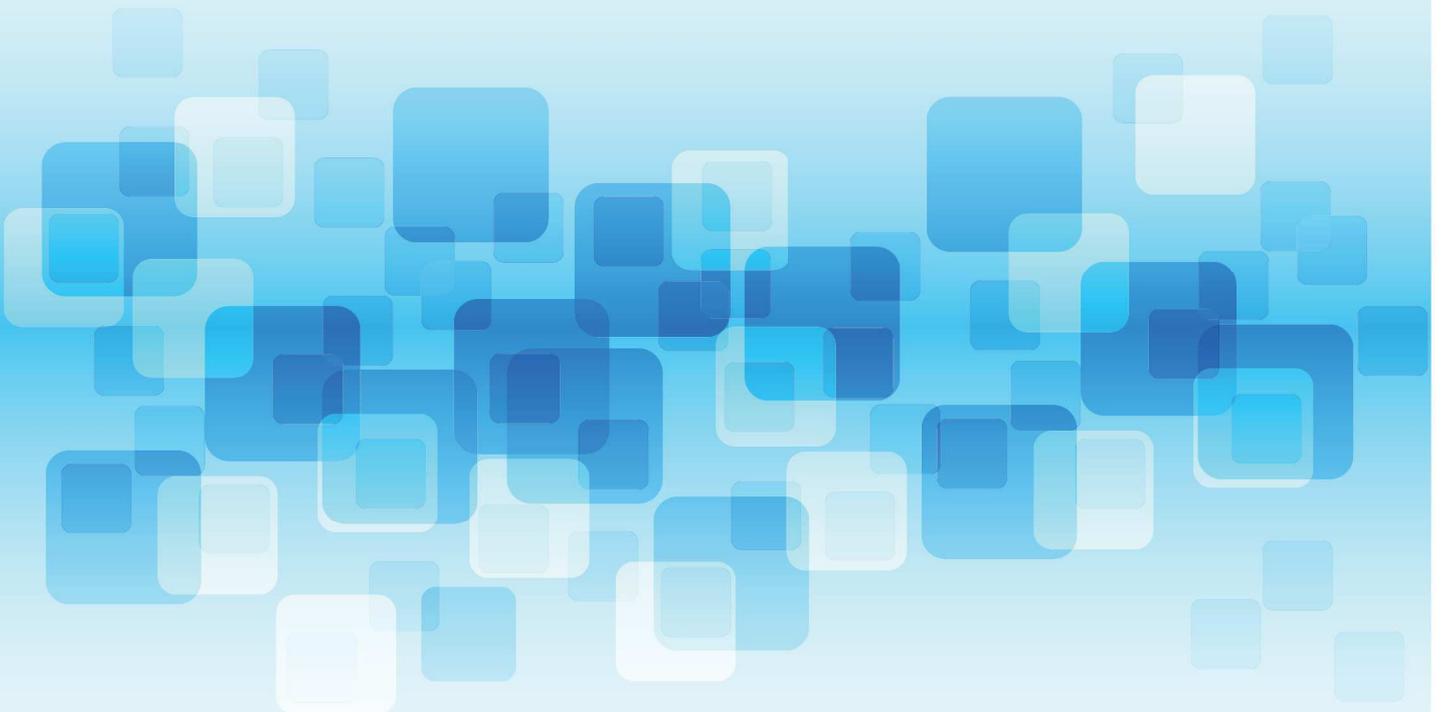




School Improvement Unit Report

Albany Creek State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Albany Creek State High School from 14 to 17 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Albany Forest Drive, Albany Creek
Education region:	Metropolitan Region
The school opened in:	January 1981
Year levels:	Year 7 to Year 12
Current school enrolment:	1259
Indigenous enrolments:	3.4 per cent
Students with disability enrolments:	5.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1039
Year principal appointed:	July 2015
Number of teachers:	92 (full-time equivalent)
Nearby schools:	Albany Creek State School, Albany Hills State School, Eatons Hill State School; Bray Park State High School, Aspley State High School, Craigslea State High School, Everton Park State High School, Wavell State High School, St Pauls School, Northside Christian College, Prince of Peace Lutheran College, Genesis Christian College, Mt Maria College, Hillbrook Anglican School
Significant community partnerships:	UQ (ESP), Rotary Club (Interact), Primary Partners (ACSS, AHSS, EHSS), GBS Sport, Bunyaville Environmental Education Unit
Unique school programs:	Program of Excellence – Football, Program of Excellence – The Arts, Enhanced Study Program – English, Greater Brisbane Schools Sport



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff members, students, parents and community representatives, including:
 - Principal and four deputy principals
 - 13 Heads of Department (HODs) and Head of Special Education Services (HOSES)
 - 49 teachers and master teacher
 - Guidance officer
 - School chaplain, school nurse, Defence Force mentor, Aboriginal and Torres Strait Islander support officer
 - Business Services Manager (BSM), six teacher aides and two information technology support staff members
 - Two administration officers, groundsman and three cleaning staff members
 - Parents and Citizens' Association (P&C) president, canteen convenor and three parents
 - State Member for Everton, Mr Tim Mander
 - Local Councillor for Moreton Regional Council, Mr Mike Charlton
 - Principal of Albany Creek State School, Mr Paul Kingston
 - Principal of Albany Hills State School, Mr Rod Mason
 - Two business/community partners



1.4 Review team

Jenny Maier

Internal reviewer, SIU (review chair)

Peter Kelly

Peer reviewer

Kay Louwrens

Peer reviewer

Trevor Gordon

External reviewer



2. Executive summary

2.1 Key findings

- School leaders and teachers communicate clearly that they expect all students to learn successfully and there are high expectations for student attendance, engagement and outcomes.

The values: *Respect, Responsibility, Resilience* and *Reliability* are embedded in the culture of the school. Students and parents expressed a very high level of confidence and trust in the school leadership and the staff of the school. Staff member and student morale is generally high. There is a strong sense of pride and belonging in the school.

- Albany Creek State High School enjoys a reputation in the community as a school that provides high quality education for students and this perception is supported by student outcomes data and enrolment statistics.

School leaders have established a clear vision for the future direction of the school and are driving a clear and explicit improvement agenda. The Annual Improvement Plan (AIP) 2016 narrows this agenda to three priority areas: Improving students' success in literacy and numeracy, data driven improvement and embedding Art and Science of Teaching (ASoT)¹ as the pedagogical framework.

- There is clear alignment between the school's professional development priorities and the explicit improvement agenda.

Teachers participate in professional learning related to the core priorities during school professional development days and at staff member and faculty meetings. Classroom walkthroughs by members of the leadership team occur regularly, however there is currently no formal or systematic process for purposeful observation and feedback.

- The executive leadership team has accepted personal responsibility for driving improvements in teaching through the implementation of the school-wide pedagogical framework, ASoT, and a focus on reading improvement.

Formal lesson observations with reflection and feedback are not consistently undertaken by the leadership team using a common observation methodology that aligns with the ASoT elements and the school's focus on literacy strategies. Feedback to teachers is inconsistent and often informal.

¹ Marzano, R. (2007). The art and science of teaching.



- The school is in the process of developing a whole-school curriculum plan with reference to the Australian Curriculum (AC) and the P-12 Curriculum Framework and which expresses the shared vision for curriculum.

The executive leadership team is working towards the alignment of the curriculum to ensure there is continuity and progression of learning across the key junctures. Currently, discussions around whole-school curriculum delivery tend to be ad hoc and irregular, impacting on the overall alignment of the curriculum.

- Data driven improvement is one of the school's three improvement priorities and has been explicitly communicated to teaching staff.

Capacity building in relation to data literacy is occurring. Data conversations have commenced in some faculties in relation to student performance.

- School leaders place a high priority on the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

A Class Analysis/Reflection Sheet aligned to the school's pedagogical framework has been recently introduced and is used by all teachers to plot current student performance. Plans are in place to extend the use of the tool to map student progress over time, reflect on student progress and the effectiveness of teaching strategies, and identify future intervention strategies.



2.2 Key improvement strategies

- Proceed with the implementation of the current explicit improvement agenda. Regularly monitor and evaluate progress through feedback loops and interrogation of data, and refine as appropriate.
- Collaboratively develop with staff members and implement a systematic and deliberate approach to coaching, observation and feedback that is aligned with the school's expected pedagogies. Monitor its implementation and the quality of feedback that is provided to teachers to ensure that all are focussed on improved classroom practice in a school-wide self-reflective culture.
- Further develop the capacity of the school's leadership team to work with teachers to improve their teaching practice including data use, modelling, evaluating and providing feedback on classroom teaching.
- Further advance the curriculum knowledge of the school's leadership team by facilitating processes whereby subject curriculum leaders share their knowledge and learn from each other. Use this knowledge to collaboratively review and update the school's curriculum plan.
- Embed the use of the Classroom Analysis/Reflection tool. Further develop the capacity of teachers to understand student performance data and use this to inform specific differentiation strategies.
- Schedule in-depth staff discussions of achievement data and strategies for the continuous improvement of student outcomes.